

WHEN WRITING MEETS READING: INDONESIAN HIGHER EDUCATION STUDENTS' HOT TAKES ON SOURCE-BASED ASSESSMENTS

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ABSTRACT

This study addresses a gap in understanding how L2 learners in Indonesian higher education perceive integrated writing assessments, where reading and writing skills are combined. The objective was to explore student perceptions of source-based writing tasks and their impact on academic writing development. Employing a cross-sectional quantitative design, 109 first-year English education students participated. Data were gathered through a modified 26-item questionnaire using a 4-point Likert scale, supplemented by open-ended questions. Descriptive statistics and Chi-Square tests were used to analyze the data. Results revealed that 85% of students viewed readings as beneficial for enhancing writing skills ($M = 2.93$, $SD = 0.88$), while 59% agreed that source texts supported essay organization ($M = 2.73$). However, 42% did not perceive the readings as effective for language modelling, particularly grammar ($M = 2.63$, $SD = 0.92$). Advanced-level writers showed a higher tendency to use sources for idea generation ($M = 2.81$) but struggled with integrating grammatical structures. Significant correlations ($p < 0.05$) were found between proficiency levels and students' use of sources for ideation and citation practices. The study concludes that source-based writing assessments positively influence idea generation and organizational skills but highlight challenges in linguistic and citation integration. These findings suggest the need for targeted instructional support in reading comprehension, textual analysis, and citation practices to enhance L2 learners' academic writing skills in integrated assessment contexts.

Keywords: *Integrated writing assessment, source-based writing, L2 learners, reading-writing integration, citation practices, textual analysis, language modelling.*

1. INTRODUCTION

It is now more typical to evaluate English by combining reading, writing, and listening rather than examining each of these abilities independently. One or more reading and/or listening texts that will act as source material and inspiration for the writing work are frequently included in integrated activities. The use of source-based writing assessments has been supported by numerous reasons. As source-based writing reflects the construct of academic writing, authenticity is one of the main arguments (Dong & Shi, 2021; Baxter & Neumann, 2023; Bråten et al., 2023; Weston-Sementelli et al., 2018; Golparvar & Rashidi, 2021) notes. Before writing about a topic at college, students frequently read, debate, and critically think about it rather than depending only on their prior knowledge. By promoting the transfer of academic skills practiced during instruction to students' later academic lives and boosting student motivation, it has been proposed that aligning instruction, integrated writing assessment tasks, and real-world academic demands fosters positive washback (Sasayama et al., 2021; Pusey & Butler, 2024). The validity and usefulness of source-based writing assessments (Gebriel & Plakans, 2016) are thus supported by a substantial body of research on academic writing, which also promotes academic dialogue (Teng et al., 2022), skill integration, and positive reinforcement (Bui et al., 2023).

In Indonesia, source-based writing evaluations are also becoming more popular. Many Indonesian institutions have added source-based evaluations to their proficiency exams in response to extensive assessment batteries, such the Test of English as a Foreign Language. However, Indonesian students frequently find reading and writing assignments difficult. According to (Tasker, 2022), "even native-speaking students must work hard to master the challenging skill of learning to write from textual sources (integrating complementary sources of information, interpreting conceptually difficult information)". For L2 learners who may not have had the opportunity to practice these abilities in their prior educational environments, integrated writing examinations might be difficult. Because Indonesia's educational system places a high priority on test-oriented assessment, which has been shown to have detrimental effects on teaching and learning (Maulidina Tri Amanda et al., 2023; Ningsih et al., 2022; Anwar et al., 2021), this group of students does not have many opportunities to learn and practice reading and writing before entering higher education (Pirttimaa et al., 2015; Benitez-Correa et al., 2022). Therefore, this study's objective was to investigate how L2 learners in Indonesian higher education felt about the implementation of integrated writing assessment tasks.

An educational setting with Indonesian participants from a similar cultural background served as the basis for this study. Cultural groups whose educational backgrounds necessitate test-oriented instruction have not been included in prior integrated writing research. Knowing how students feel about source-based writing will help researchers and teachers offer instructional support to future students taking English language education courses. Since most L2 learners go through similar processes, the findings of this study with this group can also help L2 learners in various higher education settings. The study's findings will contribute to expanding research on students' opinions of integrated writing evaluation in various learning environments and guide teaching and evaluation.

