



JOURNAL

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LLT Journal

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Students' Error Models of Plagiarism in Writing Research Papers

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and
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Abstract

As one of the most difficult subjects to master, writing needs crucial attention, especially when dealing with the issue of plagiarism. Students of the English Language Education Study Program of Sanata Dharma University may face problems in avoiding plagiarism when they are writing their research report in their Thesis or Final Paper as they need to deal with some related literature to support their writing. This study is meant to find and analyze error models of plagiarism committed by the students. In addition, this research is also aimed at finding reasons why the students commit the errors. This study made use of qualitative method which was conducted by means of document analysis, a questionnaire, and an informal interview with students. The participants of this study were students taking Thesis Writing Class in the odd semester of 2007/2008 academic year. Analyzing students' documents which were in a form of their Chapter II of the thesis proposal was intended to answer the first and the second research problems. To answer the third research problem a questionnaire and an informal interview was employed. The study revealed that there were still many errors occurring in the students' academic writing, especially in their thesis proposal, when they cited theories from the original sources. The errors covered five of error models of plagiarism which included (1) wrong wordings of citation, (2) failing to give proper credit to the author(s) of the books, or papers being cited, (3) too much direct borrowing of sentence structure and wording, without quotation marks, (4) citing the author's name, but continue to borrow too much language, and (5) showing good paraphrasing and wording and sentence structure, but failing to acknowledge the original ideas. Concerning the degree of the errors, the most frequent error models were errors on too much direct borrowing of sentence structure and wording, without quotation marks, and on citing the author's name, but continue to borrow too much language. There were some factors that caused the errors. Lack of understanding of quoting and paraphrasing principles was found to be one of the factors causing the errors. Another reason was because students took the citation from the other senior students' writing which happened to be different from the original source.

Keywords: error models, plagiarism, research report writing, quoting, paraphrasing .

A. INTRODUCTION

Writing is one of the most difficult skills to master (Alwasilah, 2001: 15). Different from speaking where meaning can be seen from many aspects such as intonation, and body language of the speaker, in writing the meaning is carried solely through what

is written. The ideas are represented only in the written form. In carrying the intended meaning, the idea must be expressed correctly as to avoid ambiguity of meaning. Therefore, there are many elements to consider. For examples, writers have to make sure that there is no error or mistake in each sentence;

writers must consider that the paragraphs are cohesive and coherence. In academic writing especially in writing a research report, there is another essential element to consider, i.e. citing others' theories and opinions. The citation can be from published books, electronic and non electronic journals and articles. And writers must pay attention to some rules of avoiding plagiarism.

What is plagiarism? It is an academic crime where a writer steals someone else's ideas or expressions without giving any credit. Based on a national survey conducted by Rutgers' Management Education Center, there is a serious problem with plagiarism. The research was conducted to 4,500 high schools. It revealed that there were 75% of students committing serious cheating, which more than half dealt with plagiarism from the internet (<http://archives.cnn.com/2002/fyi/teachers.ednews/04/05/highschool.cheating/index.html>, accessed on August 2007). In fact based on experience, some students feel difficult to do it. As a result, there are many phrases and sentences quoted with no clear credits. This may occur accidentally where students do not realize it or do it on purpose. Based on Rutgers' Management Education Center research, 50% of the respondents admit that they did not feel that "copying questions and answers from a test is even cheating" (<http://archives.cnn.com/2002/fyi/teachers.ednews/04/05/highschool.cheating/index.html>, accessed on August 2007). Alwasilah terms it as "accidental plagiarism" (2001: 27). He states that accidental plagiarism is "more procedural than conceptual". Research done by Alwasilah (2001: 27-28) reveals that accidental plagiarism happens where students:

1. only write down words taken from the assigned or recommended books, relevant to the topic, especially when writing the chapter on review of related literature, without supplying information of the author as well as the book.
2. copy some relevant paragraphs from

skripsi written by their colleague students.

This paper is meant to seek whether students avoids plagiarism in correct way and find error models of plagiarism that usually appear in students' writing in reporting their research. The research focused on students of semester VII taking Thesis Writing subjects. The findings of the research may hopefully give feedback to lecturers in guiding students to avoid plagiarism. The problems that become the focus of the study are formulated as follows.

1. What are students' error models of plagiarism?
2. What is the degree of students' error models of plagiarism in writing research papers?
3. What are the causes of students' error models of plagiarism?

B. LITERATURE REVIEW

This section covers two parts of literature review, namely how to avoid plagiarism and error models of plagiarism.

1. How to Avoid Plagiarism

Writers should give credit when using other people's idea, opinion, or theory, any pieces of information that is not common knowledge, quotations or paraphrase of others people's actual spoken or written words (2004). Common knowledge is facts that can be found in numerous places and are likely to be known by a lot of people.

Example: Soekarno was the first president of Indonesia.

