
The correlation among plagiarism awareness, genders, and essay writing skills of English education of postgraduate students of Sultan Ageng Tirtayasa university**John Pahamzah*, Hanifah Andriani, Nurhaedah Gailea, & Akhmad Baihaqi**

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ABSTRACT

Writing scientific papers is influenced by several things, including grammatical problems, linguistic problems, technical aspects of writing, and plagiarism aspect. Gender factors are indicated to contribute to plagiarism behavior because men and women are assumed to have different attitudes and style in perceiving an idea. This study aims to obtain the correlation among the plagiarism awareness, gender, the expository essay of the capability in composing it. This study uses a quantitative approach with the correlational method. Questionnaires and composing of the text tests were conducted to get the results of the research. Research respondents were 24 postgraduate students at Sultan Ageng Tirtayasa University of Postgraduate Program of English Education, consisting of 12 males and 12 females. From the data analysis, it was found that: First, the relationship between plagiarism awareness and expository essay writing skills is 0.783 (> 0.05). It means that there was no tight relation among plagiarism alarming of expository essay writing skills. Second, the tight relation among gender and expository essay composing skills is 0.783 (> 0.05). That is, gender also does not provide a significant contribution to the skill of writing an expository essay. Third, the value of R square among students' plagiarism awareness (X1), gender (X2), and expository essay writing skills (Y) is 0.011 (1.1%). It means that expository essay writing skills are influenced by awareness of plagiarism and different category by 1.1% and 98.9% is affected by different variations. Although the contribution is low, these variations played significant roles in expository essay composing skills. Therefore, student awareness needs to be increased by implementing strict plagiarism policies in universities.

Keywords: plagiarism awareness, gender, writing skill, expository essay**Korelasi antara kesadaran plagiarisme, gender, dan keterampilan menulis esai ekspositori pada mahasiswa bahasa Inggris Pascasarjana Universitas Sultan Ageng Tirtayasa****Abstrak**

Menulis karya ilmiah sangat dipengaruhi oleh beberapa hal, seperti tata bahasa, linguistik, aspek teknis penulisan, dan hal plagiarisme. Faktor-faktor yang mempengaruhi seperti gender diindikasikan berkontribusi dalam perilaku plagiarisme, karena pada faktanya, laki-laki dan perempuan diasumsikan memiliki sikap berbeda dalam mempersepsi suatu ide. Penelitian ini bertujuan mendeskripsikan hubungan antara kesadaran plagiarisme, jenis kelamin, dan keterampilan menulis esai ekspositori. Penelitian ini menggunakan pendekatan kuantitatif dengan mengimplementasikan sub desain penelitian korelasional. Dalam proses pengumpulan data, peneliti menggunakan instrumen penelitian berupa angket dan tes kemampuan menulis. Responden penelitian adalah 24 mahasiswa Pascasarjana Universitas Sultan Ageng Tirtayasa, yang terdiri atas 12 laki-laki dan 12 perempuan. Dari hasil pembahasan hasil penelitian dapat disimpulkan beberapa hal. Pertama, hubungan kesadaran plagiarisme dengan keterampilan menulis esai ekspositori sebesar 0,783 ($> 0,05$). Artinya, tidak ada hubungan antara kesadaran plagiarisme dengan keterampilan menulis esai ekspositori. Kedua, hubungan jenis kelamin dengan keterampilan menulis esai ekspositori sebesar 0,783 ($> 0,05$). Artinya, jenis kelamin tidak memberikan kontribusi yang signifikan terhadap keterampilan menulis esai ekspositori. Ketiga, nilai R square antara kesadaran plagiarisme siswa (X1), jenis kelamin (X2), dan keterampilan menulis esai ekspositori (Y) sebesar 0,011 (1,1%). Artinya, keterampilan menulis esai ekspositori dipengaruhi oleh kesadaran plagiarisme dan gender sebesar 1,1%, sedangkan 98,9% dipengaruhi oleh variabel lain. Meskipun kontribusinya rendah, kedua variabel tersebut tetap berperan dalam keterampilan menulis esai ekspositori. Oleh karena itu, kesadaran mahasiswa perlu ditingkatkan dengan penerapan kebijakan plagiarisme yang tegas di perguruan tinggi.

