AN ANALYSIS OF ENGLISH LANGUAGE EDUCATION STUDENTS' PARAPHRASED TEXTS AND THEIR PERCEPTIONS OF PARAPHRASING IN ACADEMIC WRITING

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor Degree
(B.Ed.) in English Language Education Program

By:

ASRI SEKAR MIRA

15018088/2015

Advisor:

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ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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HALAMAN PERSETUJUAN SKRIPSI

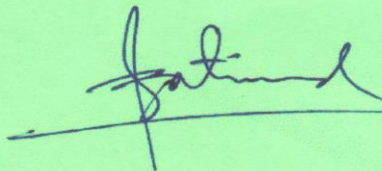|	
Judul	: An Analysis of English Education Students' Paraphrased Texts and Their Perceptions of Paraphrasing in Academic Writing
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Padang, Mei 2020

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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

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dengan judul

An Analysis of English Education Students' Paraphrased Texts and Their
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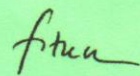
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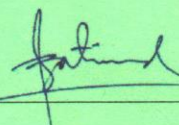
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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of English Education Students' Paraphrased Texts and Their Perceptions of Paraphrasing in Academic Writing* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRAK

Mira, Asri Sekar. 2020. An Analysis of English Language Education Students' Paraphrased Texts and Their Perceptions of Paraphrasing in Academic Writing. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian deskriptif kualitatif ini bertujuan untuk menyelidiki teks parafrase mahasiswa dengan menggunakan teori taksonomi parafrase Keck (2006) dan teori tingkat kelayakan parafrase McInnis (2009) serta menganalisa persepsi mahasiswa terhadap konsep parafrase. Sebanyak lima puluh sembilan mahasiswa dari Program Studi Pendidikan Bahasa Inggris UNP 2017 berpartisipasi dalam penelitian ini dan bersedia untuk menyelesaikan tugas parafrase dimana mereka diminta untuk mengungkapkan kembali 4 kalimat terpisah dari satu penulis. Temuan menunjukkan bahwa 49% dari parafrase mahasiswa dikategorikan sebagai "minimal revision" mengindikasikan bahwa secara umum, mahasiswa cenderung menjiplak 12 kata dari teks asli ke dalam teks paraphrase yang berisi 32 kata. Tidak hanya itu, 59% dari parafrase mereka juga dikategorikan sebagai "somewhat inappropriate" mengindikasikan bahwa paraphrase mereka belum memenuhi 3 sampai 4 kriteria untuk bisa dikatakan sebagai paraphrase yang layak/diterima. Laporan hasil wawancara dengan 4 responden juga mengungkapkan bahwa mahasiswa masih belum memiliki pemahaman yang jelas terhadap konsep parafrase disebabkan sebagian besar pengetahuan mereka mengenai parafrase masih berlandaskan pada penafsiran pribadi mereka.

Kata Kunci: penulisan akademis, plagiarisme, paraphrase, persepsi

ABSTRACT

Mira, Asri Sekar. 2020. An Analysis of English Language Education Students' Paraphrased Texts and Their Perceptions of Paraphrasing in Academic Writing. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This descriptive qualitative study aims to investigate students' paraphrased texts based on Keck's Paraphrase Taxonomy (2006) and on McInnis' level of paraphrase appropriateness (2009), and to explore their perceptions toward paraphrasing. Fifty nine students from English Language Education Study Program of UNP academic year 2017 participated in this study and were assigned to do a paraphrasing task in which they paraphrased four separate sentences of one author. The finding shows that 49% of student' paraphrases were categorized as minimal revision signifying that, in general, twelve author's words were plagiarized in students' typical 32-word paraphrases. Besides, 59% of students' paraphrases are classified as somewhat inappropriate indicating that three to four criteria of an appropriate paraphrase are not able to be fulfilled by these paraphrases. Verbal reports from an interview session with four respondents also reveal that students did not have a clear understanding of the concept of paraphrase since most of their knowledge about paraphrase was conjectural.