There are some strategies to avoid plagiarism. They are by putting all words that are taken directly from the references between quotation marks, paraphrasing other people's idea. There are some guidelines to avoid plagiarism for different purpose. Due to the nature of courses offered in the English Education Study Program, there are only two types of guidelines, namely APA and

MLA. APA is used as a guideline in writing papers for non literature topics, whereas MLA is used as a guideline in writing papers for literature topics.

Making direct quotations

When quoting, writers may quote one or two words, such as a reference to another author’s special way of naming a phenomenon, or an entire paragraph or

passage. In quoting a long passage, “most style guides will suggest that they indent the quotation, setting it apart from the paragraph in which they analyze the quotation” (<http://library.duke.edu/research/plagiarism/cite/directquote.html>, August 2007). Table 1 is examples of how to quote directly from the references.

Table 1: Examples of Direct Quotations

based on APA, and MLA Style

APA Style	
Original	In the current paper we will be examining responses to a particular type of imposter; the vegetarian who eats meat. We chose this example because the core norm of the vegetarian is very clear (to not eat meat), and violation of the norm is easily recognized. Hornsey, M.J. & Jetten, J. (2003). Not being what you claim to be: impostors as sources of group threat. [Electronic version] <i>European Journal of Social Psychology</i> , 33, 639-657.
Quotation	Hornsey and Jetten (2003) investigated responses to impostors. They defined impostors, in this case, as meat-eating vegetarians. They “chose this example because the core norm of the vegetarian is very clear (to not eat meat), and violation of the norm is easily recognized” (p. 641).
MLA Style	
Original	The women in <i>The Sopranos</i> are, without a doubt, at least as deadly as the males – in some cases, literally, in other cases metaphorically. Livia, Carmela, Dr. Melfi, and Janice are more dangerous than Junior, Tony, Christopher, and Paulie because the women commandeer power while seeming to wield none. The evidence of their powers of destruction is more easily disguised. In other words, while the women might stoop to conquer, they do eventually and efficiently conquer their enemies. Barreca, Regina. “Why I Like the Women in <i>The Sopranos</i> .” <u><i>A Sitdown with the Sopranos: Watching Italian American Culture on TV’s Most Talked-About Series</i></u> . Ed. Regina Barreca. New York: Palgrave Macmillan, 2002. 27-46.
Quotation	According to Barreca, “the women in <i>The Sopranos</i> are, without a doubt, at least as deadly as the males – in some cases, literally, in other cases metaphorically. Livia, Carmela, Dr. Melfi, and Janice are more dangerous than Junior, Tony, Christopher, and Paulie because the women commandeer power while seeming to wield none” (37).

(taken from: <http://library.duke.edu/research/plagiarism/cite/directquote.html>)

When writers want to quote passages containing for more than three to four lines, they should indent the passage. They do not need quotation marks and “a parenthetical citation or footnote number should follow

the punctuation at the end of the quotation.” Below is an example of direct quotation taken from <http://library.duke.edu/research/plagiarism/cite/directquote.html>.

The women who populate the television program, *The Sopranos*, are for the most part wonderful examples of multidimensional characters so rarely seen in the media. According to Barreca, Carmela and Dr. Melfi do not pretend to foolishness, helplessness, or innocence, those twinned weapons of the traditional passive-aggressive feminine script perfected by Livia Soprano, Tony's mother. Unlike more ordinary heroines, most of the women in *The Sopranos* do not offer up a gooey reservoir of sympathy, vulnerability, and virginity but instead offer in their place a sense of intelligent awareness, emotional skill, and a sense of shamelessness about their own competence. They do not, in other words, apologize for being good at what they do (32).

When writers do not want to quote all words in a very long passage, they can delete the text by using three spaced periods to indicate omitted words. The following is an example taken from <http://library.duke.edu/research/plagiarism/cite/directquote.html>.

"Brutality, extortion, and murder are everyday stuff for the Mob. Tony's high standard of living ... depends upon these ugly but hidden crimes" (Parini 77).

If we wish to add words or phrases to a direct quotation, we can use square brackets.

For example:

"Within the home Carmela [Soprano] gains power and the opportunity to lead the family down a morally correct path" (Parini 106).

Dealing with facts

Writers do not need to document the source if they are dealing with facts which belong to common knowledge. However, when dealing with facts or statistics which supports an argument in writing, writers need to document the sources. The examples of facts which do not belong to common mistakes are as follows: the percentage of women under 35 who vote; the number of sea turtle nests observed on North Carolina beaches in 1987; the voting record of Richard Nixon.

Paraphrasing

Aparaphrase is stating others' opinion using our own words and has more or less the same length as the original version (<http://library.duke.edu/research/plagiarism/cite/directquote.html>). The examples are given in Table 2.