Kata Kunci: kesadaran plagiarisme, gender, keterampilan menulis, esai ekspositori

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INTRODUCTION

There are many components and abilities that must be mastered in learning English by language learners, both receptive and productive ones. All these components and competencies are the main things that must be considered by teachers in learning English. In English Language Teaching, one of the most importance and quite difficult subject to be learned and to be taught is writing. Writing is as one of the productive skills in English. Writing as a productive skill has a very important role for the development of language skills, especially students in particular to support the ability to develop ideas and ideas in the form of writing or essays. This is an activity or skill that is quite difficult for students to face because of the complex abilities that must be possessed, such as: mastery of components and ideas as well as aspects of language in writing. Writing also as the skill that triggers the other skill. The inability of students to develop original ideas makes them tend to fall into the realm of plagiarism by taking shortcuts in the copy and paste process in writing.

There are many studies on learning English, research on gender studies, but not many studies on gender issues associated with learning English. In addition, gender also indicated to contribute to the research of plagiarism sensitivity in accordance with the different of way of thing between or among gender, (Hensley, L. C., Kirkpatrick, K. M. & Burgoon, 2013). This indicates that gender has a close relationship or connection with other components. It was indicated that the difference in the way of thinking also influenced their paradigm in seeing the plagiarism boundaries. How does the students understand the plagiarism paradigm? They are not fully different in inelegancies, the differences capacity among gender are other things being debated between researchers works, (Halpern, D. F., & Tan, 2001). Another influential factor is the ability to think or intellectual capacity. Not all because of gender. For example, how learners have intelligence and use that intelligence for the learning process and with the learning process, awareness arises or arises to avoid or eliminate plagiarism.

In relevance with the research conducted by entitled A Review of Students' Self-Regulated Writing Strategies in Writing Expository Essays focused on the students' strategies on the writing expository essay. Hence, showed the important of skill of writing in expository essay. There were many challenges in composing writing especially about the expository essay; one of the factors was the awareness of plagiarism. In accordance with the research of the correlation among awareness in plagiarism sensitivity and differences sides and their writing skill. In determining this topic, the researcher will conduct in the university level about those correlation, (Ratnasari, 2019). This research observed the university level in the postgraduate program about English education.

Based on this background, the researcher really interested to conduct quantitative research with title "The Correlational Study among Plagiarism Awareness, Gender and Students' Academic Writing Skill on Expository Essay at English Postgraduate Students of Sultan Ageng Tirtayasa University" of Postgraduate Program of English Education Study Program.

Experts also created many terms about the composing a text. They stated that composing a text is arguing their ideas in written form through content, context, and punctuation in culture of communication, (Meyers, 2005). This means how important it is for a writer to convey ideas and culture through written form as a communication tool for audiences and readers. There are at least five things in assessing writing, namely: the content of the writing in developing creative thinking skills, the use or choice of words, the use of correct sentences, the use of correct punctuation and the correct layout notation. Those are the technical skill that must be cover by the authors in writing. It really depends on the types or the form of the writing itself.

Academic writing differs from other types of writing such as journalistic or creative writing. There are four types of essay: expository, persuasive, analytical, argumentative in academic writing (Fitzmaurice, M., & O'Farrell, 2013). It requires the specifics skill and capacity from the author in order to compose the high quality articles or papers based on the ideas that they want produced.

