# Writing Citation Techniques in Writing Research Article on Scholar vs ScienceDirect Website

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*Abstract. Academic literacy requires the use of citation techniques. It will authenticate research, acknowledge the original authors, and assist readers in locating additional reading materials. The citation styles of authors and scholars who publish on ScienceDirect and Google Scholar are examined in this study. Five research papers from each of these platforms are examined in our analysis, which focuses on the three primary citation strategies—direct quotation, paraphrase, and description that are outlined in Wang's framework (Wang, 2006). Our analysis reveals that while both platforms effectively employ these tactics, there are discernible differences in their implementation. Specifically, ScienceDirect papers tend to have more seamless citation integration, which enhances readability and coherence. The ScienceDirect articles do a great job of contextualizing direct quotes, simplifying complex ideas, and providing in-depth descriptive analyses that improve understanding without disrupting the flow. This research significantly advances writing abilities by determining the best practices for integrating citations into academic discourse. It highlights the need of considering platform-specific considerations when writing academic publications, particularly for researchers who are not native English speakers, and how understanding how different citation styles impact readability and coherence facilitates scholarly writing.*

*Keywords: Academic writing, citation strategies citation technique, google scholar, science direct*

## 1. INTRODUCTION

Citation strategies are essential while publishing research publications, particularly in academic and scientific fields (Badenhorst, 2017). They help readers locate more reading material, lend credibility to your work, and acknowledge the original writers (Bazerman, 2004). Google Scholar and ScienceDirect are two well-known repositories for academic literature, while citation forms may differ based on the publication and platform. These articles offer citation information in a number of formats, and each tool has unique capabilities to assist in managing and referring to citations. The purpose of this study is to investigate the citation strategies used by academics and authors of ScienceDirect research publications to reference their source texts in their articles. Because this disciplinary field has not yet been studied, the researchers chose this particular setting. Additionally, our analysis looks into author attitudes regarding citations because prior reviews found that there was a dearth of thorough analysis regarding the methods research article authors use to cite source texts in Google Scholar and ScienceDirect when writing their new texts, as well as the kinds of citations they use.

Several earlier studies served as the foundation for this investigation. Warsidi et al.'s study "Citation Studies in English vs. Indonesian Research Article Introductions (RAIs) in the

History Discipline" evaluates the usage of citations in historical RAIs written in both English and Indonesian. The study analyzed 30 RAIs from both English and Indonesian sources using a genre strategy and a descriptive qualitative reporting approach. Both Indonesian and English writers mostly used descriptions, albeit English writers did so more often. It focused on methods (direct quote, paraphrase, and description) and citation types (integral and non-integral). Warsidi et al., for example, found that English authors preferred descriptive tactics that allowed for a more fluid integration of sources into their arguments, whereas Indonesian authors relied largely on integral citations. This demonstrates a notable variation in citation styles according on linguistic background, indicating that cultural considerations could affect the way writers choose to credit their sources.

Researcher preliminary review of ten research articles, five from ScienceDirect and five from Google Scholar, shows that direct quotations were employed well on both platforms. However, preliminary findings indicate that compared to Google Scholar articles, ScienceDirect articles more smoothly incorporated direct quotations into their stories. One ScienceDirect article, for example, provided context around a direct statement, which enhanced its significance to the subject, whereas other Google Scholar articles provided quotes without sufficient contextual framing.

The usefulness of the citation tool "citationchaser" in finding citations within publications was investigated by Haddaway et al. (2022), who emphasized the instrument's role as a helpful tool for systematic searches that are crucial to thorough evidence synthesis. Kumpulainen and Seppanen (2022) examined citation patterns by comparing the types of World of Science (WoS) and Scopus and found that document co-citation visualizations between combined data sets and WoS data could offer intriguing insights. They found that the combined data had more document clusters, indicating the identification of more complicated streams in the literature, based on document co-citation analysis. Additionally, male citations were more common in scientific papers than female citations, according to Lernan et al. (2022). In a different study, Luc et al. (2020) used co-citation and co-word analysis to analyze 1,278 studies from the Web of Science database in order to offer a conceptual framework for creating research ideas in social entrepreneurship. According to their findings, non-integral citations were more prevalent than integral citations and were preferred by English authors. These results provide direction for enhancing Indonesian authors' academic writing skills by demonstrating that English authors thrive at include citations in their work. This study aims to fill existing gaps and increase understanding of how these strategies are applied in diverse contexts by investigating citation habits across platforms. By examining both

Google Scholar and ScienceDirect publications, this study will provide significant insights into the citation strategies that raise the standard and effectiveness of academic writing.

