

# **STUDENTS' DIFFICULTIES IN REFERENCING OF APA STYLE**

**(A Study to EFL Students of UIN Ar-Raniry Banda Aceh)**

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

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Submitted to *Fakultas Tarbiyah dan Keguruan*

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Bachelor of Education in English Language Teaching

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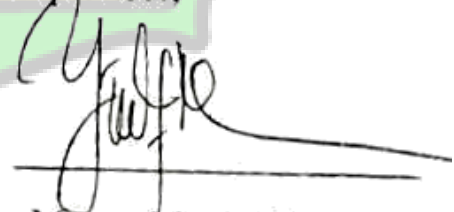
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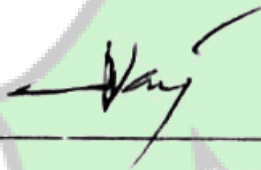
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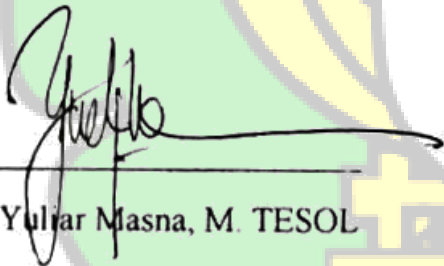
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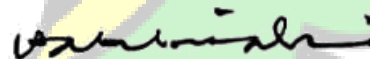
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 15 Juli 2019

Saya yang membuat surat  
pernyataan,



Nuraini

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## ABSTRACT

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This research aimed to analyze the errors and factors students' made in referencing of APA style in their BA theses. The data collection methods used were document analysis and interview. Ten theses were analyzed and six students were interviewed. It has found that in part of in-text citation, the most significant errors were not matching between in-text citation and reference list as well as orphan in-text citation, when there was a citation in the body of the text, but the reference could not be found in the reference list. Other errors were incorrect used of comma, error in page number and error in writing the name of author. While in reference list, the most significant error were using non-APA style and inverted indentation, followed by error in capitalization, italic, writing surname, using full-stop, and writing volume and issue number. The result from interview can be taken that the causes of students' errors in referencing of APA style were the factor of consisting many rules, influencing by previous referencing learned in senior high school, laziness, running out of time, not knowing the rules and less awareness and underestimating the rules of APA. From the research, it can be concluded that the role of consistent use of referencing should be enacted in university in order to avoid the inconsistency in writing.

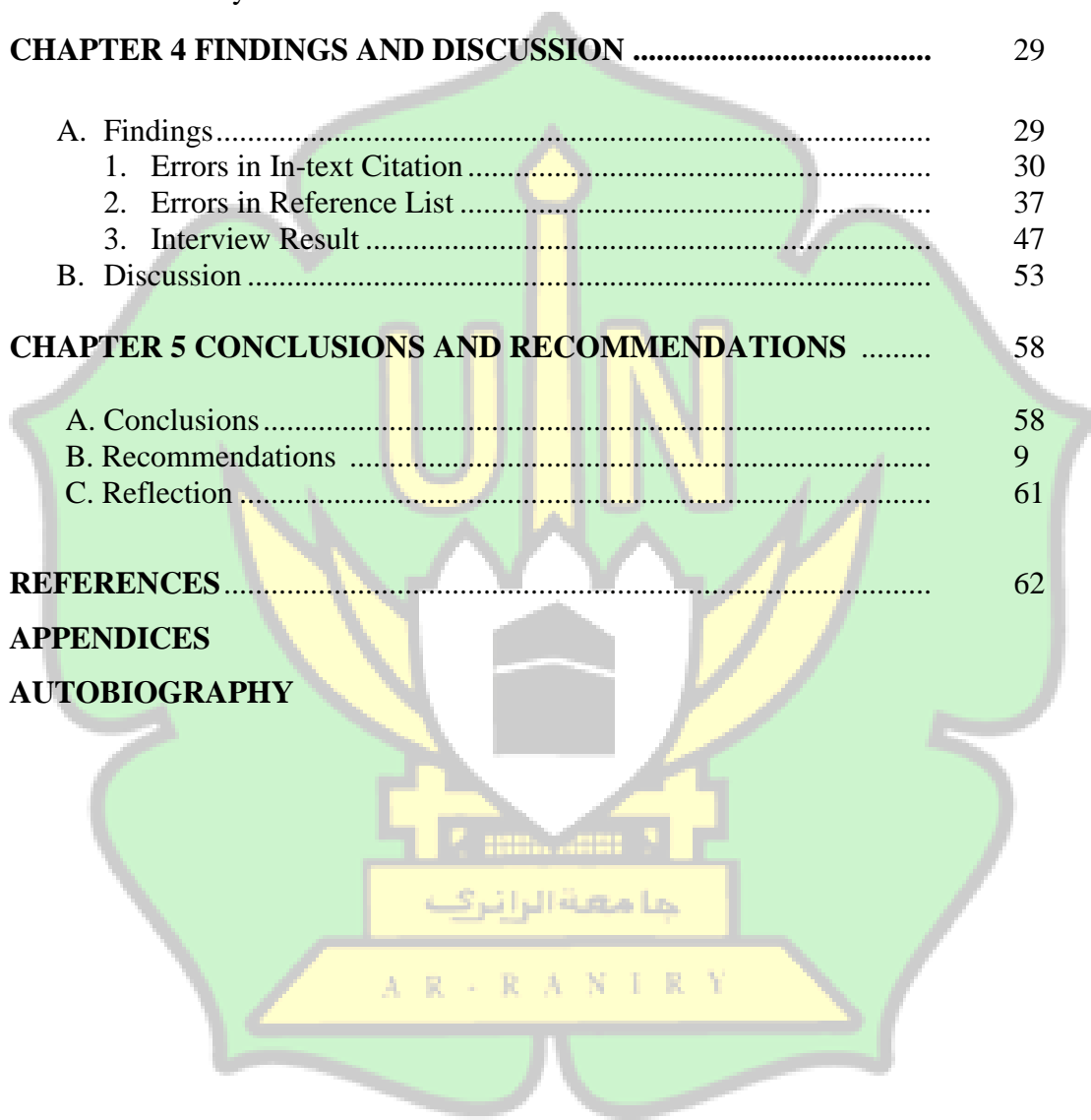
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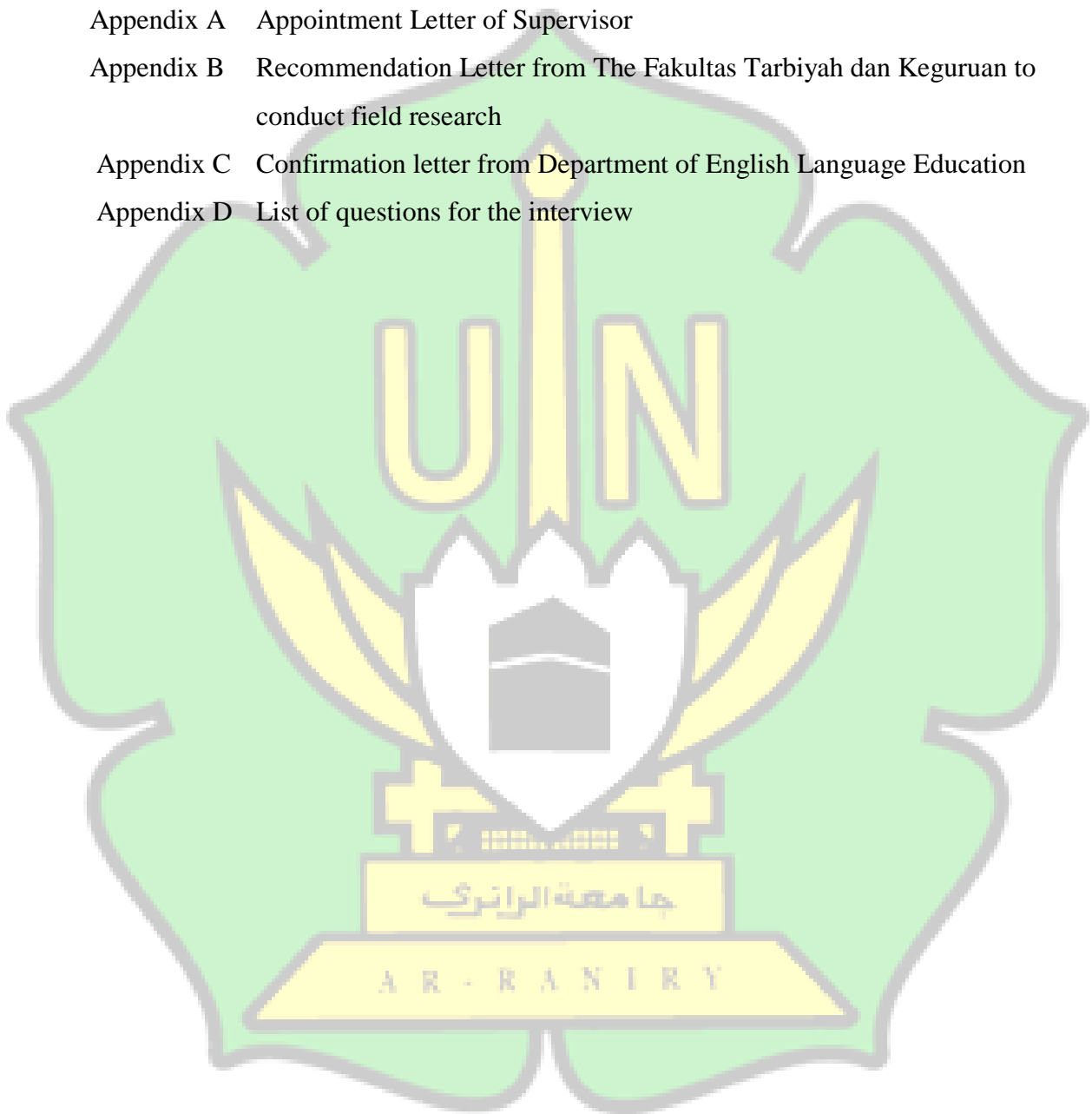


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## CHAPTER I

### INTRODUCTION

This chapter discusses the introduction of this study. There are several aspects explained here which are background of study in section A, research questions in section B, research aims in section C, significances of study in section D and key terms used in section D.

#### **A. Background of Study**

Writing a thesis is a requirement for graduating from a university. Oshima and Hogue (1999) stated that writing academically is not easy. An academic writer needs an extra learning and practice to develop their writing skills. Therefore, writing academically, especially thesis writing, is considered more difficult than other types of work. Among the difficulties in writing a thesis is the referencing skills.