This indicates that the type of writing is different with different purposes of writing in more depth. In general, academic or scientific writing is not just writing in general but has a specific field and also with a more in-depth study with specific sources and materials. Mastery of good writing skills is very necessary for students because it will greatly affect the quality of writing. The

first thing is systematic so that the ideas conveyed in the sentence structure between paragraphs are traced systematically. The second thing is: the content of the article or the main idea that represents the writing with development through review paragraphs including using reliable references. The third thing is: The technique of writing sentences using correct grammar including the choice of words used. While the fourth thing is the use of proper punctuation so that the ideas are conveyed clearly and can be understood by the reader. The last thing is the other aspects or elements that need to be considered is the culture aspect or the psychological aspect of the author such as the ethics and esthetics in writing, (Brown, 2001). All of these aspects must be mastered by a writer so that the writing that is made has good and high quality and also what is written by an author can be conveyed explicitly and implicitly directly to the reader who is the target of the writing. So without the fulfillment of all these criteria, a written product that has the criteria as a good article will not be achieved. In this study, the researcher used a writing test to obtain data on students' ability in academic writing. The researcher asked the respondents to write down at least 25 words. Then the results of this paper are assessed using a writing assessment rubric using as many as four domains. All domains are used proportionally and include: elaboration, argumentation, development and also systematics. Each domain has a range of value scales and also a rubric for describing the domain items.

In the terminology of plagiarism, it is carried out by the author when the author takes other people's ideas and works without mentioning the references or references. This is done as a shortcut by the author by not bothering to come up with his own ideas. This happens or is done by the actor by presenting various ideas and data without quoting the original source of the article. The types of plagiarism are as follows: Intentional plagiarism, unintentional plagiarism, source text, and plagiarism of ideas or ideas without referring to clear sources and references. (Honig, B. & Bedi, 2012). This means that various types and forms of plagiarism that exist have the potential to be carried out by authors. Therefore, the author needs to understand these various forms and have efforts to increase competence to be a solution in overcoming plagiarism tendencies. There is a general opinion that the terms gender and gender are the same, but they are different. Actually, gender and gender are different. Gender is the difference in sex between men and women while gender is a difference that is built on the perception of different characteristics and cultures in society, (Fakih, 1998). Thus, the difference in gender is more on perception so that the tendency to plagiarize in scientific writing is more at the conceptual level in writing. How men and women have different perceptions about plagiarism tendencies.

Gender in this case is a contextual marker between men and women which influences linguistic markers in writing which can be developed more broadly in social life, (Esmaili, F., & Amerian, 2014). Regarding choices regarding linguistic characters that can be poured into ideas that have social and life nuances. This means that it is related to gender which is very closely related to the way and choice of ways to express ideas and ideas through writing which is very colored by the sides and life experiences of a man and woman who are very different or dominant.

Research on gender in this language can also be called the term gender linguistics which is characterized by the use of language that is associated with gender differences, (Sunderland, 2015). Studies on gender that are associated with different language characters that are made or characterize gender differences between men and women are interesting sub studies that need and are still very rarely studied and carried out by researchers in terms of language psychology, gender studies that have relevance in the use of language in writing or writing in generate an idea or express their ideas.

In research, gender differences associated with writing gender have long been neglected in the realm of language education and teaching. Meanwhile, in assessing writing skills, gender differences must also be considered, (Scheiber, C., Reynolds, M. R., Hajovsky, D. B., & Kaufman, 2015). This emphasizes that gender is an important element that must be investigated further with respect to other factors that are influenced and influence it. Gender is an interesting study to do for all aspects of life related to it, especially in the world of education and academics. It is an in-depth and interesting topic to see the relationship and influence it has with the socio-cultural components and contexts that exist in society, especially in the educational and academic contexts.

METHOD

This research was conducted in Sultan Ageng Tirtayasa University at Postgraduate Program of English Department, located on Pakupatan, Cipocok Jaya, Kota Serang, Banten Province, started from May to June 2020. This research used quantitative research method with a correlational research design. The instrument used in this research was questioners and writing test. Data was gathered twice, first was questioner and second was writing test. The researcher gave the questioners items and then the participants filled the composing test based on the topics given. The collected data was analyzed using SPSS 21 version. Since this research needed to have equality value when comparing the genders, male and female, the researcher decided to choose the same quantity of the respondent: 12 males and 12 females that divided into two classes with total 24 samples. In this study, the researcher used a questionnaire instrument and a written test that had been prepared in advance according to the respondent's level and adjusted to the matrix that had been made to obtain data on respondents' responses about gender and awareness of plagiarism. Respondents were asked to complete or complete a questionnaire to measure their awareness of gender. Then, respondents were asked to develop their ideas about the given topic and write an article that the researcher would see or evaluate based on the written assessment instrument that had been set.

