

The Implementation of Quoting, Paraphrasing, and Summarising Skills to Avoid Plagiarism in Teaching Writing Analytical Exposition Texts

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Abstrak

Para siswa terkadang melakukan plagiat ketika mendapatkan tugas menulis sebuah esai. Berdasarkan permasalahan tersebut, peneliti tertarik untuk mempelajari penerapan kemampuan mengutip, memparafrase, dan merangkum untuk menghindari plagiat dalam pengajaran menulis teks berbentuk *analytical exposition*. Subjek dalam penelitian ini adalah siswa-siswi kelas XI IPA 6 SMA N 12 Surabaya. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi dan tulisan para siswa. Hasil menunjukkan bahwa dalam mengajar guru menerapkan langkah-langkah seperti *prewriting*, *drafting*, dan *revising*. Walaupun begitu, karena keterbatasan waktu guru tersebut tidak dapat mengecek dan membantu setiap siswa dalam menggunakan kemampuan mengutip, memparafrase, dan merangkum. Untuk hasil dari tulisan para siswa menunjukkan terdapat lima belas siswa yang dapat menghindari plagiat karena mereka dapat menggunakan kemampuan mengutip dengan benar, tiga siswa yang secara tidak sengaja menjadi pelaku plagiat karena gagal menggunakan kemampuan mengutip dengan benar, tujuh siswa yang secara sengaja melakukan plagiat, dan sepuluh siswa yang tulisannya tidak bisa dikategorikan menjadi tulisan plagiat atau bukan. Sehingga dapat disimpulkan bahwa para siswa dapat menghindari plagiat ketika mereka dapat menggunakan kemampuan mengutip dengan benar. Akan tetapi, hasil yang diperoleh juga menunjukkan bahwa mereka tidak bisa menggunakan kemampuan memparafrase dan merangkum untuk menghindari plagiat dalam tulisan mereka.

Keywords: *kemampuan mengutip, memparafrase, dan merangkum; menulis; teks berbentuk "analytical exposition"; menghindari plagiat.*

Abstract

Students sometimes plagiarise others' work when they get assignment to write a composition. Based on that problem, the researcher was interested in studying the implementation of quoting, paraphrasing, and summarizing skills to avoid plagiarism in teaching writing analytical exposition texts. In this study, the researcher used qualitative design. The subject of this study was XI IPA 6 of SMAN 12 Surabaya. The researcher used observation sheet and students' writing as the instruments to collect the data. The result shows that the teacher used *prewriting*, *drafting*, and *revising* stages in the class which means she was not only paid attention to her students' writing result; but also to their writing process. However, she did not have enough time to check and help every student to use quoting, paraphrasing, and summarising skills. For the result of the students' writing shows that there were fifteen students who could avoid plagiarism because they could use quoting skill properly; three students who became unintentional plagiarists because they failed to use quoting skill properly; seven students who became deliberate plagiarists; and ten students whose their work could not be categorized as plagiarism work or not. It can be concluded that some students were able to avoid plagiarism by using quoting skill properly. In the contrary, they could not use paraphrasing, and summarising skills to avoid plagiarism in their writing.

Keywords: *quoting, paraphrasing, summarizing skills; writing; analytical exposition text; avoid plagiarism.*

INTRODUCTION

To master English, the students need to learn its language skills and its language components. When the students are writing, they are not merely pass anything from their mind to a piece of paper, but they should organize it to make a readable works. It makes them sometimes face difficulties when they write in English or even in Bahasa Indonesia. According to Brown (2004:218) there is no guarantee that students will be able to write in a well-develop organization even in their mother tongue which implicitly means it is not easy to produce a good writing. The fact that students cannot easily write in their mother tongue will make them have tendency on facing more difficulties when they write in English.

When the students are learning writing skills, the teachers should find a way to assess their students' writing progress. Therefore, they can ask their students to write an essay, for example, an analytical exposition text. However, sometimes when the teachers give assignment to write this text, some students just copy consciously or unconsciously. They usually look for a text related to the genre that is assigned to them from books, internet, or even from their friends' work then rewrite it as theirs. In writing, plagiarism is not allowed to be done because the writers who do that claim the other works as theirs. This bad habit needs to be stopped.