Table 2: Examples of Paraphrasing Based on APA and MLA Style

APA Style	
Original	In the current paper we will be examining responses to a particular type of imposter; the vegetarian who eats meat. We chose this example because the core norm of the vegetarian is very clear (to not eat meat), and violation of the norm is easily recognized. Hornsey, M.J. & Jetten, J. (2003). Not being what you claim to be: impostors as sources of group threat. [Electronic version] <i>European Journal of Social Psychology</i> , 33, 639-657.
Paraphrase	Hornsey and Jetten (2003) investigated group responses to impostors. For the purposes of their study, the impostors were defined as vegetarians who go against the norm by eating meat. The "violation of the norm" in this particular situation is easily noticed (Hornsey and Jetten, p. 641).

MLA Style	
Original	<p>In <i>The Sopranos</i>, the mob is besieged as much by inner infidelity as it is by the federal government. Early in the series, the greatest threat to Tony's Family is his own biological family. One of his closest associates turns witness for the FBI, his mother colludes with his uncle to contract a hit on Tony, and his kids click through Web sites that track the federal crackdown in Tony's gangland.</p> <p>Fields, Ingrid Walker. "Family Values and Feudal Codes: The Social Politics of America's Twenty-First Century Gangster." <i>Journal of Popular Culture</i> 37.4 (2004). <u>Expanded Academic ASAP</u>. Gale Group. Duke U Lib., Durham. 8 Dec. 2004.</p>
Paraphrase	<p>In the first season of <i>The Sopranos</i>, Tony Soprano's mobster activities are more threatened by members of his biological family than by agents of the federal government. This familial betrayal is multi-pronged. Tony's closest friend and associate is an FBI informant, his mother and uncle are conspiring to have him killed, and his children are surfing the Web for information about his activities (Fields).</p>

(taken from: <http://library.duke.edu/research/plagiarism/cite/directquote.html>)

Summarizing

What makes summarizing different from paraphrasing? Summarizing means that writers restate others' opinion using their

own words and has fewer words (<http://library.duke.edu/research/plagiarism/cite/directquote.html>). Examples of summarizing are presented in Table 3.

Table 3: Examples of Summarizing Based on APA, and MLA Style

APA Style	
Original	<p>In the current paper we will be examining responses to a particular type of imposter; the vegetarian who eats meat. We chose this example because the core norm of the vegetarian is very clear (to not eat meat), and violation of the norm is easily recognized.</p> <p>Hornsey, M.J. & Jetten, J. (2003). Not being what you claim to be: impostors as sources of group threat. [Electronic version] <i>European Journal of Social Psychology</i>, 33, 639-657.</p>
Paraphrase	<p>In their study to investigate responses to imposters, Hornsey and Jetten (2003) studied vegetarians who eat meat because their deviant behavior is easily recognized.</p>
MLA Style	
Original	<p>One reason <i>The Sopranos</i> is so popular is that, on a superficial level, it gives its audiences an acceptable bad guy whose job it is to uphold an alternative system that lives off capitalism without contributing its "fair share" of dues to the power brokers; he comes from a tribe that decided that it wouldn't work hard to make someone else rich.</p> <p>Gardaphé, Fred. "Fresh Garbage: The Gangster as Suburban Trickster." <u>A Sitdown with the Sopranos: Watching Italian American Culture on TV's Most Talked-About Series</u>. Ed. Regina Barreca. New York: Palgrave Macmillan, 2002. 90-111.</p>
Paraphrase	<p>Though his activities can be classified as criminal, Tony Soprano's success outside of the legal power structure resonates with viewers (Gardaphé 101).</p>

(taken from: <http://library.duke.edu/research/plagiarism/cite/directquote.html>)

2. Error Models of Plagiarism

Writers must give credit to the authors when they incorporate author's ideas into the paper, or if the work of another has influenced the thinking on a topic (<http://library.duke.edu/research/plagiarism/cite/index.html>, accessed on August 2007).

There are some ways to detect plagiarized papers proposed by Bates and Fain (2004). They are as follows.

1. Writing style, language, vocabulary, tone, grammar, etc. is above or below what the student usually produces. It doesn't sound like the student.
2. Spelling or idioms used are not found in the students' native language, using English spellings or phrasing in an American paper and vice versa.
3. Sections or sentences do not relate to the overall content of the paper. Students may "personalize" a paper by adding a paragraph that ties the paper to the class assignment.
4. Pronouns do not agree with the gender of the writer.
5. Look for strange text at the top or bottom of printed pages.
6. Look for gray letters in the text, often an indication that the page was downloaded from the web, since color letters on a screen show up gray in a printout.
7. Essays are printed out from the student's web browser.
8. Web addresses left at the top or bottom of the page. Many free essays have a tag line at the end of the essay that students often miss.
9. Strange or poor layout. Papers that have been downloaded and reprinted often have page numbers, headings, or spacing that just don't look right.
10. References to graphs, charts, or accompanying material that isn't there.
11. ...
12. Quotes in the paper do not have citations.
13. ...
14. Citations in the bibliography or works cited can not be verified.
15. Citations in the paper are not included in the works cited.
16. Web sites listed in citations are inactive.
17. All citations are to materials that are older than five years.
18. References are made to historical persons or events in the current sense.
19. Students can not identify citations or provide copies of the cited material.
20. Students can not summarize the main points of the paper or answer questions about specific sections of the paper.
21. When provided with a page from their paper that has words or passages removed, students can not fill in the blanks with the missing words or with reasonable synonyms.