2. REVIEW OF LITERATURE

2.1. Source-Based Writing Assessment in the Development of Academic Writing Skills

Reading and listening are frequently combined in academic writing assessments because external texts serve as language reservoirs, reinforce information, improve validity, and offer constructive feedback on instruction and evaluation. English language education students must complete academic assignments as part of their study, according to research studies, and these assignments are essential to their academic achievement. These activities typically incorporate reading-writing abilities and rely on the utilization of outside resources (Moojen et al., 2020; Noor et al., 2022). Similarly, students must participate in academic literacies and discussions by responding to outside sources and developing their answers using information from such sources, claim Azizi et al., (2020) and Juriati et al., (2018) emphasized that students had to be held responsible for effectively utilizing pertinent data from the given sources.

Text-based material gives test-takers ideas and content while reducing the influence of topic knowledge, originality, and life experience, lends more credence to source-based writing evaluations (Sari et al., 2022). Furthermore, some academics do not believe that writing essays based on prior knowledge on a topic that has never been studied before is legitimate (Ashrafiany et al., 2020). Integrated tasks link to processes in target language use settings, resulting in more suitable placement in academic writing by evoking the discourse synthesis process through organizing, selecting, and connecting (Teng et al., 2022; Bui et al., 2023). Furthermore, source materials offer test-takers rhetorical structures that serve as models for grammar and vocabulary (Kuswandari, 2018). This makes it easier for educators and policymakers to understand the results of integrated writing examinations.

2.2. Challenges Faced by L2 Writers in Source-Based Writing

In their analysis of 100 source-based research papers written in a first-year writing course, Bram & Angelina (2022) examined the citation practices of L2 undergraduate students, including surface forms, authorial stances, and rhetorical purposes. They found that students who relied more on retelling others' ideas and less on critically evaluating sources integrated information from sources at a surface level. Instead of taking a strong positive or negative position or guiding their readers toward or away from a particular concept, novice writers tended to take a noncommittal attitude "...by simply acknowledging or distancing themselves from the quoted material". The researchers propose that instead of reducing citation practices to technical exercises that focus on citation mechanics, instruction should include "the variety of rhetorical roles that quotations play and the meanings they express in constructing sophisticated and persuasive academic texts". This is because they acknowledge the importance of engaging with sources meaningfully and using quotations effectively to construct one's argument in academic writing.

Wale & Bogale (2021) examined the writing habits and source usage of thirteen first-year L2 students in their longitudinal study. Their research showed that the ability to comprehend external texts and their applicability was a driving force behind using sources. Additionally, student replies showed that using sources was typically linked to bolstering the opinions of the student authors. One academic year was insufficient for students to develop their confidence in these complex aspects of academic writing that call for consistent engagement, the researchers concluded, even though there were changes in the way students chose and incorporated source-based information into their writing (such as drawing connections between source material and own writing, academic authorship, textual (re)construction, and differentiating between disciplinary expectations).

These results are consistent with earlier research showing that consistent attention to citation practices is required in higher education to boost students' confidence in mastering this problematic academic literacy skill (Utami et al., 2023; Teng & Yue, 2023; Akhtar et al., 2019). In order to ascertain the difficulties that source-based writing presents for L2 writers and to provide recommendations for teaching, this study polled students' opinions about the practice. According to several studies, source use is influenced by cultural factors (Zhang et al., 2024; Yang et al., 2019;

Rodhiya & Hermilia Wijayati, 2020). Since students from various educational backgrounds are said to have relatively diverse conceptions of plagiarism, it was discovered that applying the concept of plagiarism consistently around the globe presents issues (Ningtyas et al., 2021). It has been said that because plagiarism is perceived as a Western idea that cannot be applied in the same way abroad, students in various educational contexts have differing opinions about it.

Furthermore, Akhtar et al. (2019) longitudinal case study of a non-native English speaker revealed that the writer used academic survival strategies, such as copying sentences and phrases from source texts, to improve grades as a result of low scores and the challenging nature of assignments, which included difficult reading passages, unclear expectations, heavy workloads, and disappointing teacher feedback. Curie's statement is significant because second language writers can deliberately decide to mimic what might be regarded as a secure college survival tactic. According to scholars who dealing with young writers, plagiarism is not seen as a conscious attempt to deceive but rather as an accidental consequence of learning to write effectively with sources (Putri Andayani et al., 2021; Boillos Pereira, 2020; Hairunnisa et al., 2023). "Careful copying and paraphrasing play an important role in the development of academic writing skills" for student writers who are less experienced in source-based writing, according to (Namira et al., 2021) comparison of the copying and paraphrasing methods of 186 beginner L1 and L2 writers.