Williams (2005:2) defined plagiarism as the intolerable act that stealing from someone else's creativity, idea or language which damages the teaching and learning process in an academic field. It means that plagiarism has become a serious problem which illegally breaks the rules of writing and someone who plagiarises is possible to get punishment. Moreover, according to Centre for Bioscience (2008:3) the unclear understanding of the plagiarism, rules of plagiarism in the local academic, and the use of sources improperly makes the students do plagiarism. It shows that the unclear understanding of plagiarism makes anyone have the same possibility to plagiarise. Whilst people plagiarise, sometimes they do that intentionally and unintentionally. Although they do that in different intention, both doers are called plagiarists.

To solve plagiarism issue which may be done by the students in class, the teachers should find ways to minimize it. Before they give strategies to avoid plagiarism to their students, they should give explanation about the concept of plagiarism to their students. Moreover, to make the students easier to comprehend the plagiarism concept, they can give several scenes related to the intentional and unintentional plagiarism. After that,

they can start to introduce the strategies which can reduce plagiarism which is done by their students.

For the students who is doing deliberate plagiarism, it will be little bit difficult to prevent because the intention to plagiarise comes from themselves. To solve this kind of plagiarism, the teachers can give sanction when they find the students' work is an illegal one. Whilst for the unintentional plagiarists who are trapped in plagiarism case because they do not know what they are doing is unacceptable can be followed up by giving some preventing strategies. In line with this, there many options that can be used to decrease unintentional plagiarism such as using plagiarism online detecting tools or habituate the students by using study skills.

The teacher should pay attention to the students need while choosing the suitable strategy for them. According to the University of Adelaide (2004) in McGowan (2005:288) misinterpretation on the process of writing references or the inappropriate skills in academic writing can lead to the plagiarism. If they find that their students have not used the skills in writing adequately, they can familiarize these skills to them. Thus, they should frequently teach the use of study skills such as quoting, note-taking, paraphrasing, etc., to their students. When the students are able to use those skills properly, they can use it to give acknowledgement to someone else's works and be able to write authoritatively.

The existence of several skills in writing makes the students have a lot of choices to be used in their writing. However, this study will only focus on the use of quoting, summarising, or paraphrasing skills. Anker (2010:297) argued that the writers can avoid unintentional plagiarism by quoting, summarising, or paraphrasing the sources that related to their topic. By using those skills, the students can use others' idea in their works legally.

In writing, quotation is used while the original words from the related material are restated by the writers to support their opinion. By quoting, the students can minimize their grammatical error while they take other's idea to strengthen their writing. However, it is not suggested to use it too often because it can decrease students' creativity in writing. Despite its limitation used, quotation is one way to avoid unintentional plagiarism because by using quoting skill the students can give acknowledgement to the writers whose ideas are stated in their works.

The students need to follow some rules when they want to quote properly. Bailey (2011) proposed some rules in quoting, those are: 1) The writers must use quotation marks for 2-3 lines of quotation; 2) For the longer quotation, the writer should indent or print it in smaller type; 3) Whilst copying idea from other sources,

the writer must include the page number after the date. 4) The writers must restate the exact words from the original material, they also can delete unnecessary words and use points . . . to show to the readers the place of the missing section; 5) The writers should use square brackets [] to insert a word or phrase in the quotation. Moreover, Anker (2010:299) stated if the writers copy the others' ideas, they must include the name of the real author or the real speaker. The writers should write all name of the author if there is more than one author.

After teaching the use of quoting skill, the teacher also need to teach the use of paraphrasing skill. In using this skill, the students should be able to make proper paraphrase because if they make improper paraphrase, they will become plagiarist. Paraphrase means rewriting ideas without giving any comment or suggestion of the original sources (Axelrod and Cooper, 2012:493). By using this skill, the writers are able to explain the information which they get from the real author in their own words, but they cannot change the information from the passages. Furthermore, the students can minimize the use of quotation and present supportive evidences in their writing.

The fact that all students have the same chance to do unacceptable paraphrase should receive more attention from the teachers. Therefore, they need to give brief explanations of the acceptable paraphrase characteristics, so their students will be able to make proper paraphrase. Bailey (2011:75) pointed out several characteristics of effective paraphrase: 1) The structure of the paraphrase is different from the original source; 2) It should have the same meaning with the original source; and 3) It can use the common words in daily usage from the original sources.