Referencing or citing sources is the important part of writing. It allows the writers to acknowledge others' ideas or words in order to avoid plagiarism. Furthermore, it also demonstrates that the writer has the relevant literature and can mention some experts' opinion to support his saying. Failure on properly citing the information obtained from the writers' of any sources such as the web, books, magazines, journals, newspapers, etc. is considered to be plagiarism even if it is done unintentionally (Riedinger, n.d.).

There are two basic forms of referencing. They are in-text citation and reference list. In-text citation is used throughout the writing to state the sources of the information. Meanwhile, the full references for the citations are listed at the end of the paper in the references list (Western Sydney University, 2017).

The referencing style that is commonly used in Indonesia is APA referencing style. APA is one of referencing style used in academic writing which stands for American Psychological Association. It is a widely used author-date system of referencing in citation and reference list (Western Sydney University, 2017). This guide mentions basic explanations and examples for common types of citations and reference list used by students in their writing. The most recent edition of APA which is recommended to use is APA style 6<sup>th</sup> edition (Universal College of Learning Student Experience Team, 2017).

APA style has been widely used. It has also been adopted for referencing at UIN Ar-Raniry. However, EFL students of UIN Ar-Raniry especially English Language Education Department or known as PBI (Pendidikan Bahasa Inggris) students still find it difficult on using the right APA style on the others' ideas they take and it becomes the problem that almost every students faced in writing. This fact was founded when the writer observed some of the students' paper. She found several errors which were done. It includes the aspect of using references list un-alphabetically, do not use indentation and italic for title, do not use APA style 6<sup>th</sup> edition, miss full-stop and comma, etc. Even though they have been taught how to

state the sources properly by using APA style in writing subject or English for Academic Purposes, but the reality shows that lots of them still fail on using APA. It becomes problem that the students at the end of their study have to produce a thesis as an important requirement for finishing their bachelor degree.

There have been studies conducted the students' errors and difficulties on referencing, one of them is a research by Indah (2016) that showed students of University of Nusantara PGRI Kediri had the errors in referencing. It was the errors on writing authors' name, writing reference un-alphabetically and did not use indentation (Indah, 2016). Another study is a journal by Sun (2018) that mentioned some citation problems which was faced by Chinese MA students. They lacked awareness of the importance of citation, they tended to use one citation pattern and reluctant to use the other patterns, lacked a critical eye towards references, had difficulties in using the correct references forms, and tended to overuse citations as authoritative support for their own work, with little critical evaluation of previous research (Sun, 2008). The next one is an analysis of the citation practices of undergraduate Spanish Students that was conducted by Luzon (2015) that showed the inappropriate use of sources came from three factors, they were an unawareness of the dialogic nature of academic texts and of the functions of citation in the texts, low linguistic level and low level of academic literacy regarding the procedures involved in paraphrasing and synthesizing, and lacked of familiarity with the language of citations (Luzon, 2015).

However, most of the studies putted their attention on the general format of referencing without specifying to one of referencing style existed in educational world. Therefore, this study is significant since there are limited studies investigating students' errors and causes of students' difficulties in a specific referencing style such as APA referencing style. The writer assumes that it will be beneficial if the students especially EFL students of UIN Ar-Raniry recognize the errors and factors that lead to students' errors in referencing of APA style and furthermore be able to reduce and minimize the inappropriate reference used in their writing in order to avoid the risk of plagiarism. This was the reason why this research was done. It intended to explore and understand students' understanding to use APA style.

### **B. Research Questions**

From above background of study, the research questions can be formulated as follows:

- a. What are the errors the students made in referencing of APA style?
- b. What are causes that lead to students' difficulties in referencing of APA style?

### **C. Research Aims**

The aim of this research is to identify the students' errors in referencing APA style. Furthermore, this research also aims to analyze the causes that lead to students' difficulties in APA referencing style

#### **D. The Significances of the Study**

The researcher hopes that this research will be beneficial in exploring the mind of anyone that the errors made in referencing can lead to plagiarism. Furthermore, this research is significant to show common errors that students did in referencing APA style in their writing and the causes that lead to students' difficulties in APA. As the result, after knowing the errors, the students can put more attention in order not to do the same errors in the future. As the lecturers, they can also take initiative to reduce the students' errors in referencing of APA style by insisting the handbook that provides the guides of APA in their class and ask the students to rely to the that guide while writing the sources. For the department of PBI, the department can take initiative to provide the simple guide of APA that can be used for students and rules them to have it and check it when they want to write especially in academic writing.

#### **E. Terminology**

To have a good understanding, it is necessary that the writer explains several terms in order to avoid misunderstanding.

##### **1. Analysis**

According to Simpson and Weiner in Oxford Dictionary (1989), analysis is defined as the process of exploring concept into several simple parts, so that its structure of logical is presented. Rossett and Arwady (1987) define analysis as getting



information to solve problems in the corporation such as seeking opinions on optimal, feelings, causes, and solutions. Regarding to the statement above, the analysis in this study is analysis of students' errors and causes of students' difficulties in referencing of APA style.

## 2. Error

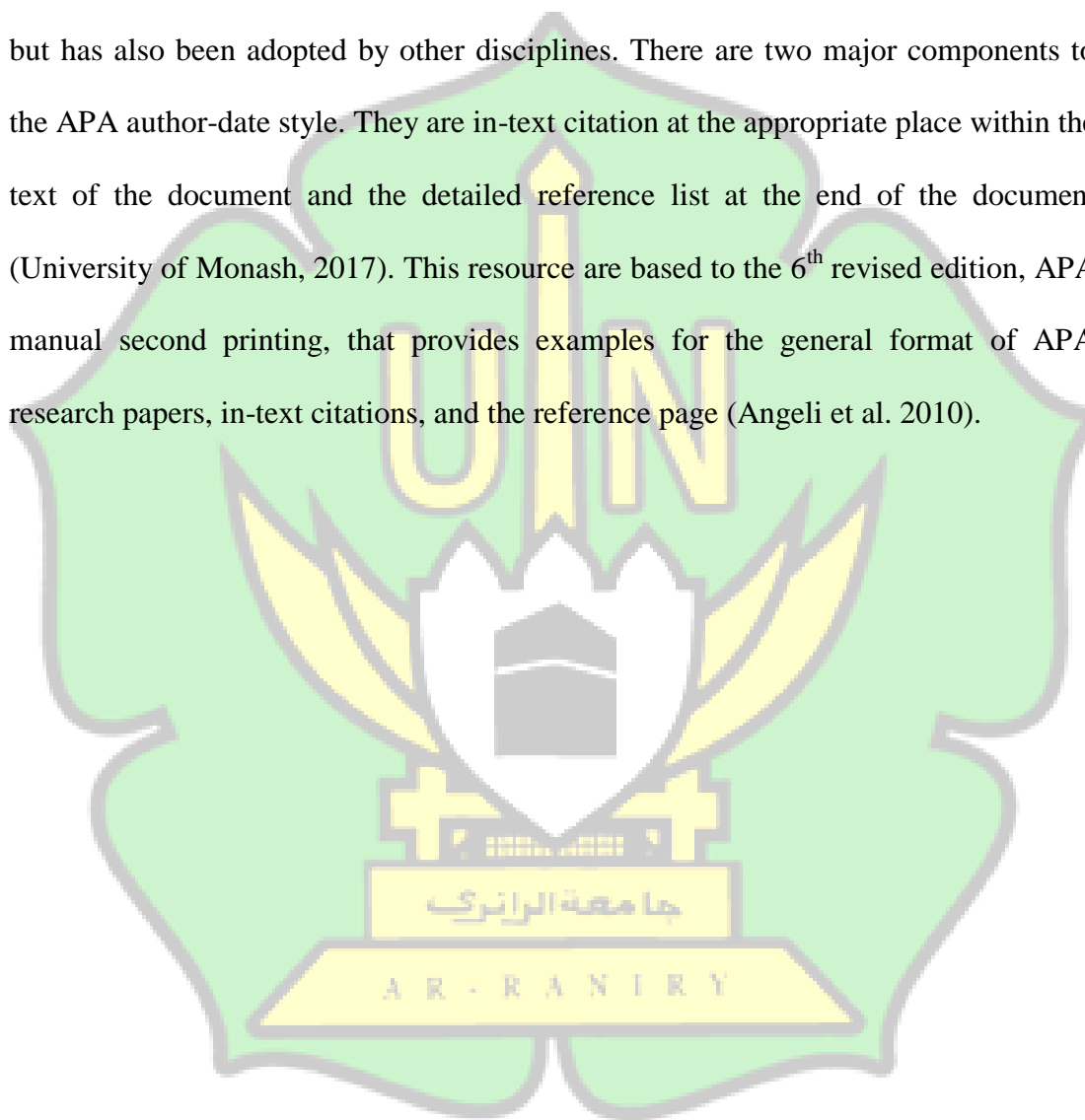
According to Corder (1999, as cited in Tafani, 2009, p. 49), error reflects "gaps in students' knowledge". Furthermore, error occurs because the student does not know what is correct. Corder (1999) also says that the ignorance of the appropriate rule or structure in the foreign language causes error happen in writing. In short, errors are problems of knowledge, it is the result of incorrect rule learning; brain stored learning incorrectly (Harmer, 1989, as cited in Tafani, 2009). In this study, the error refers to students' incorrect APA style used in their writing.

## 3. Referencing

According to Neville (2012), referencing means the acknowledging practice in an intellectual academic text and work. In referencing, the writers use the standardized style to acknowledge the source of information used in their assignment. There are many different referencing styles which is available in educational word. However, the referencing that is used in this research is APA Referencing style.

#### 4. APA Referencing Style

APA style is defined as an author-date citation style that was developed to be used in psychology (University of Monash, 2017). But it is not just used for psychology field, but has also been adopted by other disciplines. There are two major components to the APA author-date style. They are in-text citation at the appropriate place within the text of the document and the detailed reference list at the end of the document (University of Monash, 2017). This resource are based to the 6<sup>th</sup> revised edition, APA manual second printing, that provides examples for the general format of APA research papers, in-text citations, and the reference page (Angeli et al. 2010).



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the theories related to this research. Section A focuses on referencing, section B focuses to APA referencing style and section C focuses on common referencing errors, section D focuses on common causes of difficulties in referencing and section E focuses on concluding remarks.

#### **A. Referencing**

##### **1. Definition of Referencing**

Referencing is an acknowledgement that the writer has used the ideas and written material owned by other authors in his work (Imperial College London, 2012). Equally, referencing is also a way to give credit to words and ideas a writer used in his writing (UNSW Sydney, 2013). By citing the work of a particular researcher, the writer acknowledges and respects the rights of other researchers' intellectual property.