## 2. LITERATURE REVIEW

Citation studies compare how authors in various languages or fields cite sources to uncover various citation styles and methods. For instance, studies comparing English and Indonesian research articles in the subject of history reveal that English authors prefer descriptive approaches and non-integral citations, whereas Indonesian authors rely more on integral citations (Warsidi et al., 2023). Additionally, English research articles (RAs) in biomedical and applied linguistics also show a preference for non-integral citations, suggesting an inclination toward assimilating citations into the text.

The three citation tactics that Wang (2006) proposed in his analysis of citation patterns were direct quote, paraphrase, and description. Each of these strategies has a distinct purpose in academic writing and is essential for effectively integrating sources into research articles.

### Direct Quotation

A direct quotation is a literal reproduction of a passage from a source, typically accompanied by a page number. When authors cite a source work, the quoted words are italicized or enclosed in quote marks. This kind of reference is the most straightforward since it is unambiguous and allows readers to see the exact words that were used in the original source.

### Paraphrase

To clarify a point, authors must paraphrase that is, reword someone else's thoughts in their own words. Paraphrasing often entails restating content and utilizing markers like "that" to indicate the quoted information, even though quote marks are not used. Authors can still convey the main ideas of the story by altering the original wording to fit their narrative style.

### Synopsis

Description is the process of providing readers with knowledge about a topic by definition, explanation, illustration, or description. By employing this strategy, writers give readers comprehensive justifications of the cited sources. The use of verbs, adjectives, and adverbs can help identify this method since it emphasizes the context and importance of the cited material inside the author's argument. Direct quote, paraphrase, and description are the three main ways for citing sources according to Wang's (2006) paradigm; however, little is known about how these approaches vary between authors who are native English speakers and those who are not.

Wang's (2006) framework identifies direct quotation, paraphrasing, and description as core methods for citing sources, but there is little research on how these techniques differ between non-native and native English-speaking authors. English authors, especially in international journals, prefer description because it allows them to subtly integrate cited work into their argument, which is seen as more assimilative and less intrusive. It is unclear, however, whether non-native authors, including those publishing in English, use description as frequently or if they rely more on direct quotations or paraphrasing to convey authority and credibility in academic writing.

Particularly for international authors wishing to publish in English-language journals, where description-based citation may be easier but more challenging for non-native writers to learn, it is imperative to comprehend these distinctions. Furthermore, while description is widespread among English authors, it may be less frequently used by up-and-coming or international academics who may find it simpler to validate their arguments through direct citations or paraphrases. This trend might result from social academic practices, where quoting from reputable sources is frequently regarded as a stronger recommendation than just changing or merging citations. Although Wang (2006) primarily discusses three approaches, some subjects might inherently favor one over the others. For instance, in order to guarantee correctness, disciplines with a strong scientific foundation can choose reciting or verbatim quotes.

## 3. METODS

The analytical results from both data sets for the Google Scholar and ScienceDirect research papers were presented using a descriptive qualitative technique. It was expected that this approach would yield comprehensive and trustworthy results because it was based on Wang's (2006) framework on citation approaches, notably direct quote, paraphrasing, and description. To examine and identify the different uses of citation formats, ten writing research publications were selected, five from ScienceDirect and five from Google Scholar. The study used a descriptive qualitative approach to examine citation patterns in order to identify variations in the use of direct citations for explicit authority, paraphrase for clarity and rephrasing ideas, and description for the smooth integration of cited information into arguments.