After knowing the characteristics of acceptable paraphrase, the teachers should teach their students how to paraphrase properly. Anker (2010:298) stated the guidelines in using paraphrasing skills: 1) While paraphrasing the original source, the writers should make sure that their paraphrases do not have close structure with the original one; 2) the writer must include the author of the original sources in parenthetical or in-text citation; 3) If there is page number in the original source, the writer should include it in parentheses

The last skill that will be used by the students in this study is summarising skill. This skill is the other option in minimizing plagiarism besides quoting and paraphrasing skill. Bailey (2011:57) proposed some steps in summarizing: 1) The writers should read the source then if they do not know the meaning of certain words, they can open dictionary to find the meaning of those words; 2) To make easier in recognizing the important point in the passage, the writers should give it marks; 3)

The writers are allowed to paraphrase the highlight of the source while they make notes; 4) The writers can start to write summary based on their notes and it is possible to change the structure of the passage; 5) The last step is the writer should check their summary to make sure that they do not leave a single important point and do not change it too much. In presenting summary of the related sources the students should remember that they also need to give acknowledgement like what they do while they quoting or paraphrasing. The students can present supportive information to enrich their writing without fear of claiming others' idea by summarise it. Moreover by doing so, they can use the sources legally, thereby in the future they will not face any problem related to the plagiarism issue.

By conducting this study the researcher would like to describe the implementation of quoting, paraphrasing, and summarising skills to enable the eleventh graders to avoid plagiarism in writing analytical exposition texts. Moreover, the other aim of this study is to describe the students' writing result after the implementation of quoting, paraphrasing, and summarising skills to avoid plagiarism in writing analytical exposition texts.

METHOD

The research design of this study is qualitative. Ary, Jacob, and Sorensen (2010:29) stated instead of separating a certain case into variables, the researchers of qualitative study prefer to understand its whole description because the goal of this study is a depth and holistic understanding of phenomenon not a statistics analysis. In line with this, the aims of this study are to describe the implementation of quoting, paraphrasing, and summarising skills to avoid plagiarism in teaching writing analytical exposition texts and to describe students' writing result. In this study, the researcher only observed the implementation of those three skills which was taught by the teacher to the students. By doing so, the researcher was able to observe how the teacher taught and how the students learned those three skills so that the researcher could describe the situation in the class during the implementation of those skills. Moreover, the result of the implementation of those three skills to avoid plagiarism in writing analytical exposition texts was described based on the students' composition.

In this research, the researcher chooses XI IPA 6 as the subject of this study. Furthermore, this class was chosen due to its being heterogeneous which means the students of this class have various proficiency levels. Moreover, the researcher chooses this class as the sample because analytical exposition text is taught at the eleventh grade based on Indonesian Curriculum. In addition, as adolescences their logical thinking has

developed better than the younger one. Their logical thinking is needed while they use quoting, paraphrasing, and summarising skills in their writing. Moreover, by learning those three skills since in the young age, they will not plagiarise or especially do unintentional plagiarism of others' works in the future.

In this study, the researcher used two instruments. The first instrument is observation sheet. In the observation sheet, the researcher put observation checklist and field note into one table.

The other instrument of this study is the students' writing of analytical exposition text. The students were asked by the teacher to write analytical exposition texts. In writing this text, students were allowed to find sources which are related to their writing. While they used the sources, the students needed to quote, paraphrase, or summarise it so that their works were not be categorized as plagiarism works.

To gain the required data of the study, the researcher used some techniques. Those are: Observation which was held in three meetings to obtain the data that is needed to describe one of the objectives of this study. In the observation session, the researcher became a non participant observer. The other technique is students' writing. The data itself consist of the copy of the sources which students used in their writing; students' quotation, paraphrase, and summary of the sources; and the students' analytical exposition texts compositions. In writing analytical exposition texts, the students should do it individually. Furthermore, the researcher analyzed the gained data by using ESL composition profile.