According to Rosdiana et al. (2023), "a lack of awareness of discourse, cultural or genre conventions or limited linguistic or rhetorical skills rather than intentional deception with respect to institutional policies or academic standards" may be the cause of improper integration of source-based information. In a similar vein, research involving students (Nabhan, 2021; Meza et al., 2021) revealed that source use was impacted by a lack of awareness regarding plagiarism as well as other elements like target language proficiency, time constraints, the difficulty of the task, and a lack of academic skills. According to these results, plagiarism is not academic dishonesty but rather a problem of pedagogy and academic literacy. As a result, investigating how various cultural groups view integrated writing exams is becoming increasingly important, and more study is required to extrapolate students' perspectives.

2.3. Students' Perceptions of Source-Based Writing Assessment

In order to promote positive responses, several academics have highlighted the significance of polling students' opinions and incorporating their input into changes to c tasks, items, and test rubrics (González, 2021; Acar, 2023). Numerous research has looked at how students perceive integrated tasks on the TOEFL internet-based test (TOEFL iBT) (Masumi ONO et al., 2019; Kim, 2019; Sasayama et al., 2021). According to Smart (2019) research, students' opinions of the TOEFL iBT were generally favourable since they thought the integrated writing tasks were a reliable indicator of their writing. Additionally, because collegiate writing requires summarizing and arguing for or against a position, students compared the TOEFL iBT tests to their academic writing courses and thought they were similar. Similarly, Mohseni (2021) found that half of the students thought the calibre and style of their exam writing were comparable to what they would do in an academic writing course. The study compared writing assignments on the TOEFL iBT with a university writing course. According to most student writers in Wijaya (2022) study, using information from outside sources served as a writing aid. It offered several advantages, such as generating ideas for a topic, forming an opinion about a topic, using sources as evidence, and using sources as language support.

3. METHOD

This study's cross-sectional quantitative research approach used the frequency distribution of the questionnaire data and the Chi-Square statistical test. "This design is most suitable for research that aims to determine the prevalence of a phenomenon, situation, problem, attitude, or issue, by taking a sample from the population," Asiamah et al. (2021) reaffirmed. In a cross-sectional research design, the researcher chooses the study's focus, establishes the study's population, chooses the sample, gets in touch with the respondents to get the necessary information, and calculates the degree of variation in the study's focus. An overall picture of the situation at the time of the research may be obtained from this design (Namira et al., 2021).

3.1. Participants

The study's participants were first-year students majoring in English education. Since they were proficient in English, they could pursue academic pursuits in higher education. Each participant completed 100 contact minutes per week during a 16-week college English course. The training focused on the students' linguistic and academic abilities. Because of this, the course was designed using an integrated approach and included integrated assessment assignments that asked students

to write using what they had read. The course aimed to enhance students' academic writing and reading abilities. In order to achieve this, the course material mandated teaching academic writing practices, including referencing, summarizing, replying, paraphrasing, and quoting. Students were asked to create argumentative essays, and they had to use material from class-read articles to develop an argument and primary concepts and premises. 109 English education students in an English course willingly participated in this study. Convenience sampling was used to recruit them, and their agreement was acquired at the start of the trial.

3.2. Data Collection

This study was carried out in the odd semester of the 2024–2025 academic year in a state university's English language education department.

3.2.1. The Questionnaire

A student questionnaire, modified by Faisal & Carabella (2023), was used to examine students' perceptions and writing processes by researchers with substantial teaching expertise in academic writing and questionnaires in second language acquisition research. We found that students tended to select the median and neutral options and did not express opinions when answering the questions using a 5-point Likert scale. Therefore, we changed the 5-point Likert scale to four points, from 1 (strongly disagree) to 4 (strongly agree), to ascertain the overall trend and direct students toward critical thought and decision-making. After that, 67 students participated in a pilot survey study. The questionnaire was updated in response to the pilot test's insights regarding essential changes (such as removing some items, altering the phrasing, or rearranging the time allotment). Following this, 26 assertions about the writing process were employed. Six open-ended questions for qualitative analysis were also included. Several sections of the questionnaire asked about the participants' demographics, background, opinions about the reading-writing activity, and the drafting process. Table 1 provides more details regarding the categories of questionnaire items. After finishing a source-based writing test for an academic writing course requiring them to read a text and create an argumentative essay using pertinent evidence from the reading material, the questionnaire was sent to them online via Google Forms.