This methodology provides important insights into citation habits in academic writing while ensuring a clear and thorough presentation of the analysis results. As part of the data gathering procedure, ten English-language research articles were examined, five of which came

from ScienceDirect and five from Google Scholar. The selection criteria were met by peer-reviewed, writing-related publications published between 2019 and 2024 using unique citation styles. Each article was examined using Wang's (2006) methodology to see whether citation techniques including direct quotes, paraphrases, and descriptions were employed.The goal of this sample technique was to offer a thorough dataset for analyzing types of citation on the two platforms. The five main steps of data analysis approaches were based on Wang's (2006) description of textual analysis techniques. In order to assess the precision and application of citation styles across Google Scholar and ScienceDirect, ten authoring pieces were carefully chosen for citation samples in the first stage. Finding specific examples of citation styles in each article was the second phase, and special attention was paid to linguistic elements that suggested direct quotes, paraphrases, or descriptions. This ensured that every reference style was correctly detected for further study. The final step involved classifying each discovered citation example using Wang's (2006) methodology in order to examine the tactics employed and determine whether discrepancies resulted from platform professionalism or publication standards. In the fourth step, the justification behind the use of each citation strategy was reviewed, with particular attention paid to how platform quality may affect citation selections. In the fifth stage, the researcher synthesized the results after comparing the two platforms' citation patterns. This step involved formulating theories regarding the influence of platform quality on citation practices and offering information on the breadth and methodical use of citation techniques in article composition. By using this methodology, the study hopes to clarify how various platforms handle citation practices while offering insightful information to improve academic writing abilities among authors who use these resources.

## 4. RESULTS AND DISCUSSION

To compare the citation techniques used in the article from Google Scholar and the one from ScienceDirect, we will analyze how each aligns with Wang's (2006) theoretical framework regarding Direct Quotation, Paraphrasing, and Description. This analysis will help determine which article employs better citation practices based on Wang's criteria.

**Article Overview**

a. *Google Scholar* Article: This article discusses ***Developing libyan undergraduates' writing skills through reflective journaling: a critical literature review***

b. *ScienceDirect* Article: This article also addresses ***the academic writing challenges of Indonesian graduate students in Hungary***, providing qualitative insights based on interviews and institutional analysis.

**Comparison of Citation Techniques**

**Table 1.** Comparison of Citation Techniques

| Citation Technique | Google Scholar Article | ScienceDirect Article |
|---|---|---|
| Direct Quotation | Reflection according to Moon (1999) "a form of mental processing with a purpose and anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution" | The authors quote Seidlhofer (2011), defining English as a lingua franca: "any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option" (p. 7). This establishes the context for their discussion on EMI. |
| Paraphrasing | The findings of the study reveal that there is no significant difference in the mean scores of the control and the experimental groups | The article summarizes findings by stating that students experience significant obstacles in academic writing due to language proficiency issues and inadequate support systems (Ismailov et al., 2021). This effectively captures the essence of prior research in a concise manner. |
| Description | However, the study observed the difference in the participants' ages contribute to the little differences observed in the mean scores. In their study, Jannah, Usman, Daud, Muslem, and Abdul Samad, (2020) investigated the impact of reflective journal writing on the writing performance of Indonesian high school students writing performance. | In describing the EMI environment, the ScienceDirect article notes that "the quality of support students receive at institutional and subject course levels has a profound influence on academic essay writing achievements" (Subandowo & Sárdi, 2023). This illustrates how institutional factors impact student success. |

**Analysis Based on Wang's Theory**

Direct Quotation:

Both articles effectively utilize direct quotations to support their claims. However, the ScienceDirect article appears to integrate these quotes more seamlessly into its narrative, providing context that enhances their relevance. According to Wang, direct quotations should

clarify and strengthen arguments; thus, the ScienceDirect article may have a slight edge in this aspect due to its contextual integration.

Paraphrasing:

The Google Scholar article demonstrates strong paraphrasing skills by summarizing relevant literature effectively. However, the ScienceDirect article excels in paraphrasing complex ideas, making them accessible without losing essential details. Wang emphasizes that paraphrasing should enhance clarity while preserving meaning; therefore, both articles perform well here, but ScienceDirect may be more effective in maintaining narrative coherence.