After getting the data, the researcher analyzed them by describing them into words. The first data which were analyzed in this study is the observation sheet result. By using the presence and the absence of the categories in the checklist, the researcher was able to describe the implementation of quoting, paraphrasing, and summarizing skills based on the fact which happened in the class. Moreover by analyzing the field notes, the researcher was able to describe all activity during the observation session.

The other data which are scored in this study is the students' writing. In gaining this data, the researcher uses writing criteria which were adapted from the writing composition by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981:91) which consist of content, organization, vocabulary, language use, and mechanic. The first step in scoring the students' writing is the researcher scored by using the writing criteria above. After that, the researcher compared the students' quotation, paraphrase, and summary with the original sources. It was done to find out whether the students were able to make proper quotation, paraphrase, and summary or not. After that,

the researcher analyzed the students' writing of analytical exposition text. Besides using writing criteria to score the students' writing, the researcher also examined whether their writings are plagiarism work or not. Since it is possible that the students still do plagiarism, although they have been taught the use of quoting, paraphrasing, and summarising skills.

RESULT AND DISCUSSION

Result

Based on the analysis of the gained data, the result shows that in the first meeting the teacher gave explanation about the social function, generic structure, and language features of analytical exposition text. She also explained in analytical exposition text, the writers should decide their position in the text whether they were in the pro side or in the cons side. To make sure that the students have understood the characteristics of analytical exposition text, the teacher gave them a text entitled "The Power of Music in Our Life" to be discussed.

After giving explanation about analytical exposition, she continued giving explanation of how to write an analytical exposition text. Next, she gave an example of an outline to the students entitle "Junk Food". When she made the outline, she asked the students to give their suggestions to fill up her outline. Next, the teacher explained about plagiarism to her students. She gave the definition of plagiarism so that her students understood the concept of plagiarism. Then, she continued giving several examples of plagiarism act. After that, she asked the students whether they had plagiarized or not, surprisingly many of them admitted that they were plagiarists. They said that they usually did that wrong act while they were doing their assignment. They also said that it was easier and faster to do their assignment by copying others' work. Found out that fact, the teacher asked the students not to plagiarise while they were doing their assignment to write analytical exposition texts. Next, she gave explanation of the strategy to avoid plagiarism by using quoting, paraphrasing, and summarising skills. She explained how to use those three skills one by one to her students. Moreover she also explained how to make in-text citation because in writing a quotation, paraphrase, and summary in-text citation is needed. After that she gave the examples of those three study skills one by one. She used a text entitled "Halloween" as a media to give the instances of a quotation, paraphrase, and summary to her students. After giving several explanations, the teacher asked the students to start writing their outline individually. The teacher gave them two topics to be chosen on their writing. Those topics are "Online Shopping" and "Public Transportation". For the students' homework,

she asked them to find sources which are related to their outline. She asked the students to print the sources from the internet while for the sources from the books, magazines, or the other printed sources she asked her students to photocopy those sources. Next, she asked them to write down the address or the references.

In the second meeting the teacher asked her students to open the given text entitled "The Power of Music in Our Life" and made a quotation, paraphrase, and summary based on that text in pairs. The students spent for about thirty minutes to do that task. While implementing those three skills, they seemed have difficulties in using paraphrasing and summarising skills because they nagged to their teacher that it was difficult to paraphrase and summarise the text. However, the teacher could not check all students' work one by one because of the limitation of the time. Therefore, the teacher could not make sure that all students were able to use quoting, paraphrasing, and summarising skills properly.

The next activity, the teacher asked the students to decide whether they want to use quoting, paraphrasing, or summarising skills in their sources. After the students quoted, paraphrased, or summarised the sources; the teacher asked the students to start develop their outlines into a complete composition.

In the last meeting, the teacher checked her students' works by asking whether they had finished their works or not. Same as the second meeting, some of the students had finished their writing and some of them had not finished it. Next, she asked the difficulties that the students face while they were writing the text. Some students asked her where was the place to put their quotation, paraphrase, or summary in the text. Then, she gave the answered of their questions. After that, she asked the students who had not finished their composition to continue their writing and she asked the students who had finished their composition to do peer correction. After the students finished their works the teacher asked them to collect their quotation, paraphrase, or summary; their sources; and their analytical exposition text into one bundle.