##### **2. Function of Referencing**

References in academic writing have different functions. Taylor (2002, as cited in Lund University, 2017) states that reference may be used as the ultimate

authority to base arguments. Alternatively, reference may show that a writer is not just giving his/her views but also including other writers' opinions. It also illustrates a point or offers support for an argument a writer wants to make, and enables readers of a work to find the source material (Damarell, Badcock & Miller, 2005).

There are several functions of referencing in Lund University (2017). They are to acknowledge previous research in the field, to position new research in relation to previous publication and to present primary data to support the writer's claim.

Grimsby Institute Group (2015) also states four main reasons about the importance of referencing. They are:

- a. To support the arguments and to give the information's credibility presented in a work
- b. To enable the readers to check the accuracy and validity of idea presented by the author
- c. To enable the readers to investigate the source cited and to also to enable them searching the same support for their writing
- d. To avoid the risk of plagiarism

In short, referencing is a save way to support the work of an author without getting the problem of plagiarism.

### 3. The Concept of Plagiarism

Plagiarism is one of the biggest issues that should be avoided by writers. It is a term used to define a practice of taking and using the work of another researchers and claiming it both directly or indirectly as his owned ideas (Colin, 2007). Furthermore, Colin said that it is straightforwardly copying part of another researchers' work into his own paper without acknowledging (2007). As Carter (2000, p.22) stated, "the true plagiarist writes to conceal the sources".

In general, there are three main forms of plagiarism. They are:

- a. Copying other researcher's work, with or without their agreement, and claiming or pretending it as his own ideas
- b. Presenting arguments of a significant percentage of other writers' words blended with several ideas of the original author without acknowledgement.
- c. Paraphrasing but not giving acknowledgement to the original researcher or stating the publishing organization, including internet sites where the idea taken from.

In short, when a writer takes the ideas of other writer without acknowledgement, it calls plagiarism.

### 4. Styles of Referencing

There are many referencing styles exist in educational world. Some common and widely used citation styles are:

- a. Harvard
- b. Vancouver
- c. APA (American Psychological Association) Referencing Style
- d. MLA ((Modern Language Association) Referencing Style
- e. Chicago/ Turabian Referencing Style

Besides, there are other styles that are not that common but are still required at some places:

- a. ACS (American Chemical Society)
- b. AGLC (Australian Guide to Legal Citation)
- c. AMA (American Medical Association)
- d. CSE/ CBE (Council of Science Editors/ Council of Biology Editors)
- e. IEEE (Institute of Electrical and Electronics Engineers)

Those reference formats have their own rules that differs one another. The rules which some of them are similar cause students' confusion which furthermore effect to students' errors in referencing.

Below is an overview of the most widely used referencing styles and their disciplines.

Referencing Style	Disciplines
APA	Social sciences
Harvard	Economics
Vancouver	Medicine
Chicago	Humanities
OSCOLA	Law
MLA	Humanities (esp. language studies)
IEEE	Hard sciences (esp. IT)

Turabian	Humanities (esp. language studies) and Social sciences
AMA	Medicine
ACS	Chemistry
NLM	Medicine
AAA	Social studies
APSA	Political science
ABNT	Technical Studies

Those styles of referencing used based on the disciplines that a writer writes in their writing.

## **B. APA Referencing Style**

### **1. Definition of APA Referencing Style**

APA (American Psychological Association) is a style of writing which describes rules for manuscripts preparation in writing for writers and students in psychology. These rules cover areas such as the content and organization of a manuscript, writing style, references, and how to prepare a manuscript for publication. It breaks papers up into sections, which helps the writer to present information clearly and also allows readers to quickly find and process the information they need (Purdue University, 2003).

### **2. The History of APA Referencing Style**

According to American Psychological Association (2019), APA was founded by a small group of 31 original members in July 1892 as the part of emerging academic disciplines movement, including psychology, economics, physiology,

political science, and biochemistry . They called themselves “the new psychology” with G. Stanley Hall (1844-1924) as the first president. Furthermore, the University of Pennsylvania was chosen as the first meeting place that was conducted in December 1892 (American Psychological Association, 2019).

In American Psychological Association (2019), it is stated that during the first fifty years or so, the association was considered small and in 1930, the group had just over 500 members. It grew quickly after World War II. Today, APA is the largest scientific and professional organization representing psychology in the United States, with more than 118,000 researchers, educators, clinicians, consultants and students as its members. APA also has 54 divisions in subfields of psychology (American Psychological Association, 2019).

APA, as a style guide, was not officially established until the late 1920s, when the APA style guide was first published, it was only seven pages (Dissertation Editor, 2014). Over the years, it grew into the large volume that it is today. The most recent edition *Publication Manual of the American Psychological Association, 6th Edition* was first printed with a variety of errors. However, these were quickly fixed.

### **3. Parts of APA Referencing Style**

In APA referencing style, there are two main sections of referencing. They are:



#### a. In-text citations

When the writers use another person's work in their own paper, either by referring to their ideas, or by including a direct quotation, the writers must acknowledge that in the text of their work. This in-text acknowledgement is called in-text citation.

The APA requires brief citations in the body of the text, using an author-date system. Every source cited in the text must be listed in the reference list, which appears at the end of the text. Likewise every source in the reference list must be cited in text.

The style of every writer is different. Consequently, what an in-text citation looks like depends on the construction of the sentence in which it appears.

Academics incorporate findings, concepts, and theories from other researchers in their publications to support their argumentation. Usually this is done by paraphrasing someone else's words. In some cases, however, quoting directly is a better choice. For instance, when the original passage is so well-phrased or if there is the characteristic that might be misinterpreted if expressed in other words, direct quotation is a right idea to be used.

#### b. The Reference List

The reference list is a list of all references or sources cited in the paper. Some sources types are cited only in the text and do not appear in the reference list. Ancient classical works, religious texts numbered systematically

across all editions (such as the Bible), entire websites, and personal communications are not included in the reference list.

### **C. Common Referencing Errors**

There were several previous studies conducted related to reference. Errors have been discovered in many published research from social work where close to half (41.2%) contained citation errors (Spivey & Wilks, 2004; Faunce & Job, 2001, as cited in Mandernach, Zafonte, & Taylor, 2016). A survey of reference pages in several journals found that around one out of three of samples contained reference errors. Similarly, in a survey of doctoral student dissertation proposals, one of three citations contained errors (Waytowich, Onwuegbuzie, & Jiao, 2005, as cited in Mandernach, Zafonte, & Taylor, 2016).

Here are several common inappropriate referencing used by the students as mentioning by Kayla (2015). They are incorrect use of ampersand, spelling inconsistencies, wrong order of multiple citations in one sentence, citations in text not matching with reference list, forgetting to include a running head or page number, and mistake in writing numbers.

Barbeau (2018) also mentioned five common inappropriate citation used by the students. They are incorrect placement of periods and commas, neglecting to

make citations when paraphrasing, orphan in-text citations, making unnecessary citations, and being inconsistent with citation style.

In Mandernach, Zafonte, & Taylor (2016), Kendall (2005) claimed that many students experience the error in citing and referencing bibliographic sources. Likewise, Clarke and Oppenheim (2006) founded in their work that 80% of references in student papers contained citation errors. Lamptey and Obeng (2012) identified some citation errors in postgraduate students' academic work. They are poor citing of reference works, inconsistency in citations, use different citation styles in theses, write the title of the publication followed by the year of publication and then the author, and no significant distinction made for authored and edited works.

Meanwhile, Indah (2016) stated that the students still have the errors in reference list, they are writing authors' name, writing reference un-alphabetically and incorrect indentation.

In addition to reference list mistakes, Vasilev (2013) added that 90.9% of all writers made the number of three or more error in references. It includes incorrect use of commas, full stops, ampersands, italics, or overall incorrect formatting of the different types of references (Vasilev, 2013).

#### **D. Common Causes of Difficulties in Referencing**

There were several researchers have researched about the causes that lead to students' errors in referencing. They are:

1. Unawareness of the function of reference and the risk of plagiarism

Several researchers have pointed out that one of the main reasons for poor referencing is that students are unaware that academic writing is inter-textual and dialogic and that information is socially constructed by emerging and reacting to others' ideas to support their own arguments (Chanock, 2008; McCulloch, 2012, as cited in Luzon, 2015).

According to Chanock (2008), McCulloch (2012) and Shi (2012) as cited in Lamptey and Obeng (2012), Another factors identified contributes to students' difficulties are lacking awareness of plagiarism and of when and how the reference should be used, and a belief that it is acceptable to take others' ideas without acknowledging.

However, the students commonly use other writers' idea in their own paper is only to make their writing full of well-constructed material and to make their paper seems academically.

Furthermore, while writing a paper, the students usually search for the materials existed in internet media and copy the parts that suits to the topic being given without paraphrasing. This action happens because the students are unaware of the risk of plagiarism. Willen (2004) stated that the most important thing to avoid

the plagiarism is to make students aware the concept of plagiarism. In addition, Harris says that

Plagiarism is the failure to cite sources properly. Plagiarism is pretending that an idea is yours when in fact you found it in a source. You can therefore be guilty of plagiarism even if you thoroughly rewrite the source's words. One of the goals of education is to help you work with and credit the ideas of others. When you use another's idea, and whether from a book, a lecture, a web page, a friend's paper, or any other sources, and whether you quote the words or restate the idea in your own words, you must give that person credit with a citation. No source may elect not to be cited. (Harris, 2001, p. 133).

All students think that copy-pasting from sources on the Internet is a serious issue, but lot of students keeps doing that in their writing.

## 2. Using reference correctly is consuming time

There are many APA referencing guides 6<sup>th</sup> edition which are available in both hard and soft copy. The students especially PBI students are also taught APA referencing style in Academic Writing and English for academic Purpose. However, there are many students that fail on using the proper reference in their paper. This problem might happen because students are lazy to read the guides that exist because it consumes time.

The sixth edition (2nd printing) of the Publication Manual of the American Psychological Association (2010) itself consists of 257 papers that for some students are hard to be read and comprehended. According to Acheaw (2014), the students nowadays have lost their interest in reading. Furthermore, he said that

this is not because their inability to read and comprehend a text, rather than the laziness is the basic hindrance (Acheaw, 2014).

Harris (2004, as cited in Lamptey & Obeng, 2012) identified one of four major causes of students' inability in referencing is the students have poor time management and planning skills.