Key words: Academic writing, plagiarism, paraphrasing, perceptions

ACKNOWLEDGEMENT

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In this globalization era, global academicians have wide-ranging and immediate access to discover international books, journals, scientific articles, and other academic works in the internet which, in numbers, are consistently rocketing every year. The significant growth of numbers in open access academic publication online has made it visible and accessible for massive academic community to freely discover, download, share, and reuse the great amounts of academic works being published in numerous publishing digital platforms. According to STM Report (2018), a collection of data being stored in the database of Ulrich's Periodicals Directory indicate that there is a noticeable inflation of active and scholarly journals for 12 years (from 2001 to 2013) with the ratio of increase is 3% from 2001 to 2005 in the early years and continuously grows until 5-6 % in the recent years.

Since the number of international open access academic publications and internet websites are continually growing every years, there comes a bigger challenge for students and researchers to hold academic responsibilities and honesty in appropriating someone else's ideas works into their academic writing manuscripts. As stated by Cavico and Mujtaba (2009), the presence of technological devices and system opens the doors of "academic misconduct,

cheating, and fraud" (p. 79). Evidence presented in Turnitin's White Paper (2015) toward above 9 million pieces of students' writing input to Turnitin from July 2011-June 2012 which suspiciously duplicate over 44 million online contents found that 50% of the students' academic writing, from both in secondary and higher education, tend to steal informative and academic content that is accessed through Homework and Academic Sites (e.g. Google Books, Project Gutenberg, and MedLibrary), Encyclopedias sites (e.g. Wikipedia and Britannica), and News and Portals sites (e.g. Examiner, Associated Content, and The Huffington Post).

Meanwhile, in making use of other sources into our own writing, there are ethical principles which academic communities should follow. One of the ethical principles is that they are in charge of their own works, which means that they agree to and hold consequences of their own conducts in creating their works. Ethical principles further emphasize that the students and researchers are also supposed to show respect and recognition to others' works which these practices are undertaken through proper note taking strategies, such as quotation, paraphrases, and summaries along with appropriate citations in the context of writing from sources. If they do not follow these ethics appropriately, they are at risk for academic dishonesty in which cheating and plagiarism are included. Vandermey, Meyer, Rys, and Sebranek (2012, p. 474) then defines plagiarism as "… using someone else's words, ideas, or images [what's called intellectual property] so they appear to be your own. "Regardless of stealing from internet or printed materials, plagiarism can bring in serious harms and consequences for the doers. Wallwork (2011) describe that if one's work is officially accused of

plagiarism, the authorities can impose a sanction of dismissal of the charged work or even removal of the suspect.

Looking to explore which note-taking strategies are mostly used by English Education students to integrate other sources for their academic writing manuscripts, from October 4th to 6th October 2019, the researcher distributed a small-scale questionnaire to thirteen English Education students with an academic year of 2017. According to the information gathered from the respondents, all of them agree that quotation becomes the easiest and securest way to protect them from the harms of plagiarism. They also confess that their academic writing manuscripts are mainly filled with the substantial use of quotation which means that the existence of quotation is highly valued among these students. They prefer quotation in their writings because, according to them, quotation allows them to copy and paste the authors' words without having to build comprehension and engagement toward the meaning of the text as contained in paraphrases and summaries. Moreover, 11 out of 13 students agree that paraphrase is the most difficult note-taking strategy over summaries and quotation on the grounds that, in writing paraphrases, the students are expected to modify authors' words and sentence without changing their meanings in context. On the parts of respondents, maintaining the meaning while changing the words is hard since they still have vocabulary problems in finding the alternative words/phrases fitting the context; consequently, they admit that their paraphrased texts often end up looking way too close to the original. Hence, they do not favor paraphrases for their academic writing manuscripts. As also shown in Hirvela & Du's work (2013), from the two

cases of Chinese undergraduates revealing that students still have a developing understanding of paraphrasing where not every one of them are able to paraphrase author's sentences in the scope of isolated sentences (even worse in the scope of contextualized sentences in the research papers) that leads to their preferences on using direct quotations when writing their papers.