(<http://www.coastal.edu/library/presentations/plagiarz.html>, accessed in August 2007)

The following is examples of errors in avoiding plagiarism. The writer of the following error examples discusses and differentiates errors into some versions. Each version is a citation of the original text from Elaine Tyler May's "Myths and Realities of the American Family" (<http://www.ccc.comnet.edu/mla/plagiarism.shtml> accessed in August 2007).

The original text is as follows:

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

Version A, B, and C are examples of errors made in avoiding plagiarism.

Version A says:

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

This version is still carrying plagiarism due to "too much direct borrowing of sentence structure and wording." Even though the writer already made some changes in terms of finding similar words, dropping one phrase, and giving some additional new language, the overall text closely similar to May's. The absence of quotation marks indicated that the writer paraphrased the text. However, there are still many phrases quoted without being given quotation marks.

Version B:

As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay

home with children, facilities for day care in this country are still "woefully inadequate." (May 589).

Version B still carries plagiarism. The author of the text is given credit, however, there are still clues of borrowing too much language.

Version C

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Version C still contains plagiarism. Even though it already reveals good paraphrasing of wording and sentence structure, it fails to acknowledge May's original ideas. The common knowledge, e.g. women earn less than men, many single mothers live in poverty, used by May is to create a specific and original point and, therefore, needs to be acknowledged.

Version D

Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589). This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities. . . .

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This version is the most appropriate way of citing others work properly. Even though the writer wrote some common knowledge in May's work, the writer acknowledged the authors' "original conclusion and does not try to pass it off as his or her own ideas." The quotation is cited correctly.

C. METHODOLOGY

This study was a qualitative study. There were two instruments that were employed in answering the research questions. The first instrument was document analysis which covered documents of students' writing containing Chapter 2 of their Thesis Proposal. This was to answer research question number 1 and 2. In other words, the document analysis was intended to find the error models of plagiarism and the degree of errors. Questionnaire was the second instrument. This was used to find out the research question number 3, namely the cause of students' error models of plagiarism. An informal interview with students was also conducted to support the findings based on the questionnaire.

The participants included students taking the Thesis Writing subject which was offered in semester VII. There were 29 thesis proposal gathered from the students but only nine respondents' thesis proposals were used

in the document analysis. The selection of the participants was based on the subject area of the thesis proposal as to give the researchers ways to compare the results. The participants were the students who wrote instructional design materials in their thesis proposal. The respondents of the questionnaire were all 29 students who submitted their research proposals. The informal interview was only conducted to few students that conducted the most error models of plagiarism.

The data for answering the first and the second research problems were taken from the students proposal writing submitted to three different lecturers who taught Thesis Writing subject. The questionnaire was distributed to the students who submitted their proposal writing. This instrument was to answer the second research problem. The data found in the questionnaire were supported by the data gained from an informal interview with the students.

The data were obtained during the odd semester of academic year 2007/2008. The data taken from the students' document were analyzed based on five characteristics shown in Table 4. These data were meant to answer the first research question, namely the error models of plagiarism found in the students writing.

Table 4: The Characteristics of Error Models

Model	Characteristics
Model 1	Errors are that the wordings of citation are wrong
Model 2	Errors are due to failing to give proper credit to the author(s) of the books, or papers being cited.
Model 3	Errors are related to too much direct borrowing of sentence structure and wording, without quotation marks.
Model 4	Errors happen because the students cite the author's name, but continue to borrow too much language
Model 5	Errors happen because the students show good paraphrasing and wording and sentence structure, but the original ideas are not acknowledged.

The second question, which is related to degree of error models of plagiarism done by the students, was answered by finding the percentage of each error found in the document analysis and figuring out in what error models of plagiarism were mostly found in the students thesis proposal writing. The last question, namely the causes of the error models of plagiarism, was analyzed based on the students' answers in the questionnaire and the informal interview.

D. FINDINGS AND ANALYSIS

This section is divided into two parts, namely presentation of the findings of the research and analysis of the findings.

1. Students' Error Models of Plagiarism

After doing analysis on the data gained from the documents, there were some types of errors students committed when writing their Chapter II of their research proposal. The types of plagiarism are presented in Table 5. Table 5 also portrays the degree of plagiarism made by the students.