Based on the results of the study, the researcher calculated the results of the questionnaires given and examined and gave an assessment of the respondents' writings regarding the writings they made using the criteria of expository writing assessment indicators. The researchers tasted the calibration of the instrument's items for composing. This calibration faced 15 participants. From the results, it can be inferred that r -observed was 0.897 while r -table was 0.482. So that, r -value (0.897) was higher than r -table (0.482); H_0 was rejected. It can be concluded that the composing items was valid.

RESULTS AND DISCUSSION

Results

Normality test assumption

In calibrating research results, the researcher ensures that the data that has been processed is in normal conditions, then the researcher conducts a normality test which is carried out from the data obtained by using the Shapiro Wilk method due to the total sample is less than 50 samples ($N < 50$). Determining the formula, it was found that the results of *Shapiro Wilk* score was bigger than number of constant 5% or 0.05. It can be concluded that the results were normal. Because based on the normality test, the data is said to be normal, then the data is feasible for further testing in the form of a significance test.

Table 4.1 Normality test assumption

| Group | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Female | .170 | 12 | .200* | .941 | 12 | .515 |
| Male | .155 | 12 | .200* | .975 | 12 | .955 |
| Ac. Writing | .213 | 24 | .006 | .891 | 24 | .014 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significant value obtained is 0.515, 0.955, and 0.14. As the values bigger than 0.05 (*level of significant* $\alpha=5\%$ or 0.05), it can be stated that the distribution was normal.

Test of correlational between gender and academic writing skill on expository essay

Table 4.2 Multiple of regression

| ANOVA ^a | | | | | |
|--------------------|----------------|----|-------------|------|-------------------|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| Regression | 1.496 | 2 | .748 | .119 | .889 ^b |
| Residual | 132.504 | 21 | 6.310 | | |
| Total | 134.000 | 23 | | | |

a. D variable: Academic writing

b. P variable: (C), Plg sensitivity (Male), Plagiarism awareness (Female)

As the results in data 4.2, it was stated that the value 0.889. It was bigger than 0.05 (level of significant $\alpha=5\%$). So that it can be inferred that plagiarism sensitivity among male, female (based on gender) did not affect by composing skill on exposition essay for postgraduate students of Sultan Ageng Tirtayasa university in English Education Study Program for the 2018 generation.

Test of correlational among plagiarism awareness, gender, and academic writing skill on expository essay
Correlation analysis

Table 4.3 Coefficient correlation

| | | Correlations | | |
|-------------------------------|---------------------|-------------------------------|-----------------------------|------------------|
| | | Plagiarism Awareness (Female) | Plagiarism Awareness (Male) | Academic Writing |
| Plagiarism Awareness (Female) | Pearson Correlation | 1 | -.800** | .059 |
| | Sig. (2-tailed) | | .000 | .783 |
| | N | 24 | 24 | 24 |
| Plagiarism Awareness (Male) | Pearson Correlation | -.800** | 1 | -.100 |
| | Sig. (2-tailed) | .000 | | .642 |
| | N | 24 | 24 | 24 |
| Academic Writing | Pearson Correlation | .059 | -.100 | 1 |
| | Sig. (2-tailed) | .783 | .642 | |
| | N | 24 | 24 | 24 |

** Correlation is significant at the 0.01 level (2-tailed).

According to the data from the analysis of the data from the research, based on table 4.3 above, it showed value of significant of the plagiarism sensitivity for female students was -0.059. As the r value of 24, and r table was 0.4044. Since r value was smaller from r table, it can be stated that no significant correlation among plagiarism sensitivity for female students and skill in composing an academic on expository essay. On the other hands, the sig value of 0.783 (> 0.05) indicated there is no significant relationship between plagiarism awareness for female students and academic writing skill on expository essay.