Because of the effortlessness and feasibility which a quotation offers, it helps students finish their academic writings quicker and easier. However, the extensive use of quotation portrays the ineffective and weak quality of one's writing. As Spatt (2011) state that too much quotation arises the reader's suspicion that one academic paper lacks of ideas and knowledge coming from the writer. Hence, the authenticity and originality of one's writing is more likely to lose. Meanwhile, a summary benefits the writer in terms of presenting a long piece of writing in a broader and briefer way; Nevertheless, presenting someone else's arguments, facts and ideas entirely and comprehensively without any cut and omission of details are much better to support our claims. Therefore, the presence of paraphrasing strategy is frequently needed in academic writing as this strategy can tackle the pitfalls of summaries and quotation. Through paraphrasing, one is able to carefully look into the structure of a sentence and grasp the meaning or message that is carried within the text that this comprehension assists his/her to adjust and amend the sentence in different ways (Bazerman, 1994). As a result, the importance of paraphrasing strategy is inevitable which, eventually, makes paraphrasing become a deserving topic to be progressively discussed in more and more studies.

In fact, there have been various international studies which explore particular aspects of paraphrasing from both students' and teachers' points of views in the context of native and non-native circumstances. Some studies in the context of the United States and European universities focused on investigating international undergraduate students' paraphrasing strategies (Hirvela & Du, 2013; Keck, 2006; Pecorari, 2003; Qian Du, 2013). These studies correspondingly reveal that majority of international students, especially for ESL and EFL students, often depend on the exact wording of the source text either partially or fully with most of their copying practices are not attributed and cited appropriately. Meanwhile, in the regions of Asia, several studies which rhetorically examine students' behaviors and perceptions of paraphrasing through socio-cultural perspectives are mainly concentrated in China and Taiwan (e.g., Chien, 2014; Hu & Lei, 2015, 2016; Liao & Tseng, 2010). Further studies examining how paraphrasing inventions affect non-native students' paraphrasing performances and understanding are situated in Korea (e.g., Choi, 2012) and Japan (e.g., Harshbarger, 2012) with the findings from both of these studies satisfactorily show positive results on students' paraphrasing skills. In the context of EFL South East Asian countries, studies examining students' abilities, strategies and perceptions of paraphrasing are situated in Vietnam (e.g., Dung, 2010; Na & Nhat Chi Mai, 2018), Thailand (e.g., Thadphoothon, 2019), Malaysia (eg., Fatimawati & Badiozaman, 2014) and Indonesia (e.g., Hayuningrum & Yulia, 2017; Irmadamayanti, 2018; Khairunnisa, Sutapa, & Surmiyati, 2014; Khrismawan & Widiati, 2013).

However, only few studies in the context of Indonesia addressed the subject of paraphrasing in Academic Writing which implicitly showcased that the topic of paraphrasing is relatively new and under-discussed. These studies mostly concern about students' weak performances and challenging exposures toward paraphrasing. For instance, Hayuningrum and Yulia (2017) highlighted mainly on the problems/drawbacks existing in students' paraphrases. Meanwhile, Khairunnisa et al. (2014) focused on rating students' paraphrasing performances and found that 76,92 % of seventh semester English Department students in Tanjungpura University did an unsatisfactory level of paraphrasing performance where they were prone to imitate the logical order of the source paragraph in their paraphrases. Data collected by Khrismawan and Widiati (2013) also showed that there was a contradiction between students' knowledge and practices of paraphrasing. The interview data showed positive results of students' understanding of paraphrases; however, the paraphrasing task showed a negative result where 13 out of 18 paraphrased texts still contained copied/imitated words from the original.

Still, all these explanations are insufficient to facilitate EFL students, as novice writers, and instructors to inspect the degree of plagiarism and the level of appropriateness or inappropriateness that students frequently commit in their paraphrases. This study, thus, arises in the similar fashions as Keck (2006) and McInnis (2009) proposed in judging students' paraphrased texts, but with different purposes and in a different context (EFL context). In an attempt to examine to what extent plagiarism interferes students' paraphrases, to present the

category of paraphrase most frequently used by students and to reveal how students' perceptions affect their paraphrases, this study investigates students' paraphrased texts based on paraphrase categories proposed by Keck (2006) and McInnis (2009) as well as their perceptions of paraphrasing.

B. Identification of the Problem

Referring to the background information stated above, there are several existing conditions/problems identified that causes plagiarism among University students to happen. Firstly, a lot of University students tend to steal a lot of materials and information from the internet for the purpose of finishing their academic writing tasks without their concerns or knowledge in recognizing and crediting the sources properly. Secondly, from the small-scale questionnaire distributed at Universitas Negeri Padang, English Education students is seen leaning toward quotation most of the time as this strategy only requires copying and pasting the exact original wording. Thirdly, the paraphrases that are written by majority of English Education students at Universitas Negeri Padang are admittedly still bearing a strong resemblance to the original sources. Fourthly, English Education students at Universitas Negeri Padang view paraphrasing as a demanding and complex practice to do in Academic Writing that leads to students' reluctance and hesitancy in using this strategy for their academic papers.