Description:

In terms of description, both articles provide valuable insights into the writing skills among students . The Google Scholar article offers a broader overview of these challenges but may lack some depth compared to the detailed descriptions found in the ScienceDirect article. Wang's framework suggests that description should enrich understanding; thus, the ScienceDirect article's thorough exploration of student experiences gives it an advantage. Although Wang's (2006) argument is supported by the effective citation methods in both publications, the ScienceDirect piece seems to use citation tactics more successfully overall. Its descriptive components offer a deeper context for comprehending student experiences in writing contexts, its paraphrasing is straightforward and consistent, and its incorporation of direct quotations is flawless. As a result, the ScienceDirect article is clearly superior in terms of depth and clarity in academic writing methods when evaluated using Wang's criterion for citation approaches.

c. Google Scholar Article: ***Teaching Writing Through Canva Application to Enhance Students' Writing Performance*** explores the impact of digital tools, specifically the Canva application, on enhancing the writing skills of junior high school students in Indonesia. It highlights the challenges students face in developing narrative writing and the effectiveness of innovative media as a pedagogical approach.

d. Science Direct Article: ***Academic Writing in English: Lessons from an EMI Program in Japan*** examines the challenges of academic writing within English Medium Instruction (EMI) programs in Japan. It focuses on the experiences of diverse student groups and the role of tailored academic writing support in fostering success in research and content-specific courses.

**Table 2.** Science Direct Article

| Citation Technique | Google Scholar Article | ScienceDirect Article |
|---|---|---|
| Direct Quotation | The article states, "Writing is a process of communication that uses a conventional graphic system to convey a message to a reader" (Hadi et al., 2021, p. 228). This emphasizes the importance of writing as a communicative process. | The authors quote, "Academic writing is cognitively demanding, requiring critical literacy skills" (Matikainen, 2024, p. 3). This highlights the intellectual effort needed in academic writing. |
| Paraphrasing | The study suggests that digital tools like Canva improve students' ability to organize their ideas, as they provide templates and structures that guide their writing process (Hadi et al., 2021). | The article notes that EMI students face challenges in academic writing due to inadequate support systems and a lack of focus on integrating discipline-specific topics into writing instruction (Matikainen, 2024). |
| Description | This article describes the effectiveness of the Canva application in enhancing narrative writing skills, presenting statistical data showing significant improvement in students' post-test scores (Hadi et al., 2021). | The ScienceDirect article illustrates the need for action research to redesign academic writing courses, emphasizing tailoring syllabus content to meet the specific needs of EMI students (Matikainen, 2024). |

**Analysis Based on Wang's Theory**

Direct Quotation:

Both the Google Scholar and ScienceDirect articles use direct quotations effectively to support their discussions. The Google Scholar article utilizes direct quotes to emphasize the role of digital tools in facilitating student learning, while the ScienceDirect article seamlessly integrates direct quotations into its analysis of academic writing challenges. According to Wang, direct quotations should strengthen arguments by providing authoritative evidence. In this regard, the ScienceDirect article excels due to its skillful contextual integration, which enhances the relevance and flow of its narrative.

Paraphrasing:

The Google Scholar article demonstrates a commendable ability to paraphrase key findings from previous studies, making complex ideas more accessible. The ScienceDirect

article, however, goes further by distilling intricate concepts into concise, coherent summaries that are both clear and comprehensive. Wang emphasizes that effective paraphrasing should enhance the clarity of ideas while preserving their original meaning. While both articles meet this criterion, the ScienceDirect article's nuanced approach gives it a slight advantage in maintaining narrative coherence.

Description:

In terms of descriptive elements, both articles provide insightful observations about challenges in their respective contexts. The Google Scholar article offers a practical overview of the pedagogical benefits of digital tools, while the ScienceDirect article delves deeply into the academic writing struggles faced by students in EMI programs. Wang's framework suggests that descriptions should enrich the reader's understanding. The ScienceDirect article's detailed exploration of institutional support and student experiences provides a richer context, giving it a clear edge.