After the teacher finished her class in the third meeting; the researcher got the students' composition and the students' quotation, paraphrase, or summary. After that the researcher scored the students' works and the result shows eighteen students of XI IPA 6 who submitted their quotation, two students submitted their paraphrase, and none of them summated their summary. In this case they preferred to choose the easiest way to use the others' words by using quoting skill because they did not need to rewrite the source by using their own words. On the contrary, there were some students

who did not submit their work and they were categorized into two types of students. The first type of the students were those who were absent in the third meeting. The second type was those who did not submit their work although they attended the class. Moreover, there were some students who did not bring the sources in the third meeting, but they made paraphrases for their work. In this case they paraphrased their friends' words.

After the researcher scored the students' quotation and paraphrase, she compared their works with the original sources. It was done to check whether their work was accepted as authoritative work or not. If the students were not able to use quoting, paraphrasing and summarising skill properly, it would make their work belongs to plagiarism one.

From the students' works, the researcher found out there were fifteen students who made proper quotations. An example of proper quotation from the student number 30 shows that in her quotation she followed quoting skill rules. Moreover she wrote word-for-word her. It made her work was accepted as proper quotation.

Beside there is an example of improper quotation from the student number 3 which shows that she did not write the exact words from the source Moreover, at the author's name, she wrote the website name not the source title. She also did not write the paragraph number of her quotation.

For the students who did not make any quotation, paraphrase, or summary; the researcher could not check whether their works were plagiarism works or not. Therefore, the researcher decided whether their writings were accepted or not from their compositions.

For the students' composition, the result shows only two students who did not submit their works due to they were absence in that day. From their compositions, the researcher found there are fifteen students who can avoid plagiarism. An example of the student number 27 shows that she followed the rules to use quoting skill such as she rewrote her source word-for-word and she wrote the right in-text citation by wrote the author's name, year, and paragraph of the words which she quoted. Furthermore, due to in the result of her quotation was not a plagiarism work, therefore, her composition was not plagiarism one. Moreover, for her score's result she got very good at content, very good at organization, good at vocabulary, average at language use, and average for mechanic.

The researcher also found out there were three students who failed to use quoting skill properly in their composition. An example from the student number 15 shows that she used a quotation to support her first argument about bad quality of the product which is sold at online shop. She put the quotation before her first

argument, but she did not indent it and did not give the right in-text citation because she wrote the website name. Moreover, she did not write the date and the page of the source. She also added colon in her writing. Although, she developed her composition by herself, she failed make a proper quotation. It made her composition was not accepted because she did unintentional plagiarism.

Besides those who did unintentional plagiarism, there were some students who did deliberate plagiarism. They had almost the same work as their friends. The example compositions from the student number13, number18, and number16 show that in their writing there is no quotation, paraphrase, or summary. Moreover, most of their compositions are the same; the different is only in the last paragraph. Those compositions are clearly a plagiarism work because they have almost the same work. It is obvious they had intention to plagiarise their friend's work. In this case, it does not need to find out who was the real writer of that work because all of them are plagiarist. In addition, according to Cahyono (2005:167) handing in work and giving permission to copy someone else' work is one of plagiarism acts. It means those who give their work to the other to be copied and those who use others' work as theirs are plagiarists. Therefore, their work was not accepted because it was a deliberate plagiarism work, but the researcher still scored their compositions.

Moreover, there is one student who took several parts of the online source and used it as hers. An example of the student number 5 shows that in her composition, she tried to support her writing by giving other's opinion; however, she failed using quoting skill properly. It made her composition became plagiarism one. Moreover, the researcher found suspicious number in her composition. In her source which she submitted, the researcher did not find that number, therefore, the researcher decided to check it at the internet. The result showed that it was a plagiarism work because the researcher found an article which had that suspicious number on it. Due to she did not give acknowledgement to the author of the source which had the talked number. It made her work not only an unintentional plagiarism work, but also it was clearly a deliberate one. Although, her composition also scored by the researcher, but her work was not accepted.

The compositions from the students who paraphrased their friends' work were not able to categorise as plagiarism work or not. Therefore, the researcher only scored their works. For the students' works which did not include quotation, paraphrase, or summary in their compositions also could not be categorised as plagiarism work or not. Because they did not completed their task.