C. Limitation of the Problem

The limitation of the problem is needed to make the problems become narrower, clearer, and more focused. Given to the identification of the problems

above, this study restricts and highlights only two problems that will be discussed and investigated later. First, this study focuses on the problem related to the paraphrases that are written by majority of English Education students at Universitas Negeri Padang that still look like much of the original. Specifically speaking, this study would like to inspect the extent of plagiarism and the level of appropriateness or inappropriateness that students, in general, commit in their paraphrases. Second, this study focuses on providing more comprehensive and in-depth data of students' perceptions toward paraphrasing in addition to existing students' views that paraphrasing is difficult.

D. Formulation of the Problem

Based on the problems stated previously, the problem of this study is formulated in the following question: What paraphrase categories are written by students based on Keck's theory (2006) and McInnis' theory (2009) and what are students' perceptions toward paraphrasing?

E. Research Questions

Based on the formulation of the problems, this study examines four following questions:

1. On average, how many copied words are contained in students' paraphrased texts?

2. What categories of paraphrase are written by students according to Keck's taxonomy of paraphrase (2006)?

3. What categories of paraphrase are written by students according to Mcinnis' level of paraphrase appropriateness (2009)?

4.   How do students view and perceive paraphrasing according to their paraphrasing experiences?

F. Purpose of the Research

The first purpose of this study is to identify and analyze students' paraphrased texts using the criteria of paraphrase categories developed by Keck (2006) and Mcinnis (2009). Moreover, this study aims to explore and present Indonesian students' perceptions in viewing and understanding paraphrasing as one of note-taking strategies that they regularly encounter when writing academically. The perception is observed through the lens of their exposure and experiences of writing paraphrases. The result of this investigation is, then, presented to promote and spread the awareness of paraphrasing and academic integrity, especially among academes in the department of English language and literature and throughout Universitas Negeri Padang, generally.

G. Significance of the Research

In the theoretical framework, this study is expected to:

1.   Support and reinforce the current theories and concepts of paraphrases in Academic Writing which are still foreign in the context of EFL countries

2.   Expand the discussion of paraphrasing further in the scope of evaluating and checking someone else's paraphrases based on the set of criteria/characteristics of paraphrase categories proposed by Keck (2006) and McInnis (2009)

3. Lead to the further improvement of process-based teaching in writing classes. Hence, there will be more incentives and more exposures related to writing devices, strategies and conventions in academic writing. The instruction for familiarizing and training students with the theories and the practices of paraphrase and other note-taking strategies is also hoped to be encouraged.

In the practical framework, this study is expected to give benefits to :

1   Teachers/Lecturers

The result of this study will give an insight to the teachers/lecturers in the field to reflect on and to reshape their focus/approach in teaching academic writing based on the findings showing the actual characteristics of students' paraphrased results. It is also expected to build their openness and responsiveness in stimulating a greater number of exposures toward one of the important aspects in academic writing, which is paraphrasing in relation to preventing plagiarism.

2   Students

This study is conducted to increase EFL students' self-awareness of plagiarism and self-understanding on how to paraphrase properly in order to incorporate outside sources successfully. Thus, after reading this research, students are hoped to be motivated to learn more about paraphrasing and other conventions and devices of academic writing in order to be more educated and competent enough in writing academically, especially for writing from sources.