Table 5: Types of Plagiarism and Level of Plagiarism

Model	Characteristics	R#1	R#2	R#3	R#4	R#5	R#6	R#7	R#8	R#9	Percentage
1	Errors are that the wordings of citation are wrong	v	v	v	v	v	-	v	v	v	88,89%
2	Errors are due to failing to give proper credit to the author(s) of the books, or papers being cited.	v	v	-	v	v	-	-	v	v	66,67%
3	Errors are related to too much direct borrowing of sentence structure and wording, without quotation marks.	v	v	v	v	v	v	V	v	v	100%
4	Errors happen because the students cite the author's name, but continue to borrow too much language	v	v	v	v	v	v	V	v	v	100%

Students' Error Models of Plagiarism in Writing Research Papers

Model	Characteristics	R#1	R#2	R#3	R#4	R#5	R#6	R#7	R#8	R#9	Percentage
5	Errors happen because the students show good paraphrasing and wording and sentence structure, but the original ideas are not acknowledged.	NA	v	NA	NA	NA	NA	NA	NA	v	22,22%

Table 6: Percentage of Students' Error Models of Plagiarism

	R#1	R#2	R#3	R#4	R#5	R#6	R#7	R#8	R#9
Percentage of plagiarism	80%	100%	60%	80%	80%	40%	60%	80%	100%

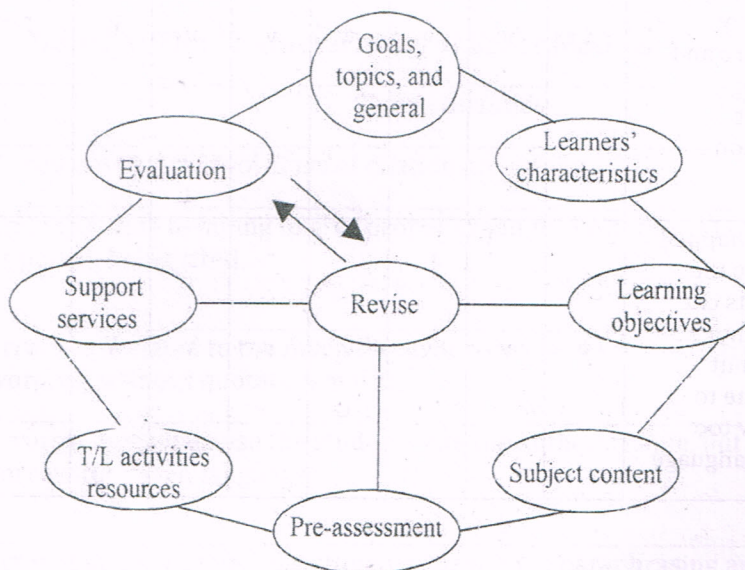
Table 6 shows the percentage of each student's error models of plagiarism in the final version of their research proposal.

In writing their final version of Thesis Writing proposal, there are many types of plagiarism. There are four types found in the document analysis. They are wrong wordings of citation, failing to give proper credit to the author(s) of the books, or papers being cited, having too much direct borrowing of sentence structure and wording, without quotation

marks, and citing the author's name, but continuing to borrow too much language. The following part is the discussion of each type.

a. Wrong wordings of citation

The research reveals that 88, 89% of the students cited the theory wrongly. One of the examples was found in the wrong diagrams a student took from the source, as in Diagram 1 cited from Kemp's.



(Document analysis: R#4, page 11)

Diagram 1: Kemp's Diagram Found in One of the Respondents' Document

This student did not draw a complete and correct diagram especially the lines connecting some of the components of Kemp design model. In the original source, the component "revise" was in a dotted circle, and there were a line connecting the component "revise" and the components "goals, topics, and general purposes", "learner characteristics", "learning objectives", "subject content", and "teaching /

learning activities, resources." This student also cited incomplete components of the model. She wrote "goals, topics, and general" and "T/L activities resources" whereas the original version included "goals, topics, and general purposes" and "Teaching/Learning Activities, Resources." The original version was presented in Diagram 2.

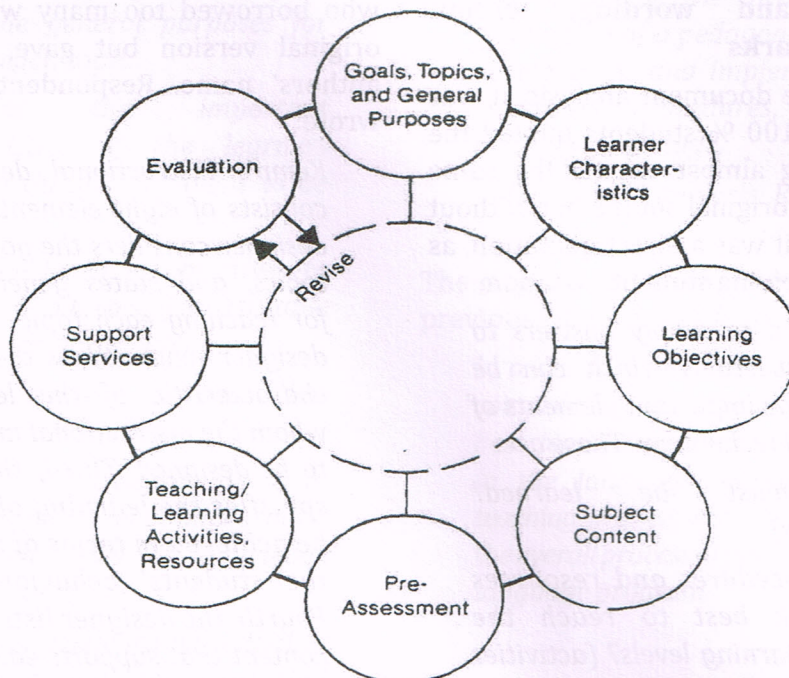


Diagram 2: Kemp's diagram (1977: 9)

b. Failing to give proper credit to the author(s) of the books, or papers being cited