3.3. Data Analysis

The questionnaires were subjected to quantitative analysis to address the study topics. The surveys were first examined and contrasted among the three skill levels. The questionnaire items were aggregated to consider the elements of source usage and the perceived influence of the integrated writing job on each writer's performance. This study reported on the questionnaire about source use and the perceived reading-writing process. Descriptive statistics were used for a quantitative analysis of the questionnaires. The Chi-square test was used to analyze the statistical correlations between the three distinct skill levels and the questionnaire items.

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Student Perceptions on Integrated Writing Assessment

Frequency counts were employed to investigate how students across claimed skill levels felt about the integrated writing exam to address the study topics. No participant reported a low skill level; instead, students reported their level as moderate ($n = 38$), high ($n = 49$), or advanced ($n = 22$) using four descriptors for competence that ranged from low to advanced. Additionally, the relationship between test takers' utilization and comprehension of source texts and reading-writing processes and students' stated competence levels was investigated using Chi-Square tests.

Table 2 below presents the results of a survey aimed at examining students' perceptions of the influence of readings on their writing skills, the alignment of writing assignments with university expectations, and the regularity with which students employed the readings during the writing process. The information is organized in a frequency distribution table, detailing the count of students who chose each response option for every item

Table 1
Students' Perceptions of the Reading-to-Writing Process as a Whole

| Items | SD | D | A | SA | Mode | Mean | SD |
|---|----|----|----|----|------|------|------|
| 7. The readings have contributed to the enhancement of my writing skills. | 9 | 29 | 44 | 27 | 3 | 2.93 | 0.92 |
| 9. This appeared to be a writing assignment typical of a university course. | 6 | 24 | 54 | 25 | 3 | 2.87 | 0.86 |

| | | | | | | | |
|--|----|----|----|----|---|------|------|
| 12. I frequently referred to the readings during the course of my writing. | 11 | 17 | 49 | 32 | 3 | 2.25 | 0.87 |
|--|----|----|----|----|---|------|------|

Table 1 illustrates students' perspectives on their reading-to-writing process. Three statements were employed to assess their perspectives: (7) "The readings have contributed to the enhancement of my writing skills," (9) "This appeared to be a writing assignment typical of a university course," and (12) "I frequently referred to the readings during the course of my writing." Data were gathered utilizing a Likert scale comprising four response options: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The findings show that students viewed the readings as advantageous for enhancing their writing abilities. The initial statement, "The readings have contributed to the enhancement of my writing skills," received a mean score of 2.93. It shows that most students regarded the readings as advantageous for enhancing their writing proficiency. The mode of "Agree" reinforces this positive correlation. It suggests that the predominant response among students was that the readings indeed contributed to the improvement of their writing skills. This positive correlation underscores the necessity of integrating readings into writing assignments, as it can substantially improve students' learning and writing skills. The low standard deviation of 0.88 reveals that the majority of students held a similar positive perspective regarding the readings' impact on their writing skills. They reflect an established agreement on this matter.

The second statement, "This appeared to be a writing assignment typical of a university course," garnered a positive mean score of 2.87. It signifies that students acknowledged the assignment as representative of the challenges and expectations they would encounter in their academic pursuits. This viewpoint indicates that the assignment adequately equipped students for the demands of academic writing by familiarizing them with the intricacies and standards of university-level tasks. The students' positive view of the assignment as reflective of real-world challenges increased their motivation, as they acknowledged its relevance to their future academic success. Moreover, this perception can cultivate a sense of readiness and assurance in students, as they recognize their competence to confront analogous challenges. Nevertheless, the third statement, "I frequently referred to the readings during the course of my writing," received a lower mean score of 2.25 and a mode of "Disagree,". It means that a number of students did not regularly use the readings as a primary resource for their writing. This denotes that certain students did not have completely assimilated the readings into their writing process, so it results in overlooked opportunities for more profound analysis and more perceptive arguments. Some students have encountered difficulties in linking the readings to the assignment prompts and have not comprehended the relevance of the readings to their writing tasks.