### 3. Feel themselves incompetent

Plagiarism can happen when student do not believe the potential of themselves. They choose others' word because the perception they cannot produce words that could represent the ideas they want. There is also a connection between doctoral students' self-value and the amount of errors made on the reference. It means that those who felt less competent were incompetent (Waytowich, et al., 2005, Mandernach, Zafonte, & Taylor, 2016). When people think themselves are not able to do something, that perception will influence all of their work. It will lead them to make inappropriate referencing because they do not believe what they do is correct.

According to Abasi and Akbari (2008) and Carter (2000) as cited in Lamptey and Obeng (2012) another factor leads to error in referencing is lacking confidence in their own writing skills and in their disciplinary knowledge mastery.

#### 4. Desire to be seen like expert

The scholars widely agree that poor referencing and inappropriate use of sources is not the result of mislead intention, rather than the expectation to produce a writing that meets the standards of expert (Howard, 1995; Pecorari, 2003, as cited in Lamptey & Obeng, 2012).

According to Abasi and Akbari (2008) and Carter (2000) as cited in Lamptey and Obeng (2012) also stated that another factor leads to error in referencing is the desire to be seen like expert. Harris (2004, as cited in Lamptey & Obeng, 2012) also identified one of four major causes of students' inability in referencing is the students fear that their writing ability is insufficient and they want to produce a superior product.

Another factors that might cause the students errors in referencing are students are natural economizers who likes short test course, so do in referencing, they do not interested to learn how to reference the sources properly. There are many choices of referencing ways so it causes confusion.

Newton (1995, as cited in Lamptey & Obeng, 2012) states that almost half of the students that she interviewed acknowledged that they knew they were probably make the reference incorrectly, but instead of consulting to the lecturer or relying to the handout, they turned to rely the help from friends, parents or old handout from high school which sometimes the advice they got was misleading.

## E. Concluding Remarks

The overall aim of those researches was to identify the mistakes the students made in using reference. Based on the previous researches, many students wrote errors in referencing. One of three students contained citation and reference error in their writing. In part of citation, it included poor citing of reference works, inconsistency in reference citations, used different citation styles in theses submitted to department, wrote the title of the publication followed by the year of publication then the author and wrote with no significant distinction made for authored and edited works. In part of reference list, the mistakes were in writing authors' name, writing reference un-alphabetically and did not use indentation.

Furthermore, those researches also aimed to explore students' problem in referencing. The results found that students did not like to the hard mechanism of using references, confused of many referencing, had poor time management, fear to inferior product of writing, expected the superior output of writing, lacked awareness of plagiarism, had the wrong perception about plagiarism and lacked confidence in writing.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with the research methodology which consists of research setting in section A, research design in section B, sampling technique in section C, methods of data collection in section D, and data analysis in section D.

#### **A. The Setting**

##### **1. Time of research**

This research was conducted from June 20<sup>th</sup>, 2019 to July 5<sup>th</sup>, 2019. Before doing the research, the researcher asked for the research permission letter from the dean of Faculty of Education and Teacher Training of UIN Ar-Raniry Banda Aceh to be able to conduct a research with the students. Firstly, the researcher collected ten BA theses of EFL students of UIN Ar-Raniry and analyzed the errors they made in in-text citation and reference list of APA style. After getting the result of document analysis, the researcher did interview with six participants that met the criteria been settled.

##### **2. Location of research**

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. The study focuses about Students' errors and causes that lead to students' difficulties

in referencing of APA Style to EFL students of UIN Ar-Raniry at Faculty of Education and Teacher Training especially for final-year-students of English Language Education Department or known as PBI. The reason for choosing this department is because the writer found lots of student that create an academic writing by using the inappropriate APA referencing style. Furthermore, this paper aimed to identify the causes or factors that lead to students' difficulties in referencing of APA style.

### **B. Research Design**

In this research, the researcher used the qualitative methods. Creswell (2014) stated that qualitative research is an approach to explore and understand the meaning individuals or groups based on the problem of social or human. Furthermore, he said that “the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher doing interpretations of the meaning of the data and the final written report has a flexible structure” (Creswell, 2014, p. 32).

According to Craswell (2014, p.48) “a popular and helpful categorization divided qualitative methods into five groups: ethnography, narrative, phenomenological, grounded theory, and case study”. Those five methods generally

use similar data collection techniques such as observation, interviews, and reviewing text.

Specifically, this research used case study which involves a deep understanding through multiple types of data sources. “Case studies can be explanatory, exploratory, or describing an event” (Cresswell, 2014, p. 33).

### **C. Sampling Technique**

The samples of study are chosen by using purposive sampling. Purposive sampling is a widely used technique in qualitative research for identifying and selecting the cases with rich information of limited resources (Patton, 2002). This technique involves the identification and selection the individuals or groups that are knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011). In addition, Bernard (2002) and Spradley (1979) also stated that the availability, willingness to participate, and the communication ability to express experiences and opinions in an articulate, expressive, and reflective manner are very important. Furthermore, although there are several different purposeful sampling strategies, however, the writer used the criterion sampling which takes the samples regarding the criteria that best provide the data.

Here, the criteria of choosing the sample in this research are:

- a. Final-year students
- b. Already took Academic Writing or English for Academic Purposes
- c. Already did seminar proposal or in the process of writing BA thesis.

#### **D. Methods of Data Collection**

There are different types of measurement instruments that can be used by the researchers for their studies. “It depends on the nature of research that is to be carried out” (Adedokun, 2003, p. 57). For example analysis on the problems in writing references of students thesis in University of Nusantara PGRI Kediri which used qualitative approach and analyzed the data by organizing and familiarizing steps, coding and reducing steps, then interpreting and representing steps. Furthermore, the data are validated by using triangulation of theories (Indah, 2016). Another studies like citation problems of Chinese MA theses and pedagogical implications used corpus / computer-readable text methodology (Sun, 2008). Similarly, Luzon (2015) in an analysis of the citation practices of undergraduate Spanish students also analyzed the learner corpus in his research.

However, in this research, the data are collected by using some instruments.

They are:

1. Document analysis

Document analysis is a qualitative research in which the researcher interprets the document and give voice and meaning around an assessment topic (Bowen, 2009). The research analyzed the students’ writing and identified the errors or

inappropriate APA reference list format they use in their paper. The documents that were analyzed in this research were ten documents from the participants that met the criteria stated above.

## 2. Interview

The research used interview to get information needed. There are five types of interview. They are structured interview, semi-structured interview, un-structured interview, informal interview, and focus group (Warren & Karner, 2005). In this research, semi-structured interview is used which this kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to go deeply into a topic and to understand thoroughly the answers provided.

In conducting interview, the writer had a brief dialogue with the participants that performed the criteria as mentioned above. Furthermore, the participants have also been surveyed as the students who have the difficulties on APA referencing style and can best inform the research questions and enhance understanding of the phenomenon under study. The questions for interview were taken verbally.

The participants were six-final-year students of English Education Department (PBI) of UIN Ar-Raniry which were interviewed at specified time according to their convenience and availability. All interviewed were tape-recorded. Each interview took about 15-25 minutes

Table 3.1

*List of samples of research instruments*

No	RQ	Methods	
		Document Analysis	Interview
1	What are the errors the students made in referencing of APA Style?	CAT (150203078 ) FNS (150203049) IH (150203066) LMU (150203054) MY (150203041) NU (150203068) RJ (150203059) SAF (150203070) SMS (150203079)	
2	What are the causes of students' errors in APA referencing style?		FNS (150203049) IH (150203066) MY (150203041) NU (150203068) RJ (150203059) SMS (150203079)

Table 3.1 shows that the researcher analyzed 10 documents of students' paper to identify the APA style errors and interviewed 6 students to know the causes of errors that they made in their writing.

### **E. Data Analysis**

The data are analyzed by using the theory stated by Miles and Huberman (1994) that suggest three procedures of analysing the data:

#### **1. Data reduction**

According to Miles and Huberman (1994, p.10) "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the

data that appear in written up field notes or transcriptions". In data reduction, it forces in which aspects of the data should be emphasized, minimized, or set aside completely for the needs of the research. After gathering the data, the data are selected and simplified when there is a complicated point that can be reduced, emphasized the side which is important, minimized if the information is considered too much, and set the appropriate thing that suits to the needs of this research.

## 2. Data Display

The term of data display refers to "an organized, compressed assembly of information that permits conclusion drawing" (Miles & Huberman, 1994, p. 11). At the stage of data display, additional, higher order categories or themes may come out from the data that have discovered during the process of data reduction. In this research, the data that has been collected will be organized appropriately that make it possible to draw a conclusion from the information collected from the respondents.

## 3. Conclusion drawing/verification

This activity is the last element of qualitative data analysis. In drawing conclusion, it involves considering the meaning of the data that have been analyzed and assessing the implication for the questions at hand. "The

meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity" (Miles & Huberman, 1994, p. 11). This is the step of drawing conclusion from the data that have been gathered from the respondents. In this stage, the last information will be provided and shown after passing the step of data reduction and data display. It is in form of a conclusion that can be taken from a long process of the research.

In presenting the data, the researcher adopted the theory of Miles, Huberman and Saldana (2014, p. 2) that recommends using codes which are the "labels that assign symbolic meaning to the descriptive or inferential information compiled during a study". In using codes, the writer can chunk the data of the varying size can use the straightforward form, the label of descriptive or complex sentences like a metaphor.

Codes primarily uses to categorize the chunk of similar data to make the researcher and readers can quickly find, attract and group the segments relating to a research question, hypothesis, or a theme. By clustering and displaying the chunks, that can ease to analyze and draw the conclusions.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the findings and discussion about students' errors and causes of students' difficulties in referencing of APA style. The data of students' errors in APA referencing style are collected from the analysis and interpretation through students' BA theses. Meanwhile the data of causes of students' difficulties in referencing of APA style are based on the interview.

#### **A. FINDING**

Referencing takes the important place in students' writing. For EFL students of UIN Ar-Raniry especially students from PBI, they are required to use APA referencing style as the format of reference. This format was taught as part of the Academic Writing or English for Academic Purposes course that aimed to make the students avoid the inconsistency in writing.

The research however, revealed that there are many errors made by EFL students of UIN Ar-Raniry in using APA referencing style. Before going to the errors, this is the total references made by the students:

Table 4.1  
*List of total reference students made in their paper*

Number	Sample Initial	Total reference
1	CAT	11
2	FNS	13
3	FZ	36
4	IH	26
5	LMU	14
6	MY	17
7	NU	12
8	RJ	13
9	SAF	32
10	SMS	23

Table 4.1 shows that the total references of every student are different. It is because the references are made based on the need of research of every participant.