There are 66, 67 % students who mentioned only the name of the author when trying to avoid plagiarism in their writing. The students acknowledged incomplete source where they only gave credit to the name of the author but failed to acknowledge the year and the page of the original source they took in writing. It happened as in:

According to Kemp, an Instructional Material Design should be able

to fulfill essential element of instructional technology.

(Document analysis: R#2, no page number)

It was also found that this same student did not even include the year and the page of the source being cited, as in the following quotation:

Hutchinson and Waters (year? Page?) state that designing material is creating a set of materials that fits the specific subject area of particular learner.

(Document analysis: R#2, no page number)

Students' Error Models of Plagiarism in Writing Research Papers

Another student also failed to acknowledge the writer and the page. He wrote:

The researcher chose the model of Kemp (1977) as the basis of this instructional material design.

(Document analysis: R#1, page 7)

c. Too much direct borrowing of sentence structure and wording, without quotation marks

From the document analysis, it was found out that 100 % students quoted the theory by using almost exactly the same words from the original source but without giving clue that it was a direct quotation, as found in the following student's citation:

... is designed to supply answers to the three questions which can be considered the important elements of instructional technology. Those are:

- 1) *What must be learned? (objectives)*
- 2) *What procedures and resources will work best to reach the desired learning levels? (activities and resources)*
- 3) *How will we know when the required learning has taken place? (evaluation)*

(Document analysis: R#3, page 6-7)

This student did not either put any quotation mark or make the citation indented to show that the citation was directly taken from the original source. The following is the original source.

1. *What must be learned? (objectives)*
2. *What procedures and resources will work best to reach the desired learning levels? (activities and resources)*

3. *How will we know when the required learning has taken place? (evaluation)*

(Kemp, 1977: 8)

d. Citing the author's name, but continuing to borrow too much language

There were 100 % of the students who borrowed too many words from the original version but gave credit to the authors' name. Respondent number one wrote:

Kemp's instructional design model consists of eight elements. First, the designer considers the goals, lists the topics, and states general purpose for teaching each topic. Second, the designer -enumerates the important characteristic of the learners for whom the instructional materials are to be designed. Third, the designer specifies the learning objectives to be achieved in terms of measurable the students' behavioral income. Fourth, the designer lists the subject content that supports each objective. Fifth, the designer develops pre-assessment to determine the students' background and to present the level of knowledge the topic. Sixth, the designer selects teaching/learning activities and instructional resources that will be treated as subject contents so that the students will accomplish the objectives. Seventh, the designer coordinatessupportservicesasbudget, personnel, facilities, equipment, and schedule to carry out the instructional plan. Eighth, the designer evaluates students' learning in terms of their accomplishment of objective, with a view to revise and reevaluate any phases of the plan that need an improvement.

(Document analysis: R#1, page 7)

What was written was exactly the same as the original source. The differences lay on the transitional words. In the original source, Kemp uses number to mention the elements of the model, whereas this respondent employs words, such as first, second, etc. The following is direct citation of the original source. Kemp wrote:

The plan consists of eight parts:

1. *Consider goals, and then list topics, stating the general purposes for teaching each topic.*
2. *Enumerate the important characteristics of the learners for whom the instruction is to be designed.*
3. *Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.*
4. *List the subject content that supports each objective.*
5. *Develop pre-assessments to determine the student's background and present level of knowledge about the topic.*
6. *Select teaching/learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.*
7. *Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.*
8. *Evaluate students' learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.*

(Kemp, 1977: 8-9)

Another example was found in the following quotation taken from a respondent's document where he used too many words from the original source as in:

According to Yalden (1987:88), in order to understand the process of constructing instructional design, instructional designers need to examine the overall process of planning of second language program which is summarized into several stages, namely needs survey, description of purpose, selection and development of syllabus type, production of the proto syllabus, production of a pedagogical syllabus, development and implementation of classroom procedures, evaluation, and recycling stage.

(Document analysis: R#3, page 11-12)

The original text from Yalden related to the previous citation is as follows:

In order to understand the process of constructing this type of syllabus, it is best to start at the next higher level in the language learning/language-teaching process, that is by examining the overall process of planning a second-language program.