On the other hand, the value among plagiarism sensitivity for male students and academic writing skill on expository essay obtained in this study was -0.100. For r table of 24 respondents, for r table was 0.4044. Because r observed is lower than r table, it can be concluded that no significant among plagiarism sensitivity for male students and composing academic skill on expository essay. Then, value sig value is 0.642 (> 0.05) indicated that no correlation among plagiarism awareness for male students and composing academic skill on expository essay.

As the r-observe was categorized for the low correlation. It be stated that the correlation among the plagiarism sensitivity and writing skill was insignificant, (Sugiyono, 2007). As a scale to

determine the relationship and connectedness between the variables being measured. As a measure of significance and non-significance.

Multiple correlation analysis

After getting the data the researcher analyzed the data in order to find out the relationship between variables X to Y, using the correlation between the variable. The correlation among variable can be seen from the formula correlational. It can be seen as follows:

Table 4.4 Correlational path

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .106 ^a | .011 | -.083 | 2.512 |

a. Predictors: (Constant), Plagiarism Awareness (Male), Plagiarism Awareness (Female)

Referring to table 4.4 the correlation value (R) is 0.106. It can be concluded that the connectedness value is very low. The value of plagiarism awareness, gender and academic writing skills in expository essays with a value of R square (coefficient of determination). The value of R square is 0.011 or 1.1%. Writing ability which is affected by plagiarism awareness is only 1.1%, and another thing is 98.9% which is not studied. This should be a study that is included as a component or research variable.

Discussion

In the world of education, cases of plagiarism are interesting things to be studied by researchers. They want to find a formula to deal with it. Against plagiarism must be a campaign with educators in the world of education, (Özer, 2011). Many things can be influenced by variables or components of plagiarism, especially in the world of education or the academic world, especially in terms of scientific writing. This is greatly influenced by the awareness factor or efforts to avoid or reduce the element of plagiarism. In the world of education in universities, this action to reduce and avoid plagiarism must be a serious concern and problem for academics.

The correlation between plagiarism awareness and academic writing skill on expository essay

Writing skill is a skill that is quite difficult to learn. There are several stages in writing, such as: pre-writing, writing, revision, and finalization. Writing is a productive language skill that requires honing in a long time and gradually. To produce a good writing must go through the stages of preparation, writing, revision, and finalization. The author must also pay attention to aspects: content, grammar, word choice, and writing systematics so that the writing idea is conveyed properly and communicatively, (A. T., & Quraisy, n.d.). A quality scientific work can only be produced through a rigorous and gradual process. There is no scientific work or scientific writing that is formed instantly, but must meet various stages starting with ideas, ideas, development, then the writing process, and revisions to the finished product or result.

The term plagiarism means referring to ideas, ideas, and works without showing the original references, (Suter, W. N., & Suter, 2018). In this case the author uses the ideas and works of others without showing the owner of the previous idea. An act of presenting the idea of words and works without citing and providing its own attributes without citing the correct reference. This is what must be anticipated by writers and scientists and academics in writing, developing ideas and making writings by including or referring to the author's original source and including it in the reference and carrying out the citation process and by paraphrasing the original writing or source.

In calibrating research results to produce accurate calibrations regarding the relationship between variables whose data has been collected through research instruments, the researcher calculated the results of the research by using SPSS series 21. This is used as a reliable data processor to calculate automatically to measure the correlation of significance. The values of the correlation value of plagiarism sensitivity with composing academic skill on expository essay are 0.059. Since the result is reaching 0 and less than 0.199, it meant there was a very low correlation among plagiarism sensitivity and academic composing skill on expository essay and in a positive direction.

The correlation value found the results was 0.783 (> 0.05). It can be concluded that correlation was insignificant. The first hypothesis (H_0) was significant.