Here are the detail errors made by the students. The researcher divided the errors based on in-text citation and reference list.

#### 1. Error in in-text citation

There are a number of errors made by the students in their citation in the body of the text as mentioned in the table 4.2.

Table 4.2  
*The total errors the participants made in in-text citation*

No	Types of Errors	Total errors made by the students									
		CAT	FNS	FZ	IH	LMU	MY	NU	RJ	SAF	SMS
1.	Incorrect use of ampersand	3	2	0	5	0	0	1	1	0	2
2.	Not matching in-text citation and reference list	2	1	12	2	2	0	4	2	0	0
3.	Orphan in-text citation	8	4	6	1	5	6	9	10	4	2
4.	Incorrect placement of period/full-stop and comma	4	2	3	0	0	0	1	0	1	2
5.	Error in page number	1	3	3	2	0	2	2	0	0	5
6.	Error in writing the name of the author	0	3	6	0	4	2	1	0	4	3

From table 4.2, it can be seen that the errors students made in in-text citation are incorrect use of ampersand, not matching in-text citation and reference list, orphan in-text citation, incorrect placement of period or full-stop and comma, error in page number and error in writing the name of the author. From the table, it can also be concluded that the most significant number of errors were not matching in-text citation and reference list as well as orphan in-text citation.

Here are the explanations of every type of errors made by the students in referencing of APA style.

a. Incorrect use of ampersand

APA requires the use of ampersand symbol (&) when citing two authors or more in parenthetical citation. However, the research found that the students still made error on using it.

Table 4.3  
*Examples of incorrect use of ampersand*

No	Sample Initial	Error examples	Revision
1	CAT	..... for University students as the academic requirement (Johan and Juwita, 2012).	..... for University students as the academic requirement (Johan & Juwita, 2012).
2	NU	.....in the era of globalization (Ilma and Pratama, 2015).	.....in the era of globalization (Ilma & Pratama, 2015).

From table 4.3, it can be seen that CAT used “and” between Johan and Juwita instead the symbol of ampersand “&”. This is not suitable to APA style which rules to use “&” in parenthetical citation. Similarly, NU also did the same error in her text. She also putted “and” between Ilma and Pratama.

b. Citations in-text are not matching to reference list

When writing the reference, the writer should check the uniformity between in-text citation and reference list. Sometimes, there are authors who published the

work but with the different year. In the paper of the students, it could be found the in-text citations which are not matching to reference list, as follows:

Table 4.4  
*Examples of not matching in-text citation and reference list*

No	Sample Initial	In-text citation	Reference list
1	FZ	As stated by Creswell (2008: 254) that “descriptive qualitative study aims .....	Creswell, J. W. (2009). Research design:Qualitative, quantitative, and mixed methods approaches (3rd ed.). Los Angeles: Sage.
2	IH	According to Sarwono (1983, p.89) “perception is the ability of a person .....	Sarwono, Sarlito Wirawan. (1976) <i>Pengantar Umum Psikologi</i> .Jakarta : PT.Bulan Bintang. P.89

Focusing to the year FZ and IH made in their in-text citation, from table 4.4, it can be seen that the year they used in their in-text citation was different to the year they putted in the reference list. FZ wrote 2008 in her text, while in the reference list, she putted 2009. So did IH who wrote 1983 in in-text citation and used 1976 in reference list.

#### c. Orphan in-text citation

As stated in previous chapter, every source cited in the text must be listed in the reference list, which appears at the end of the text. Likewise every source in

the reference list must be cited in text. However, some of students putted citation in the body of the text, but the reference cannot be found in the reference list.

Table 4.5  
*Examples of orphan in-text citation*

No	Sample Initial	In-text citation	Reference list
1	SMS	According to Parker (2011, as cited in Mursyida 2015), semi-structured interview is “the .....	( cannot be found )
2	SAF	According to Goldstein (2010), the word Perception.....	( cannot be found )

From Table 4.5, it can be seen that SMS cited Mursyida in her text, but when the researcher looked to the reference list, the researcher cannot find Mursyida in the list. So did SAF who cited Goldstein but did not refer him in reference list.

d. Error in comma

APA style rules the place for setting up periods and commas both in text and references list. However, students still wrote it incorrectly in citation.

Table 4.6  
*Examples of error in comma*

No	Sample	Error examples	Revision
	Initial		
1	CAT	.....about 1 minutes answering the questions (Rogers 2005).	.....about 1 minutes answering the questions (Rogers, 2005).
2	SMS	According to Sariono (2013, as cited in Rumahlatu, Estevanus, and Johanis 2016) the factor in the successful.....	According to Sariono (2013, as cited in Rumahlatu, Estevanus, & Johanis, 2016) the factor in the successful.....

From Table 4.6, it can be seen that CAT did not put comma after Rogers whereas in APA, it rules to use comma before the year in parentheses. Similarly, SMS also did not put comma after Johanis.

e. Error in page number

APA rules how to cite page number. However, as in table below, we can see that the students still made errors.

Table 4.7  
*Examples of error in page number*

No	Sample	Error examples	Revision
	Initial		
1	CAT	According to Hamalik ( 2008, 17) the curriculum is not limited to a limited.....	According to Hamalik (2008, p.17) the curriculum is not limited to a limited.....
2	MY	Polit and Hungler (1999:37) said that population is the total...	Polit and Hungler (1999, p.37) said that population is the total...

Table 4.7 showed that CAT did not put "p." before placing the number of the page. However, the correct one is (2008, p.17) as mentioned in the revision. Similarly, MY also did the same error. Before the number of the page, She putted colon then placing the page number without "p.". The correct one is (1999, p.37).

f. Error in writing author's name

In APA style, it rules the writer to put the surname of the author not the full name. However, the students still made many errors as examples below.

Table 4.8  
*Examples of error in writing authors' name*

No	Sample Initial	Error examples	Revision
1	SAF	.....studies related to Curriculum 2013 which were conducted by Endang Darsih (2014)....	.....studies related to Curriculum 2013 which were conducted by Darsih (2014)....
2	LMU	.... will enhance their ability and quality in education (Dornyei, Z: 2002).	.... will enhance their ability and quality in education (Dornyei, 2002).

From Table 4.8, it can be seen that SAF wrote full name of Darsih which is Endang Darsih whereas in APA, only Darsih that should be written. LMU also



did error in her citation. After surname, he added the first alphabet of first name Dorneyi in her citation.

## 2. Errors in reference list

In part of reference list, there are lot of errors students made in their lists. The errors found in their paper are:

Table 4.9  
*List of total errors in students' reference list*

No	Types of Errors	Total errors made by the students									
		CAT	FNS	FZ	IH	LMU	MY	NU	RJ	SAF	SMS
1	Not using APA	1	2	0	26	2	2	7	1	1	2
2	Inverted indentation	11	0	1	0	0	0	0	0	5	23
3	Error in capitalization	8	8	4	26	5	5	4	11	31	8
4	Error in italic	2	6	35	2	4	4	6	1	19	3
5	Error in surname	1	3	0	21	3	0	4	0	3	0
6	Error in full-stop	0	3	0	26	3	4	3	1	0	4
7	Error in volume and issue number	0	0	0	3	0	0	0	0	2	0

From Table 4.9, it can be concluded that the errors that students made in their reference list are not using APA, inverted indentation, error in

capitalization, error in surname, error in full-stop, and error in volume and issue number.

a. Not using APA referencing style

Although have been warned to use APA referencing style, there are several students who used different format in their reference list. From Table 4.9, it can be seen that there are numbers of Non-APA that students used in their writing. The most significant number of Non-APA used was done by IH who from total 26 references in her work, all of them were not APA referencing style.

Table 4.10  
*Examples of non-APA used by the students*

No	Sample Initial	Reference Lists	Annotation
1	FNS	Ronald Wardhaugh, An Introduction to Sociolinguistic, 3rd Edition, (USA: Blackwell Publisher, 1998), p. 321.	- Turabian 7th Edition APA : Wardhaugh, R. (1998). <i>An introduction to sociolinguistic</i> (3rd Ed.). USA: Blackwell Publisher
2	IH	Arikunto, S. (2010) <i>Prosedur Penelitian Suatu Pendekatan Praktik</i> . Jakarta: PT Rineka Cipta	- Harvard referencing style APA: Arikunto, S. (2010). <i>Prosedur penelitian suatu pendekatan</i>

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			<i>praktik</i> . Jakarta, Indonesia: PT Rineka Cipta
3	NU	Konteks Implementasi Berbasis Kurikulum retrieved from (n.d) <a href="http://elib.unikom.ac.id/files/disk1/487/jbptunikompp-gdl-derrisepti-24335-2-babii_d-x.pdf">http://elib.unikom.ac.id/files/disk1/487/jbptunikompp-gdl-derrisepti-24335-2-babii_d-x.pdf</a>	- Undefined

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From Table 4.10, it can be seen that FNS used Turabian 7<sup>th</sup> edition where the full name of the author be written followed by the title of the book, the place, publisher name and year. While IH, in her list, used Harvard referencing style. in Harvard, after year in parentheses, there should not be putted full-stop. The next error come from NU as can be seen in the Table 4.10 that did not write name of the author followed year in parentheses and title. The researcher cannot define the style of referencing that she used.

b. Inverted indentation

American Psychological Association (APA) requires the first line entry to be left-hand justified, while all subsequent lines are consistently indented (Tilburg University, 2014). But, there are several students who made errors in this rule.

Table 4.11  
*Examples of inverted indentation*

No	Sample Initial	Error examples	Revision
1	SMS	Ahmad, D., & Mardiana. (2014). Kurikulum 2013 Dalam Persepsi dan Interpretasi Guru-Guru Bahasa Inggris SMA Kota Makassar, <i>Jurnal Pendidikan Bahasa dan Sastra</i> , (1), 74-75.	Ahmad, D., & Mardiana. (2014). Kurikulum 2013 dalam persepsi dan interpretasi guru-guru bahasa inggris SMA kota Makassar. <i>Jurnal Pendidikan Bahasa dan Sastra</i> , (1), 74-75.
2	SAF	Intansari, R. (2013). Teachers' Strategy in Implementing English Curriculum in a Junior High School in Indonesia. <i>Indonesian Journal of Applied Linguistics</i> , 2(2),226-235. <a href="http://dx.doi.org/10.17509/ijal.v2i2.167">http://dx.doi.org/10.17509/ijal.v2i2.167</a>	Intansari, R. (2013). Teachers' strategy in implementing English curriculum in a junior high school in Indonesia. <i>Indonesian Journal of Applied Linguistics</i> , 2(2),226-235. Retrieved from <a href="http://dx.doi.org/10.17509/ijal.v2i2.167">http://dx.doi.org/10.17509/ijal.v2i2.167</a>

Table 4.11 showed that SMS intended all the first lines in the list and consistently left-hand justified the subsequent lines. It was not suitable to APA style which requires the first line entry to be left-hand justified, while all subsequent lines are consistently indented. Meanwhile SAF did not indented the subsequent lines, only several lines which are indented as can be seen in Table 4.11.

c. Error in capitalization

In Tilburg University (2014) mentions a rule that only the first word of the title and of the subtitle should be capitalized. For example:

Andreasen, N. C. (2001). *Brave new brain: Conquering mental illness in the era of the genome*. Oxford, England: Oxford University Press.