(1987: 88)

This student used exactly the same words beginning with in order to understand ... of planning of second language program as found in the original source.

e. Show good paraphrasing and wording and sentence structure, but the original ideas are not acknowledged

There were only two respondents (22, 22%) who showed good paraphrasing in their writing but they failed to acknowledge who proposed the original idea, as found in:

Learners' characteristics identification

It is important for the designer to find out characteristics of the learners for whom the instructions are designed. This step is very significant because

students' characteristics influence the emphasis in deciding the instructional design.

(Document analysis: R#9, page 10)

The original source is stated below.

1. Learner Characteristics

...

To serve both group and individual means that we must obtain information about the learners' capabilities, needs, and interests. ...

(Kemp, 1977: 18)

2. Degree of Students' Error Models of Plagiarism

The research reveals that all respondents committed some degree of plagiarism in writing their Thesis proposal. As seen in Table 5, the degree of errors which were not likely to occur was found in model 2, and 5, namely errors are due to failing to give proper credit to the author(s) of the books, or papers being cited and errors happened because the students show good paraphrasing and wording and sentence structure, but the original ideas are not acknowledged. The fifth model, namely errors happened because the students show good paraphrasing and wording and sentence structure, but the original ideas are not acknowledged, was only found in two students' proposal writing. Other students' proposal writing, however, did not show that students made attempt to avoid plagiarism by paraphrasing.

The plagiarism due to the wrong wordings of citation and too much direct borrowing of sentence structure and wording, without quotation marks, and citing the author's name, but continue to borrow too much language were the most errors models of plagiarism that the students performed.

3. The Causes of Students' Error Models of Plagiarism

The third problem is "What are the causes of the error models of plagiarism?" To answer this research problem, a survey research using questionnaire was conducted to EESP students taking Research Writing course in the first semester of the academic year 2007-2008. An informal interview was also conducted to gain some clarification on the students' answers to the questionnaire.

a. The students did not have correct understanding of principles to avoid plagiarism

The questionnaires were distributed to 51 students that belonged to three parallel classes taught by different lecturers. Among the 51 students, only 29 students returned the questionnaires. The questionnaire was basically trying to find out the students understanding of rules of avoiding plagiarism. It also gave information on some subjects they had taken in the English Language Education Study Program that trained them the rules of avoiding plagiarism. The analysis revealed two reasons why some error models of plagiarism happened.

Question number 7 investigated the students' understanding of how to avoid plagiarism. From the students' responses, it was found that there were three principles mentioned by the students how to avoid plagiarism, e.g.: (1) paraphrasing principles, (2) quoting principles, and (3) source writing principles. The data show that not all the students had good understanding of these principles. There were only two students (10.34%) who knew these three principles. There were as many as 12 students (41.38%) who mentioned two principles, and 12 others who could only mention one principle. There were still two other students (6.90%) who could not mention even one of the three principles. These findings are presented in Table 7.

Table 7: Recognized Principles by Individual Students

No.	Recognized Principles of Avoiding Plagiarism	Number of Respondents	
1.	No principle mentioned	2	6.90%
2.	One principle mentioned	12	41.38%
3.	Two principles mentioned	12	41.38%
4.	Three principles mentioned	3	10.34%
	TOTAL	29	100%

Concerning the number of students who knew each of the principles, paraphrasing principles were mentioned by 17 respondents (58.62), quoting principles by 13 respondents, and source writing principles were suggested by 19 respondents (65.52%). These data were displayed in Table 8.

Table 8: Students' Understanding of the Avoiding Plagiarism Principles

No.	Avoiding Plagiarism	Number of Respondents	
1.	Paraphrasing Principles	17	58.62%
2.	Quoting Principles	13	44.83%
3.	Source Writing Principles	19	65.52%

From all the students' responses to question number 3, it was found that there were four quoting principles, e.g.: (1) write the same as the original text, (2) use quotation marks, (3) mention the source, and (4) use correct quotation techniques. The data showed there was no student who mentioned four quoting principles altogether and only one (3.45%) student who was able to mention three quoting

principles, when they were asked about the quoting principles that they knew. There were 12 students (41.38%) who were able to mention two quoting principles. The biggest number was 13 students (44.83) who only mentioned one quoting principle and three students (10.34%) were not able to mention any quoting principle. These findings could be seen in Table 9.

Table 9: Recognized Quoting Principles by Individual Students

No.	Recognized Quoting Principles	Number of Respondents	
1.	No principle mentioned	3	10.34%
2.	One principle mentioned	13	44.83%
3.	Two principles mentioned	12	41.38%
4.	Three principles mentioned	1	3.45%
5.	Four principles mentioned	0	0
	TOTAL	29	100%

Students' Error Models of Plagiarism in Writing Research Papers

Utilizing the same question of the questionnaire, it was known that the first quoting principle, "Write the same as the original text", was mentioned by three respondents (10.34%). There were only three students (10.34%) who mentioned the second quoting principle, "Use quotation

marks". The next principle, "Mention the source", was suggested by 23 students (79.31%). Meanwhile, the last principle, "Use correct quoting techniques", was recognized by seven students (24.13%). Table 10 summarizes these findings.