The correlation between gender and academic writing skill expository essay

As the correlation between gender and academic writing skill expository essay. As the results of calculations by using SPSS 21, the correlation of gender with academic composing skills in expository essays is 0.059. The results are 0 and less than 0.199, it can be concluded that, there was a very low relationship between gender and academic composing skills on expository essays and in a positive direction. The significance value obtained from the calculation was 0.783 (> 0.05). This research shown that the relationship was insignificant. It can be concluded that the second research hypothesis (H_0) was significant.

The correlation among plagiarism awareness, gender, and academic writing skill on expository essay

Calculation of the results of research data using SPSS 21 series obtained a correlation coefficient (R) of 0.106. The results are 0 and are positive, it can be concluded that the relationship between the three variables was low and unidirectional. It can be concluded that there was a relationship between plagiarism sensitivity and gender with academic composing skills in expository essays. In the other hands, the value of R square obtained in this study was 0.011 or 1.1%. It means that the academic composing skill of expository essays was influenced by awareness of plagiarism and gender by 1.1%, while 98.9% was influenced by other variables not examined in this study. Besides that, it can be concluded that the third research hypothesis (H_1) was significant.

On the other hand, from the results of research conducted on plagiarism, there are reasons for plagiarism carried out at the higher education level. This reason is done with the limited knowledge of students in developing ideas and ideas in writing, (Selemani, A., Chawinga, W. D., & Dube, 2018). On the other hand, the main cause of students plagiarizing is their weakness in references and citations in scientific writing. Also included in the search for references, their attitude to plagiarism. Then, this is also exacerbated by the lack of knowledge about what plagiarism is. The plagiarism must be anticipated by writers and scientists and academics in writing, developing ideas and making writings by including or referring to the author's original source and including it in the reference and carrying out the citation process and by paraphrasing the original writing or source.

Facing this problem of plagiarism, universities to deal with plagiarism are efforts to increase student awareness about plagiarism violating ethically and not something good in the world of education and academia, (Idiegbeyan-Ose, J., & Nkiko, 2016). What must be done by universities is to increase studies and awareness of against-plagiarism and include it in the university curriculum by emphasizing awareness and academic moral ethics. This against or awareness will reduce the number of plagiarisms in universities and in the realm of education and academia. Several universities have conducted training on writing development in a good citation method and how to get written sources as credible references and with technology using or subscribing to paid work similarity checks.

CONCLUSIONS

Based on the results of the data, the researcher concluded that there were many things that influenced the writing skill of the learners. One of the factors was social aspects of the learners. The form of demographic studies is also associated with plagiarism studies and academic writing skills, such as: gender, social level. Gender also contributes to plagiarism because of the differences in the basic characteristics of men and women in perceiving, describing, and conveying ideas, (Hensley, L. C., Kirkpatrick, K. M. & Burgoon, 2013). In this case, male and female students have different perspectives in looking at things. It also has a difference in viewing plagiarism. In general, there is no difference between men and women in cognition. However, there is still a debate among researchers regarding this difference. One thing that must be understood is that gender has an influence on achievement in making scientific works, articles, or writings. However, there is still a need for an in-depth study of how gender itself or men and women view plagiarism in depth, especially in the academic world, writing, and scientific articles.

Comparison of various studies on studies or gender differences emphasizes the level of cognition, language ability and spatial mastery. The study of gender differences in the context of writing skills is often forgotten or ignored. This research should be focused on more detailed things so that teachers find solutions on how to solve problems or find solutions to problem solving in the context of writing and against plagiarism. Therefore, it is felt, studies on gender differences, writing skills, and also learning can contribute to the field of education and pursuits, especially language learning.

The discussion about awareness of plagiarism in writing scientific writings in universities will produce something unique and interesting, that there are gender differences in awareness of plagiarism in writing in universities. In general, women tend to try or try to avoid plagiarism, while on the other hand men tend to ignore plagiarism; this is often due to frequent delays in completing and submitting assignments. This is something that must be considered by English teachers and is a concern for students to be successful in language learning.

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