From above example, only B from word Brave in the title and C from the word Conquering in the subtitle are capitalized, meanwhile others use small alphabets. However, almost all of samples did capitalization errors. Here are several examples incorrect capitalization done by the samples.

Table 4.12  
*Examples of error in capitalization*

No.	Sample	Error examples	Revision
	Initial		
1	RJ	Jayasinga, G., Darsono, & Pujiat. (2015). <i>Implementasi Model Cooperative Learning Time Token Untuk Meningkatkan Keterampilan Berkomunikasi Dan Kerjasama</i> . Retrieved from <a href="http://jurnal.fkip.unila.ac.id/index.php/JSS/index">http://jurnal.fkip.unila.ac.id/index.php/JSS/index</a>	Jayasinga, G., Darsono, & Pujiat. (2015). <i>Implementasi model cooperative learning time token untuk meningkatkan keterampilan berkomunikasi dan kerjasama</i> . Retrieved from <a href="http://jurnal.fkip.unila.ac.id/index.php/JSS/index">http://jurnal.fkip.unila.ac.id/index.php/JSS/index</a>

2	IH	Wahyuni, Sri. (2016) <i>Curriculum Development In Indonesian Context The Historical Perspectives And The Implementation</i> . UNIVERSUME. Vol. 10 No 1 Januari.	Wahyuni, S. (2016). Curriculum development in Indonesian context the historical perspectives and the implementation. <i>UNIVERSUME</i> , 10(1).
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Table 4.12 showed that RJ capitalized all first alphabets in title. It is incorrect in APA style where it requires to only capitalizing the first alphabet of title. Similarly, IH also did the same error. She capitalized all first alphabets in the title of journal. The correct capitalization can be seen in revision column.

d. Error in italic

In APA referencing style, there is a rule that the title of the book, the name of journal or the title of web document if any should be italicized (Tilburg University, 2014). For example:

Strunk, W., Jr., & White, E. B. (1979). *The guide to everything and then some more stuff*. New York, NY: Macmillan.

Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social Issues*, 37(2), 1-7.

However, students faced lots of errors in italic as mentioned above. Several of them come from do not italicize the title of the book as examples in the table.

Table 4.13  
*Examples of error in italic*

No.	Sample Initial	Error examples	Revision
1	SMS	Hamalik, O. (2009). Dasar-dasar pengembangan kurikulum. Bandung: Rosdakarya.	Hamalik, O. (2009). <i>Dasar-dasar pengembangan kurikulum</i> . Bandung: Rosdakarya.
2	IH	Ilma, zidnie., and pratama, roni kurniawan,. (2015). <i>Transformation in Indonesian Language Curriculum: Pros and Cons between KTSP 2006 and Curriculum 2013 in Indonesia</i> . International Conference on Trends in Economics, Humanities and Management (ICTEHM'15) March 27-28, 2015 Singapore.	Ilma, Z., & Pratama, R. K. (2015). Transformation in Indonesian language curriculum: Pros and cons between KTSP 2006 and curriculum 2013 in Indonesia. <i>International Conference on Trends in Economics, Humanities and Management (ICTEHM'15)</i> .

From Table 4.13, it can be seen that SMS did not italicize the name of the book meanwhile IH italicize the title of the journal not the name of the journal which make the reference lists used are incorrect.

e. Error in writing surname

APA requires the writer to alphabetize the name of the author letter by letter, by surname of first author followed by initials (Taylor & Francis Group, 2014).

This research found that the samples still make errors in writing the name of the author.

Table 4.14  
*Examples of error in surname*

No.	Sample Initial	Error examples	Revision
1	IH	Ingglis, Alexander James. (1918). <i>Principles Of Secondary Education</i> . New York : Houghton Mifflin.	Ingglis, A. J. (1918). <i>Principles of secondary education</i> . New York, NY: Houghton Mifflin.
2	NU	Herry, widyastono. (2015). <i>Pengembangan Kurikulum di Era Otonomi Daerah dari Kurikulum 2004, 2006, ke Kurikulum 2013</i> . Cetakan ke-2. Jakarta: Sinar Grafika Offset	Herry, W. (2015). <i>pengembangan kurikulum di era otonomi daerah dari kurikulum 2004, 2006, ke kurikulum 2013</i> (Cetakan ke-2). Jakarta, Indonesia: Sinar Grafika Offset

From Table 4.14, it showed that IH and NU did not use the initials for the names of the authors. They putted full-names of them. The correct reference for both of them can be seen in revision column



f. Error in using full-stop

Most of the students do not aware in which place they have to put full-stop. In APA referencing style, it has mentioned the place for locating full-stop clearly. There are several students who were incorrect in using full-stop.

This is crucial thing to do, because when the writing forgot to take full-stop in the reference list, the style can change.

Table 4.15  
*Examples of error in full-stop*

No.	Sample Initial	Error examples	Annotation
1	IH	Arikunto, S. (2010) <i>Prosedur Penelitian Suatu Pendekatan Praktik</i> . Jakarta: PT Rineka Cipta	Harvard style APA: Arikunto, S. (2010). <i>Prosedur penelitian suatu pendekatan praktik</i> . Jakarta, Indonesia: PT Rineka Cipta
2	FNS	Greb, F. (1999) <i>Learning Style Preferences of Fifth through Twelfth Grade Students</i> . NJ: Prentice Hall.	-Harvard referencing style APA: Greb, F. (1999). <i>Learning style preferences of fifth through twelfth grade students</i> . New Jersey, NJ: Prentice Hall.

From Table 4.15 can be seen that IH and FNS did not putted full-stop after year in parentheses. The list from APA referencing style changes to Harvard referencing style because of did not put full-stop.

g. Error in volume and issue number.

There are the rules in writing the reference list of journal with volume and issue number. They are:

Author, A. A. (year of publication). Title of article. *Journal Title*, *volume number* (issue number), page-page. Doi:xxx

After italicizing journal title comma, volume number should also be italicized followed by issue number in bracket.

This research found that there are students who use the incorrect volume and issue number.

Table 4.16  
*Examples of error in volume and issue number*

No	Sample Initial	Error examples	Revision
1	IH	Wahyuni, Sri. (2016) <i>Curriculum Development In Indonesian Context The Historical Perspectives And The Implementation</i> . UNIVERSUME. Vol. 10 No 1 Januari.	Wahyuni, S. (2016). <i>Curriculum Development In Indonesian Context The Historical Perspectives And The Implementation</i> . <i>UNIVERSUME</i> , 10(1).
2	IH	Ahmad, Djuwairiyah. (2014) <i>Understanding The 2013 Curriculum Of English</i>	Ahmad, D. (2014). <i>Understanding the 2013 curriculum of English</i>

*Teaching Through The Teachers' And Policymakers' Perspectives*. International Journal of Enhanced Research in Educational Development (IJERED), ISSN: 2320-8708 Vol. 2, Issue 4, July-August

teaching through the teachers' and policymakers' perspectives. *international Journal of Enhanced Research in Educational Development (IJERED)*, 2(4). ISSN: 2320-8708

From Table 4.16, it can be seen that IH wrote the words “Vol”, “No” and “issue” as shown above. At the first example IH wrote Vol. 10 No 1 instead of writing 10(1). While in the second example, She wrote Vol.2, Issue 4. The revision can be seen revision column.

### 3. Interview Results

From interview with the samples, there are several factors that lead to students' difficulties on using reference list of APA referencing style. They are:

#### a. APA consists many rules

Almost all the participants agreed that APA referencing style has many rules that sometimes are hard to be remembered.

Table 4.17  
*Statements of too many rules*

No	Type of causes	Sample initial	Statements
1	Too many rules	FNS	- “Like my experience, after looking to the rules, I do not really understand and even confused. You know, the smallest things like full-stop and

---

comma are ruled by APA. So, it is too detailed”.

- |     |   |
|-----|---|
| FNS | - “ <b>APA has lots of rule compared to another.</b> I personally, are usually difficult to see the guides, there are criteria that are hard to be applied and remembered directly”.  |
| RJ  | - “I found lot of difficulties. Like I said before, <b>if we take the source from online, the reference is different. If we take the source from book is also different, from soft copy and hard copy are different.</b> Sometimes, I got very confused”. |
| RJ  | - “Based on my experience, first, because of lacking knowledge and <b>lot of rules</b> , so it is hard to use APA referencing style”.   |
| SMS | - “ <b>Firstly, APA contains lot of rules.</b> In citing article for example, it is different to citing books or internet. And in my opinion, because of that too many rules, it confused me”.  |
- 

From Table 4.17, it can be seen that almost all participants said that reason for the incorrect APA they made in their writing because APA has lot of rules that cause the confusion. Furthermore, RJ said that different source has different rules. FNS added that the small things are also rules in APA.

b. Influencing by previous referencing learned in senior high school which is NATAJUTEMPE Style

NATAJUTEMPE is an abbreviation of how to make a reference list based on Indonesian style. It stands for Nama, Tahun, Judul, Tempat, Penerbit. When the participants were high school students, they were told about NATAJUTEMPE and it contributes to students’ mistake on APA referencing style.

Table 4.18  
*Statements of influencing by NATAJUTEMPE style*

No	Type of causes	Sample initial	Statements
2	Influenced by NATAJUTEMPE style	IH	- "Because when I first read about APA, I just read it a glance. I do not know that the name of the author should be shortened, should consist full-stop etc, so, I <b>made it based on NATAJUTEMPE</b> that I know".
		RJ	- "What I applied when I was Senior High School in reference list was <b>NATAJUTEMPE</b> which is <b>easier</b> , do not have many rules. APA is more difficult because sometimes it is hard to decide which one is the title of article that should be italicized. Sometimes APA is confusing.