Table 10: Students' Understanding of the Quoting Principles

No.	Quoting Principles	Number of Respondents	
1.	Write the same as the original text	3	10.34%
2.	Use quotation marks	3	10.34%
3.	Mention the source	23	79.31%
4.	Use correct quoting techniques	7	24.13%

Question number 4 investigated the students' understanding of the paraphrasing principles. The result shows that there were three paraphrasing principles mentioned by the respondents, namely, (1) meaning consistency principle, (2) "using own words" principle, and (3) "mentioning the source" principles. The data also show that there was

no student who could mention all of these three paraphrasing principles, nine students (31.03%) could mention two principles, and 18 students (62.07%) could only mention one principle. There were still two other students (6.90%) who did not mention one principle. These data were presented in Table 11.

Table 11: Recognized Paraphrasing Principles by Individual Students

No.	Recognize Paraphrasing Principles	Number of Respondents	
1.	No principle mentioned	2	6.90%
2.	One principle mentioned	18	62.07%
3.	Two principles mentioned	9	31.03%
4.	Three principles mentioned	0	0%
	TOTAL	29	100%

It was founded that the first paraphrasing principle was suggested by ten respondents (34.48%), the second principle

by nine students (31.03%), and the third was suggested by 16 respondents (55.17%). Table 12 presents the summary.

Table 12: Students' Understanding of the Paraphrasing Principles

No.	Paraphrasing Principles	Number of Respondents	
1.	Meaning consistency	10	34.48%
2.	Use own words	9	31.03%
3.	Mention the source	16	55.17%

The above finding related to the students' lack of understanding in principles of avoiding plagiarism was in line with the data gained from the informal interviews with the students. They said that writing the name of the author and also the year of the publication meant that they already avoided plagiarism. This showed that actually they had not understood the principles of avoiding plagiarism. In fact, writers still need to follow some rules, such as when quoting directly from the original source, writers need to use quotation marks or indent the quotation which is more than four lines.

b. The students quote from the wrong source

In addition to the students' ignorance on the correct use of quoting principles, students made mistakes because they quoted from the wrong source. When the students were asked in an informal interview to explain why their quotations were different from the original one, especially when they drew a diagram or figure, most of them said that they even did not realize that they quoted the wrong sentences, ideas, charts, or diagram.

The diagram or figure they quoted was like the one they found in their seniors writing found in the library. They did not quote from the original source. These happened especially when they copied diagram of design models from Kemp, for example. They usually made mistake on the arrow drawn and the line types to link one component of the design to other components. This meant that they quoted from a wrong quotation.

E. CONCLUSIONS AND SUGGESTIONS

Based on the research, there are three conclusions that can be presented.

1. Concerning the types of errors, there are still many errors occurring in the students' academic writing, especially in their thesis proposal, when they were citing theories

from the original sources. The errors cover five of error models of plagiarism which include (1) wrong wordings of citation, (2) failing to give proper credit to the author(s) of the books, or papers being cited, (3) too much direct borrowing of sentence structure and wording, without quotation marks, (4) citing the author's name, but continue to borrow too much language, and (5) showing good paraphrasing and wording and sentence structure, but failing to acknowledge the original ideas.

2. Concerning the degree of the errors, the most frequent error models are errors on too much direct borrowing of sentence structure and wording, without quotation marks, and on citing the author's name, but continue to borrow too much language.
3. Concerning the causes, lack of understanding of "avoiding plagiarism" principles can cause the students' error models of plagiarism. A number of students do not know the principles to avoid plagiarism. The second reason is due to the wrong source they quote. The students usually quote diagrams or figures which they find in their senior's writing in the library.

The findings of the research showed that the errors in citing others' opinion, ideas, or theories mostly rest on their ignorance of the rules of citing and paraphrasing and the source of information found in their seniors writing which most of the time happens to carry error also. Therefore, there are some suggestions which should be taken into considerations by teachers teaching research report writing as well as students writing research report writing.

1. For the teachers

It is beneficial if the teacher gives more practice and exposures to what is called plagiarism and particularly to how to avoid it. It can be done by asking the students to compare some of the finished thesis reports from the university library to see if they can

recognize good ways of avoiding plagiarism in the thesis. Further, the teacher can ask the students to write some quotations from the original sources using their own ways to see whether the students are really able to cite the sources correctly.

2. For the students

In relation to the second reason of the errors, the findings of the research also highlighted the importance of finding the original source of the theory, idea or opinion that the students cited. It would be best for the students to read the original references so as to avoid taking the wrong cited ideas from the seniors. However, if they, finally, cannot find the original source, it would be better if they make sure that the idea of theory, including figures or diagrams, that they want to cite is of no errors. They can actually first compare the writings of their seniors from different universities' libraries. If they find consistency, students may cite it.

To conclude, the findings of the research can hopefully give more insights into the improvements of the teaching and learning processes especially in the writing subjects.

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