In this case, as far as their work did not same as their friends' work or suspicious, the researcher only scored their compositions.

Discussion

From the first result of implementation of quoting, paraphrasing, and summarising skills; the researcher found out that the technique which was used in the teaching and learning process, the researcher found out that those skills are suitable for the students because quoting, paraphrasing, and summarising skills are the study skills which are used in writing. Because by doing so, they can build their writing ethics, therefore, they could avoid plagiarism. However, the researcher also found out that those skills are not applicable to be implemented in the classroom. Because XI IPA 6 consists of 35 students, the teacher could not monitor every student's progress while they were learning the use of quoting, paraphrasing, and summarising. Therefore, the teachers need more time to do so. In addition, the technique is not understandable for the students because only fifteen students used quoting skill in their writing. It showed that the students still confused on how to use those skills in their composition.

In the teaching and learning process, the teacher not only paid attention to the students' writing product, but also she paid attention to the students' writing process. In the class; she implemented prewriting, drafting, and revising stages while she was teaching in the class. Moreover, she introduced a strategy that can be used to avoid plagiarism. However, due to the students were not used to use quoting, paraphrasing, and summarising skills, they seemed get difficulties to use it. Nonetheless, she always motivated her students not to do plagiarism. However, sometimes class condition was uncontrolled while she was walking around to check her students' work. The students made some noisy in the class. Moreover, when some students consult their work in the same time, the teacher could not pay attention to those who did not consult their work.

After being taught by using quoting, paraphrasing, and summarising skills, the students' composition result shows that only fifteen students who were able to use quoting skill properly in their compositions which means only those fifteen students who could be categorized as students who could avoid plagiarism. However, there was no guarantee that those fifteen students were able to use paraphrasing and summarising skills properly. Moreover, the result shows that the rest twenty students could not use those three skills in their composition. It shows that they only got the knowledge of the use of those skills, but they could not use them properly in their writing. Although the fifteen students

who used quoting skill in their compositions did not get good score, they wrote it by themselves. However, there were some students who did unintentional and deliberate plagiarism. The students who did unintentional plagiarism were those who were not able to use quoting skill properly. Moreover, the students who did deliberate plagiarism were those who copy others' work without giving acknowledgement to the real author. The fact that the students were used to plagiarise while they were completing their tasks supported the reason why some students did plagiarism. However, in teaching writing, it is important to score the students' own writing because by doing so, the teacher can monitor the students' progress in learning certain genre and learning English in general. Moreover, the students can improve their writing skill if they used to write by themselves. On the other hand, if the students plagiarise others' work, it means the teacher cannot monitor their writing progress.

Therefore, if the teacher does not pay attention to the plagiarism cases, it will be difficult to cut off that academic crime.

CONCLUSION

From the analysis above, it can be concluded that the teacher did the process writing such as prewriting, drafting, and revising in the teaching and learning process. However, the teacher did not have enough time to check and help every student while they were using quoting, paraphrasing, and summarising skills in their writing; therefore the teacher could not make sure whether every student in that class could use those three skills or not. Moreover, there were fifteen students who could use quoting skill properly in their composition which means they could avoid plagiarism. Three students who failed using quoting skill properly which made them became unintentional plagiarist. Seven students who deliberately rewrote their friends' works or took several parts from the internet without giving credit to the real author which made them become deliberate plagiarists. Besides those students, there are six students who did not use quoting, paraphrasing, or summarising skills in their writing; two students who paraphrased their friends' words without submitting their friends' original words which made the researcher unable to categorize their compositions as plagiarism work or not. Moreover, there are two students who did not attend the class in the third meeting so that they did not submit their work. It shows that after being taught by those study skills; the students only got the knowledge of the use of quoting, paraphrasing, and summarising skill; but could not use it in their writing.

SUGGESTION

In this study, eighteen students used quoting skill, two students used paraphrasing skill, and no one used summarising skill. Therefore, the researcher hopes that the teachers are able to make the students not only use quoting skill, but also the other two skills. The teachers also need to make the students get use to use those skills in their writing so that they can avoid unintentional plagiarism. Moreover, the teacher should give motivation to avoid plagiarism to their students so that they will be motivated not to do that wrong act.

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