From Table 4.18, it can be seen that one of factors that lead to students errors in APA style is because the students are influenced by the reference style the learned when they were senior high school which is NATAJUTEMPE. Furthermore, RJ stated that NATAJUTEMPE is more easier that APA style that consist lot of rules.

c. Laziness

The most significant factor that leads to students' mistake in APA is laziness. The students are lazy to read the guides of APA referencing style. Because of that, the mistakes could easily be found in their writing.

Table 4.19  
*Statements of laziness*

No	Type of causes	Sample initial	Statements
3	Laziness	IH	- <b>"The biggest factor comes from my laziness.</b> Sometimes, I am lazy to fight the laziness inside of me. Technically, I let the laziness exist in myself. I know I do mistake, but I do not want to find for the truth."
		IH	- <b>"Like what I said before, the first factor is the laziness,</b> lacking knowledge and not wanting to know the rules. It can be said that they have a little knowledge about APA referencing style, but they are lazy to find out the truth."
		SMS	- <b>"The first factor is the laziness.</b> Because too many book, too many kinds of APA, too much rules and edition in APA, that is why I am confused to refer. So it makes me lazy."
		NU	- <b>"Like what I said, lazy, lazy and lazy in reading.</b> It is hard to remember when we should put full-stop, comma, parentheses, etc. It is confusing."

From the statements as in the table above, it clearly stated that the participants faced the errors in APA style because the factor of laziness. IH stated that even though knowing that she had errors, but she was also lazy to fight the laziness. Meanwhile SMS said the laziness come from too many rules and edition in APA. NU also stated that laziness in reading the guides becomes the factor that leads to the errors.

d. Running Out of Time

There are some students who create errors in reference list because they ran out of time. When the deadline of submitting an assignment is on their face, they started to make the errors.

Table 4.20  
*Statements of running out of time*

No	Type of causes	Sample initial	Statements
4	Ran out of times	RJ -	"When someone is in hurry, the person will take something from others without checking whether it is correct or incorrect."
		NU -	"Hurrying in writing is a factor contributes the mistake, according to me, it is just a small thing but confusing."
		FNS -	"The fourth is maybe because hurrying. So, just submitting the things in the hand"

The statements in Table 4.20 showed that one of the factors that led to students error in APA because they had limited time and when they did the work, they were running out of time.

e. Not knowing the rules

Although have taken Academic Writing and English for academic purposes, the participants claimed that they still do not know the rules of APA referencing style.

Table 4.21  
*Statements of not knowing the rules*

No	Type of causes	Sample initial	Statements
5	Do not the rules	RJ	- "Based on my experience, <b>the first factor is lacking the knowledge and understanding about APA referencing style.</b> It is different to the style we used in Senior High School"
		IH	- "The difficulty comes from me where I <b>still do not know the rules and how to write APA correctly</b> ".

From the statements above in Table 4.21, it can be seen that several of participants still do not know the rules existed in APA. That was why they did the errors in referencing. RJ stated that she had lack knowledge of APA, meanwhile IH stated that she did not know the rules and how to write APA correctly.

f. Less awareness and underestimating the rules

The students usually make errors in referencing of APA style because they are not aware of the rules and even underestimate it as their statement in the table.

Table 4.22  
*Statements of less awareness and underestimating the rules*



No	Type of causes	Sample initial	Statements
6	Not aware and underestimate the rules	SMS	- "Maybe because of my mistake in the past, at the previous semester, I <b>underestimated</b> <b>referencing</b> because it was just the assignment and the lecturer did not check it"
		MY	- "Back to what I said previously, maybe because I <b>am not aware about the rules...</b> "

From the Table, it can be understood that the participants (SMS) underestimated the rules of APA because the lecturer did not check the APA as they check another part of writing. MY also stated that she did not aware about the rules and it led her to error in reference.

## B. DISCUSSION

From the finding, it can be discussed that the two of research questions has been answered. The first research question is what the errors that students made in referencing of APA style are. The answer for this question is based on document analysis of the paper of EFL students of UIN Ar-Raniry, it can be concluded that there were many errors that students made in their paper. This statement was similar to Kendall (2005, as cited in Mandernach, Zafonte and

Taylor, 2016), He stated that many students experience the errors in citing and referencing sources. It was also similar to Lamptey and Obeng (2012) that identified some errors made by the postgraduate students' academic work.

The researcher divided referencing error that EFL students' of UIN Ar-Raniry made in two parts. The first part is in-text citation error. The citation errors made by EFL students of UIN Ar-Raniry were incorrect use of ampersand, not matching in-text citation and reference as well as error in page number. That was similar to Kayla (2015) that mentioned three of common error in referencing are the errors in ampersand, the citations in text not matching with the reference list.

Another citation error made by EFL students of UIN Ar-Raniry were orphan in-text citation and forgetting to use comma. Furthermore, these two errors result was similar to Barbeau (2018) that mentioned five common citation mistakes, they are incorrect placement of periods and commas, neglecting to make citations when paraphrasing, orphan in-text citations, making unnecessary citations and being inconsistent with citation style.

In part of reference list, several EFL students of UIN Ar-Raniry used non-APA style, made error in italic and full-stop. These results were similar to Vasilev (2013) that also mentioned italic, full-stop and formatting different types of reference as three common referencing mistakes faced by students. Another error made by EFL students of UIN Ar-Raniry is indentation. As stated by Indah

(2016), students used indentation incorrectly in their reference list. That result was similar to this research.

The last citation and reference list error made by EFL students of UIN Ar-Raniry was error in writing author's name. This is similar to Indah (2016) that mentioned one of students' mistakes in referencing is in term of writing authors' name incorrectly. However this research adds to reference list error used by students which are capitalization and using volume and issue number incorrectly.

The second research question has also been answered. It was the question of what factors that lead to students difficulties in referencing of APA style. After analyzing the interview result, it can be concluded that almost all the participants faced difficulties in APA referencing style. First cause of difficulty is because many rules. APA referencing style provides the rules for every single step that a writer takes to make a reference. It contains the detail structures on how to build a right reference. Even full-stop, comma and parentheses are ruled by APA. It is sometimes confusing because it is too detailed. It is also different how to put the reference from either online source or hard copy.

The second cause of difficulty is influenced by NATAJUTEMPE (Nama, Tahun, Judul, Tempat and Penerbit) style that the participants learned when they were Senior High School. What's in someone's brain is hard to be removed. So does the previous knowledge. The participants had previously been taught how

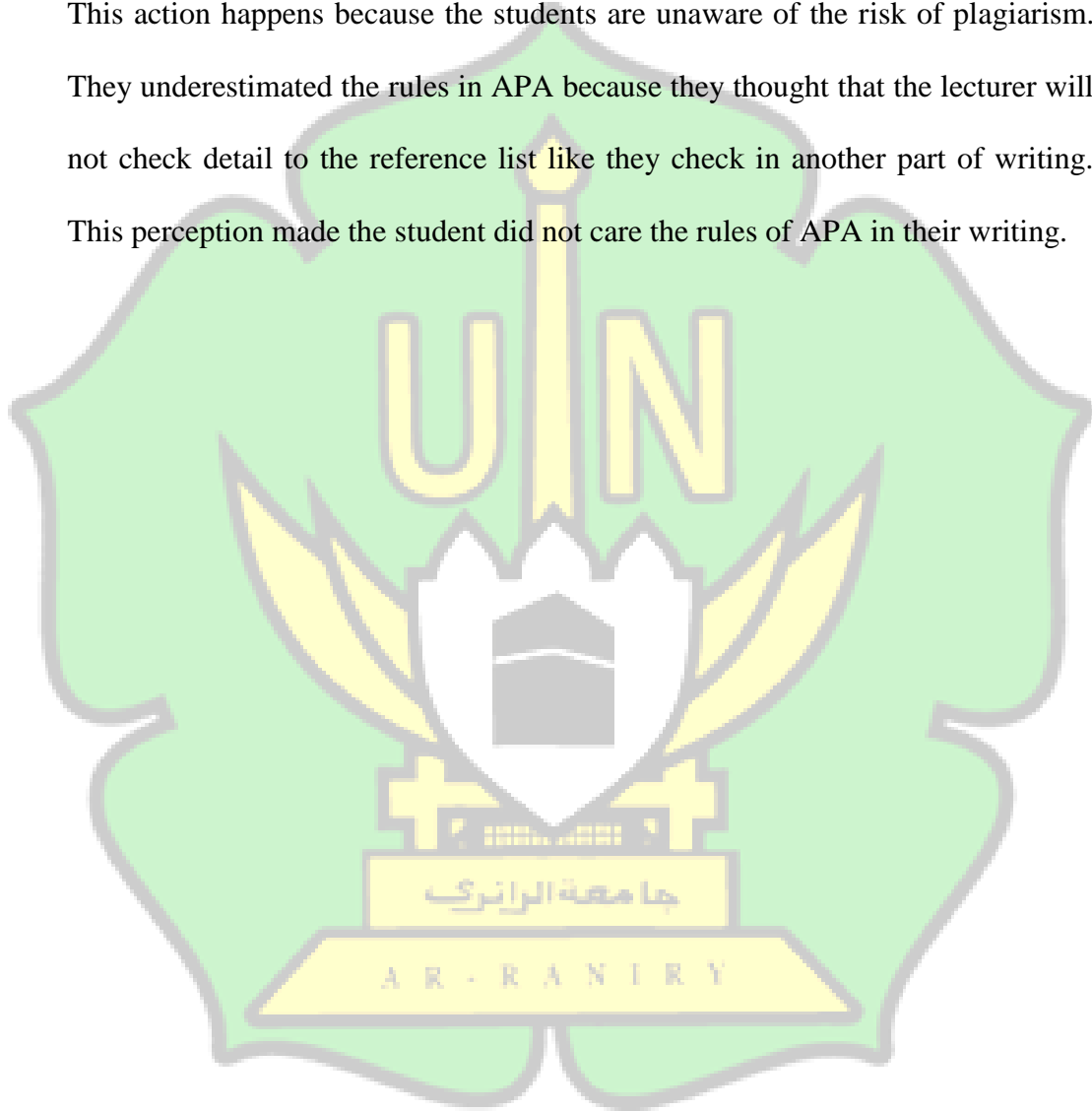
to make reference by using APA referencing style either in Academic Writing or English for Academic Purposes subject. The guides for writing the right APA referencing style are also easy to be found, but the participants keep doing error.

The third factor is laziness. The laziness has become the most significant factor that lead to students' mistake on APA referencing style. This problem happens because the students are lazy to read and to comprehend the rules of APA style. Neel (2014) stated that the laziness happens when someone is able to do something, but disincline to do so. The participants know that sometimes they made mistake in their reference, but are lazy to find out the truth.