3   Other ELT researchers

This study hopefully gives the stimulus to other ELT researchers to explore the further issues of paraphrasing and other note-taking strategies in Academic Writing which have not been answered yet in this study. The result of this study will also expectantly give insights and understanding toward the concepts of paraphrases and the reality of paraphrasing in the context of Indonesia as one of EFL countries which will stimulate other Indonesian researchers to take more of their interests in discussing further about paraphrasing or other note-taking practices. Thus, citation and note-taking practices become a more familiar and more popular topic among Indonesian scholars, researchers, students and other educational communities.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

There has been an ongoing issue that paraphrasing strategy is still unpopular in a lot of EFL and ESL countries, especially in Indonesia. Whereas EFL tertiary students are required to write academic essays and research papers, the importance of paraphrasing and other note-taking strategies (e.g., quotation and summary) in allowing them to collect and distinguish their ideas from others' ideas or works cannot be avoided. However, only few studies in the context of EFL countries, especially in Indonesia, addressed paraphrasing as their research topic. Thus, this study aims to shed light on presenting what paraphrase categories are written by students based on the paraphrase taxonomy proposed by Keck (2006) and based on the level of paraphrase appropriateness proposed by McInnis (2009). Besides, this study also aims to explain students' perceptions towards paraphrasing strategies according to their understanding and their past encounters of writing paraphrases..

The findings presented earlier reveal that most of the English Language Education students' attempted paraphrases were categorized as minimal revision according to Keck's Paraphrase Taxonomy (2006), containing 12 copied words in every 32-word-paraphrase. Moreover, not any single paraphrase was classified appropriate according to McInnis' Checklist Criteria (2009). Even for those classified as substantial revision according to Keck (2006), they could not

fulfill all the criteria of an appropriate paraphrase since they appeared as either summaries or off-track paraphrases. Furthermore, nearly all (217) students' attempted paraphrases were categorized between inappropriate and somewhat inappropriate with the dominating category was somewhat inappropriate (140 paraphrases). The qualitative finding from the interview also signaled students' weak familiarity toward the concept of paraphrasing despite their positive attitude in viewing that paraphrase, as one of note-taking strategies in academic writing, was useful and advantageous in a number of ways.

These findings portrayed how students' attempted paraphrases illuminate their paraphrasing performances in actuality. Overall, their paraphrasing performances are still lacking to prevent plagiarism and to establish credibility in their academic writing manuscripts. Still, the students here serve as novice writers who have not been frequently exposed toward the practice and the concept of paraphrase and the use of sophisticated English language as in academic texts. In other words, they lack of experience and lack of encounters which then leads to insufficient understanding towards the text and writing paraphrases. This phenomenon, in fact, does not represent a hurdle/obstacle which EFL instructors and students have to face. Instead, it positively represents a good opportunity for curriculum planners, instructors and students to view this as a growing/adjusting moment for students to interact and engage more with the concepts and practices of paraphrasing in order to avoid plagiarism in Academic writing.

B. Suggestions

This study is hoped to spread and raise the awareness and understanding toward the concept of paraphrasing and other note-taking strategies in the context of EFL academic communities. By presenting the concepts of paraphrase, the framework of paraphrase categories and criteria of a good and appropriate paraphrase, the awareness and understanding of students and readers related to the topic of paraphrasing is hoped to increase. Moreover, this study seeks to investigate the extent of plagiarism, the extent of appropriateness or inappropriateness, and drawbacks/problems within students' paraphrased texts in order to portray students' general understanding and performances of paraphrasing. The final purpose of this current study is to help curriculum planners to some degree in making and designing the curriculums which can address students' needs for an academic writing instruction as well as to give alternatives for instructors to improve their pedagogical approaches in teaching Academic Writing.

However, this current study also contains some limitations and challenges in analyzing and presenting the data. According to McInnis' criteria of an appropriate paraphrase (2009), the criterion number 2,4,6, and 7 hold an insufficient/fairly low inter-rater reliability which leads to varying conclusions among the raters. Regardless, the researcher still uses all the criteria proposed by McInnis (2009) under a consideration that the overall mean score of an inter-rater reliability is considered enough to be used for the analysis. Future studies need to provide a more concise and more reliable set of criteria in evaluating the level of

appropriateness of students' paraphrase results in order to avoid variability and inconsistency in the final judgments of students' paraphrase categories. Furthermore, this current study simply carries the torch of previous works in identifying students' paraphrasing strategies without highlighting the following specific variables: the syntactic change or lexical transformation commonly employed in students' attempted paraphrases and to what extent the grammatical errors also contribute to the acceptability of students' paraphrases. Last but not least, action studies are also needed to be carried out in the context of Indonesia in order to see the effects/outcomes which different paraphrasing interventions and writing instructions can impact upon students' paraphrasing strategies, paraphrasing performances, and their overall academic writing skills.

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