*e.* Google Scholar Article: ***Students' attitudes and problems on question-based argumentative essay writing instruction***

d. ScienceDirect Article: ***Academic writing in the age of AI: Comparing the reliability of ChatGPT and Bard with Scopus and Web of Science***

**Table 3.** Academic writing in the age of AI

| Citation Technique | Google Scholar Article | ScienceDirect Article |
|---|---|---|
| Direct Quotation | - | "TRY: A Global Database of Plant Traits" (Kattge et al., 2011) was highly cited. However, the article was found to not be linked to green buying behaviour. |
| Paraphrasing | In addition, Reichenbach (2001) claims that writing is a process that assists us in producing thoughts, in clarifying our points of view or belief, and in sorting out the evidence for thinking our beliefs are true. | It was found that three out of the top ten articles in both Scopus and WoS are from India, highlighting India's significant involvement in research related to green buying behaviour. |
| Description | However, shortage of time, language competence and poor CT skill are the main problems to students while | However, these two countries were not even in the top 20 of the Scopus and WoS databases. The databases |

| | practicing writing through questioning method. | indicated various research areas related to green buying behaviour. |
|---|---|---|
| | | |

**Analysis Based on Wang's Theory**

Direct Quotation:

When comparing two articles, one from ScienceDirect and the other from Google Scholar, the ScienceDirect piece has direct quotations throughout the text, but the Google Scholar one does not. This distinction draws attention to the different techniques and citation styles used by authors when presenting their work. In academic writing, citation strategies are crucial for preserving the reliability of sources, preventing plagiarism, and clearly demonstrating the sources of information.

Paraphrasing

The first reference from Google Scholar is a direct quote, which is suitable when the author's exact wording is crucial, on paraphrasing citation approaches. However, paraphrasing this concept could be a useful technique in which the author changes the original text while maintaining the intended meaning. On the other hand, the researcher explains data in the second reference from ScienceDirect without utilizing direct quotes, presenting a paraphrased idea. When done properly, paraphrasing can be a helpful strategy for incorporating sources into an academic paper without compromising academic integrity.

Description

The first reference from Google Scholar explicitly quotes the author, which is helpful when the exact phrasing is required to preserve the author's original purpose. But according to Wang (2006), paraphrasing can also be a legitimate strategy that enables the writer to more easily incorporate the idea into their writing. In contrast, the second ScienceDirect reference summarizes the results and paraphrases the conclusions without exactly quoting the original text. Because it allows authors to deliver information in a more succinct or pertinent way.

f.  Google Scholar Article: *Using facebook to practice writing skill: what do the students think?*

g.  Science Direct Article: *'I just feel very dispensable': Exploring the connections between precarity and identity for academic literacy developers*

**Table 4.** Science Direct Article

| Citation Technique | Google Scholar Article | ScienceDirect Article |
|---|---|---|
| Direct Quotation | In line with Facebook tagline "giving people the power to share and making the world more open and connected" creates space for autonomy and engagement in exchanging ideas and knowledge due to active roles consumed by learners (Ashton & Newman, 2006). | This is in keeping with Burton and Bowman (2022, p. 500) who refer to precarity as a 'social and cultural "condition of being" that can shape one's selfhood, one's relations with others, and the paradigms that one values'. |
| Paraphrasing | One of social media that is famous in this world is Facebook. Facebook is a global large social media that boosts more than 100 million followers, and it is one of the fastest-growing and best-known sites on Internet these days | Professional development here does not refer to standard training that typically takes place during an academic year related to, for example, curriculum design, teaching, assessment, and administrative processes. |
| Description | However, teachers are not suggested to force the students to directly implement such a complex task to practice students' writing. | Precarity, in this sense, however, seems to go beyond the structural – contract type – and affects the ways in which PALPs can 'be' in the higher education space. |

**Analysis Based on Wang's Theory**

Direct Quotation:

The first reference from Google Scholar highlights the importance of Facebook's slogan in encouraging autonomy and involvement by using a direct quote from Ashton & Newman (2006), maintaining the precise phrasing of the source in accordance with theory of direct quotation citation approaches. When the precise wording is essential to the argument being made, this strategy supports Wang's emphasis on the value of direct quotations. This method is also used in the second reference from ScienceDirect, which highlights Burton and Bowman's (2022) exact definition of "precarity" as a social and cultural situation by quoting them directly. This emphasizes the importance of accurately citing original sources.

Paraphrasing:

The first citation from Google Scholar offers a straight quote, however it might be paraphrased to better incorporate the idea into the writer's own voice, in accordance with the notion of paraphrasing citation approaches. According to Wang (2006), paraphrase enables the original concept to be rephrased without sacrificing its essential meaning. To rephrase the exact statement, "Facebook is a global large social media," for instance, one may say, "Facebook is a widely popular and rapidly growing social media platform." Wang (2006) says that the second citation from ScienceDirect successfully clarifies and condenses the original notion by paraphrasing the concept of professional development without directly quoting.