The next factor is because the student ran out of time. The students with poor time management are related to particular negative examination outcomes, it is the coalescence between student performance and their ability to manage time effectively (Ling, Heffernan, & Muncer, 2003). When the students cannot manage the time effectively, they will run out of time. They sometimes cannot produce the high quality writing. There will be the mistakes everywhere in their writing. Usually, it happens to reference where the students just take any reference without checking the suitability to APA referencing style.

Next factor is participants do not know the rules. Some participants claimed that they do not know the rules of APA referencing style. Although it has been taught in Academic Writing and English for Academic Purposes, the students do not have any clear understanding about APA referencing style. This becomes serious problem that leads to many mistakes made by students in their reference.

Finally, the participants are not aware and underestimate the rules. While writing a paper, the students usually search for the materials existed in internet media and copy the parts that suit to the topic being given without paraphrasing. This action happens because the students are unaware of the risk of plagiarism. They underestimated the rules in APA because they thought that the lecturer will not check detail to the reference list like they check in another part of writing. This perception made the student did not care the rules of APA in their writing.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After conducting the study, doing the analysis, and presenting the findings, this chapter presents the conclusion in section A, suggestion of this study in section B and reflection in section C.

#### **A. CONCLUSIONS**

After doing a research with EFL students of UIN Ar-Raniry, there were some conclusions that can be concluded:

1. Conducting document analysis enabled the writer to deduce that there are several APA referencing errors that can be found from students' writings.
  - a. In part of in-text citation, the error were incorrect use of ampersand, not matching in-text citation and reference list, orphan in-text citation, forgetting to use commas, error in page number and error in writing the name of author.
  - b. In reference list, there are two major errors that students found. First, there are students who used non-APA referencing style in their writing. Second, the error is in inverted indentation used. Another error found in students' reference list are the error in capitalization, italic, writing surname, using full-stop, and the last is in term of writing volume and issue number.

2. The result from interview can be taken that there are six factors that lead to students' difficulties in APA referencing style. They are the factor of consisting many rules, the factor of influencing by their previous referencing style which was NATAJUTEMPE, the factor of laziness, running out of time, not knowing the rules and the last factor is the students are not aware and underestimated the rules of APA referencing style.

## **B. SUGGESTIONS**

After conducting this study, the writer realized there were some issues that could be suggested to avoid the errors in APA referencing style. The writer divided it in to several parts:

### **a. For students**

It can be suggested that firstly, the students should learn how to create a right APA referencing style to avoid the risk of plagiarism that might happen if they take someone's idea without referencing correctly. Secondly, do not be shy to ask for someone's help to check whether the reference that they made is correct or not. Finally, take a look to any guides that consist APA referencing style to be familiarized with the rules contained there.

b. For lecturers

As knowing there are many errors which are done by the students in APA referencing style, the lecturers can take initiative to rule the students for using APA for every kind of writing they made. Furthermore, the lecturers insist students to have the handout of APA referencing style and furthermore refer to APA style to avoid errors in APA.

c. For the Department of English Education

Knowing that the students faced many errors and difficulties in APA referencing style, the department can take initiative to provide the guides in form of handout that can be used by the students to avoid the students making mistakes in APA referencing style. Furthermore, the department can also rules the students to seriously check the reference before submitting the paper of research.

d. Further studies

After conducting the study, the researcher realizes that there are the possibilities for further studies to conduct APA referencing style problem that students face in another place. The next researcher can also conduct a study of students' perception on APA style either the students have the positive or negative perception on referencing of APA style. They can also make an experimental research in classroom to ask the students to make the references based on the data given by the researcher. Finally, they can also investigate



about the mechanism of paraphrasing and synthetizing words that students used in their writing.

### **C. REFLECTION**

In conducting the research, the researcher found several difficulties. First, the difficulty is in deciding other types of referencing that students used in their writing. There are several lists in the students' paper which is hard to define the style of referencing. The researcher had to open the rules of other referencing styles existed in educational world to define which referencing style the lists of students works refer to. Another difficulty is in conducting the interview in English. From the 6 interviewees, the researcher firstly interviewed two of them in English, but since the interviewees are the students who are in the process of learning, there are the several good points and ideas that they cannot share in English. So, the researcher decided to conduct the interview in Indonesian and transcribed it into English in chapter 4.

Overall, from the result of the study, the researcher had done her best to provide the data on students error and factors that lead to students' difficulties in referencing of APA style accurately.

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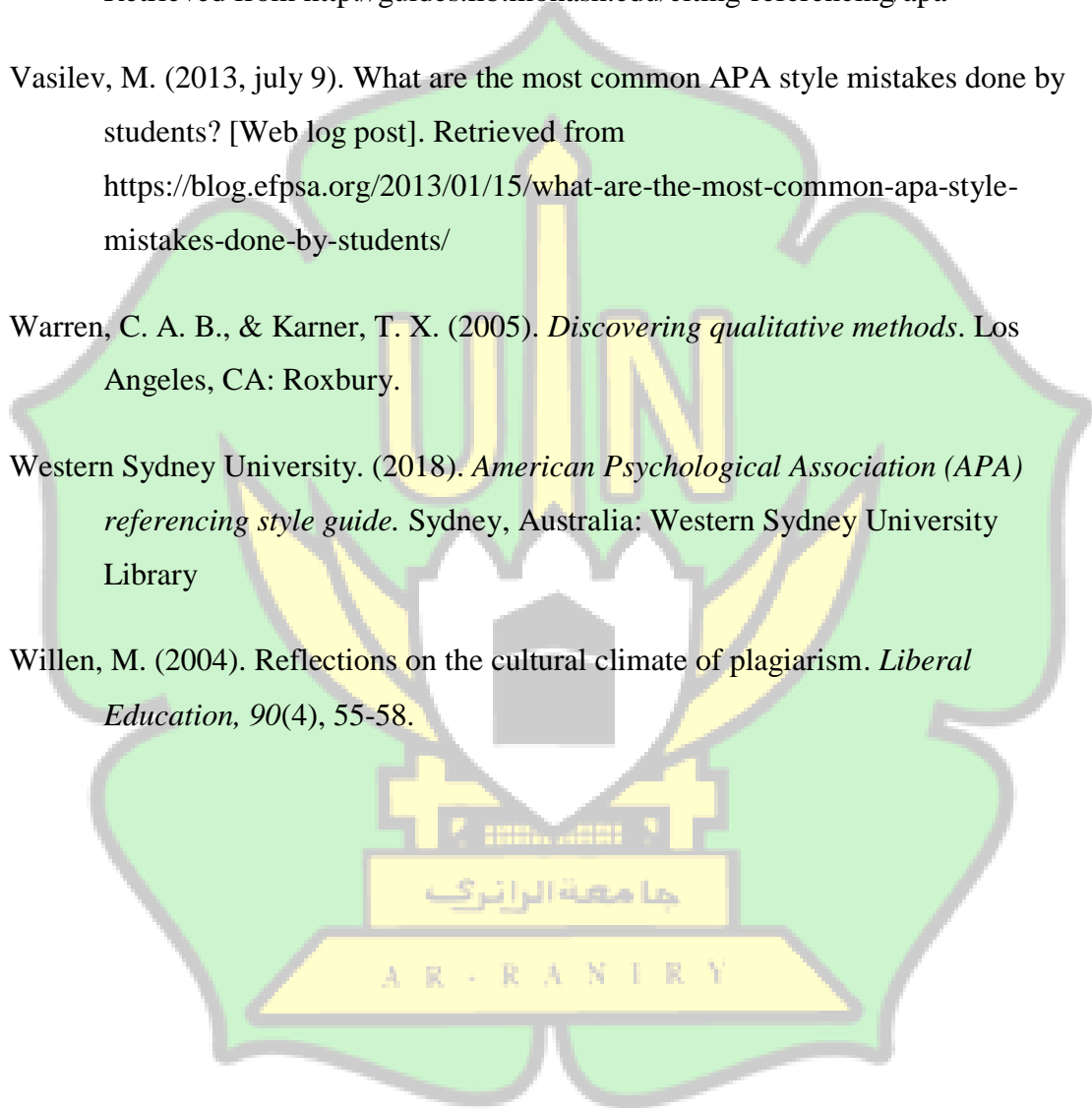
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## Appendix C

### Questions List for Interview

1. What do you know about referencing?
2. In your opinion, how important referencing in writing?
3. Do you know that in PBI, we are required to use APA referencing style for referencing? How do you understand about APA Referencing Style?
4. Now, as you have started writing the thesis, do you apply the rules in APA referencing style? How is your mechanism in using APA referencing style? Do you remember all the rules, use the guidance from book or how? Please elaborate it.
5. What are the difficulties that you faced while using APA referencing style especially in the part of reference list?
6. What about in-text citation, what are the difficulties you found while citing a reference using APA style?
7. Have you ever copy-pasted the reference list in a book or journal without checking the suitability to APA referencing style? Why did you do that? Please elaborate your reason!
8. In your opinion, how do you avoid making error in APA referencing style?



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-6684/UN.08/FTK/KP.07.6/05/2019

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- imbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6684/UN.08/FTK/KP.07.6/06/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- ingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- perhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018
- diapkan  
TAMA : **MEMUTUSKAN**  
Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-6684/UN.08/FTK/KP.07.6/06/2018 tanggal 26 Juni 2018
- UA : Menunjuk Saudara:  
1. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA Sebagai Pembimbing Pertama  
2. Yuliar Masna, S.Pd.I., M.TESOL Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi  
Nama : Nuraini  
NIM : 150203062  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Difficulties on APA Referencing Style (An Analysis of English Education Final Years' Students of UIN Ar-Raniry Banda Aceh)
- IGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025 04 2 423925/2018 tanggal 5 Desember 2018
- IMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- IMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 21 Mei 2019

Dekan  
Muslim Razali





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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11 Juli 2019

no/ B-10174/Un 08/FTK 1/TL 00/07/2019

ip - Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : NURAINI  
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Untuk mengumpulkan data pada:

**Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Student's Difficulties in Referencing of APA Style**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-10174/Un.08/FTK.I/TL.00/07/2019 tanggal 11 Juli 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nuraini  
NIM : 150 203 062  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Students' Difficulties in Referencing of APA Style.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Agustus 2019  
Ketua Prodi Pendidikan Bahasa Inggris,



T. Zulfikar

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Senior High School : MAN Model Banda Aceh  
University : Major of English Language Education, Faculty  
of Teacher Training and Education,  
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