Description:

The two citations show distinct methods of idea presentation. The authors' initial claim that professors shouldn't make their pupils complete difficult assignments is directly expressed in the first Google Scholar reference. For clarity, this might be simplified or paraphrased, as theory suggests for seamless source integration. The second ScienceDirect source provides a more thorough definition of "precarity," outlining its wider effects in higher education that go beyond structural factors. This second reference clearly demonstrates that description citations should concentrate on rephrasing or summarizing complex ideas while preserving their essential meaning.

**h.** Google Scholar Article: ***Integrating ChatGPT into EFL writing instruction: Benefits and challenges***

**i.** Science Direct Article: ***What support do international doctoral students claim they need to improve their academic writing in English?***

<div align="center"><strong>Table 5.</strong> Science Direct Article</div>

| Citation Technique | Google Scholar Article | ScienceDirect Article |
|---|---|---|
| Direct Quotation | - | - |
| Paraphrasing | The use of technology in language education offers a range of potential benefits that can support teaching and learning. | we believe that our findings offer useful insights for stakeholders, including the students themselves, as well as raise awareness about the fact that novice writers need support to develop their English academic writing abilities. |
| Description | However, providing personalized feedback and | However, not every student may find them affordable. In |

| | support can be challenging for teachers, especially in larger classes where they may not have the time or resources to give individualized feedback to each student | our dataset, eight students mentioned that they thought a reliable software package would help them to write better. |
|---|---|---|

**Analysis Based on Wang's Theory**

Direct Quotation:

Although there are no direct quotations in the examples given in the Google Scholar article, a possible direct quotation might highlight particular passages from the original work regarding the advantages or difficulties using ChatGPT in EFL writing training. The authors' observations about the kinds of assistance that international PhD students require might also be explicitly quoted in the ScienceDirect article, for example, "novice writers need support to develop their English academic writing abilities." In these situations, using direct quotations guarantees that the original authors' exact wording and emphasis are maintained, which is consistent with Wang's (2006) view on the significance of preserving accuracy and integrity through direct quotes.

Paraphrasing:

The idea that "the use of technology in language education offers a range of potential benefits that can support teaching and learning" is expressed in the Google Scholar article as follows: "Integrating technological tools like ChatGPT into language education can enhance both teaching practices and learning outcomes." The original idea is maintained while being more pertinent to the article's main point thanks to this rewording. The concept of "useful insights for stakeholders" in the ScienceDirect article could also be rephrased as follows: "The findings provide valuable guidance for stakeholders, including students, by highlighting the need for targeted support in academic writing for novice writers." While preserving the spirit of the original material, paraphrasing allows the concepts to be smoothly incorporated into the writer's story.

Description:

The difficulties of giving individualized input in large classes, where teachers might not have the time or resources to help each student one-on-one, are discussed in the Google Scholar article. Because it provides a succinct summary of a complicated topic without directly citing or paraphrasing, this descriptive citation supports Wang's (2006) argument. The description of the ScienceDirect article concentrates on the problems with student

affordability. For example, the statement "Not every student may find them affordable" encapsulates the larger issue of having access to trustworthy writing software. In order to help readers understand the main problems covered in the articles without adding needless complication, both examples use description.

## 5. CONCLUSION

The current study of citation styles in research articles on ScienceDirect and Google Scholar shows clear trends in citation styles on both sites. This study shows that although both platforms make good use of Wang's framework for direct quote, paraphrase, and description, ScienceDirect contributors typically follow better citation guidelines. Specifically, ScienceDirect articles thrive at offering detailed descriptive evaluations, putting straight quotations into context, and gently paraphrasing them. These results highlight the significance of platform-specific factors in scholarly writing and imply that writers who publish on ScienceDirect might profit from using more assimilative strategies to smoothly incorporate citations into their works. In the end, this study offers important insights to improve academic writing abilities, particularly for researchers who are not native English speakers hoping to publish in esteemed publications. By knowing how various citation formats affect coherence and readability, academics can improve their processes to create scholarly work that is more authoritative and understandable.

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