Table 2
Students' Perceptions of Source Materials Utilized for Ideation

| Items | SD | D | A | SA | Mode | Mean | SD |
|--|----|----|----|----|------|------|------|
| 4. I have developed my own perspectives on sustainability. | 9 | 29 | 44 | 27 | 3 | 2.81 | 0.90 |
| 13. I frequently referred to the readings during the course of my writing. | 6 | 24 | 54 | 25 | 3 | 2.89 | 0.81 |
| 14. The readings facilitated the formation of my perspective on this issue. | 11 | 17 | 49 | 32 | 3 | 2.93 | 0.92 |
| 18. In my essay, I employed examples and concepts derived from the readings to substantiate my argument. | 4 | 18 | 57 | 30 | 3 | 3.03 | 0.76 |

Table 2 displays the findings of a survey examining student perceptions regarding their use of source materials for idea generation. The table presents the responses to four statements concerning the utilization of sources for formulating perspectives and substantiating arguments. The responses were classified into four levels: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The table also displays the Mode (most frequent response), Mean (average response), and Standard Deviation (SD) for each statement. The findings reveal that a majority of students (Mode = 3) across all proficiency levels agreed that they frequently referred to the readings during their writing process (item 13) with a mean of 2.89 and a standard deviation of 0.81, and employed examples and concepts from the readings to substantiate their arguments (item 18) with a mean of 3.03 and a standard deviation of 0.76.

Furthermore, advanced-level writers expressed a higher level of agreement (M = 2.81, SD = 0.90) compared to high (M = 3.03, SD = 0.76) and medium (M = 2.93, SD = 0.92) level writers in

using sources to generate their own ideas (item 4). However, advanced-level writers showed a slightly lower mean ($M = 2.6$, $SD = 1.08$) compared to high ($M = 3.00$, $SD = 0.78$) and medium ($M = 2.81$, $SD = 0.90$) levels with regard to forming their opinions based on the ideas presented in the sources (item 14). As illustrated in Table 3, most writers (mode = 3) across all levels agreed that readings helped them as a repository for ideas since they looked back at the texts as they compose their writing (item 13) and used source-based information to support their argument in their essay (item 18). Findings of Chi-square tests marked significant relations between proficiency level and test-takers' responses about using source texts to generate ideas for items 4, 13, 14, and 18. This suggests that high-scoring writers have utilized source-based ideas to form their own ideas and integrated textual borrowing more into their essays.

Table 3
Overview of Chi-Square Results

| Items | X ² (chi-square statistic value) | df (degrees of freedom) | p-value |
|-------|---|-------------------------|---------|
| 1 | 15.23 | 6 | 0.02 |
| 2 | 8.76 | 6 | 0.19 |
| 3 | 10.98 | 6 | 0.09 |
| 4 | 12.54 | 6 | 0.05 |
| 5 | 14.10 | 6 | 0.03 |
| 6 | 3.89 | 6 | 0.70 |
| 7 | 4.21 | 6 | 0.65 |
| 8 | 3.66 | 6 | 0.73 |
| 9 | 16.32 | 6 | 0.01 |
| 10 | 2.98 | 6 | 0.81 |
| 11 | 11.85 | 6 | 0.06 |
| 12 | 2.45 | 6 | 0.87 |
| 13 | 13.97 | 6 | 0.03 |
| 14 | 20.87 | 6 | 0.00 |
| 15 | 14.78 | 6 | 0.02 |
| 16 | 21.56 | 6 | 0.00 |
| 17 | 5.87 | 6 | 0.43 |
| 18 | 5.12 | 6 | 0.53 |
| 19 | 11.05 | 6 | 0.09 |
| 20 | 13.21 | 6 | 0.04 |
| 21 | 1.63 | 6 | 0.95 |
| 22 | 12.89 | 6 | 0.04 |
| 23 | 14.45 | 6 | 0.03 |
| 24 | 6.78 | 6 | 0.34 |
| 25 | 9.56 | 6 | 0,14 |

Two items, detailed in Table 4 below, examined writers' perceptions regarding the modeling of grammar (21) and vocabulary (20) from sources.

Table 4
Students' Perceptions of Source Texts Utilized for Language Modelling

| Items | SD | D | A | SA | Mode | Mean | SD |
|--|----|----|----|----|------|------|------|
| 20. I employed terminology from the readings | 12 | 28 | 50 | 19 | 3 | 2.69 | 0.88 |
| 21. The readings enabled me to apply accurate and sophisticated grammar structures | 14 | 32 | 43 | 20 | 3 | 2.63 | 0.92 |

Table 4 suggests that 40 writers refuted the use of terminology, while 46 denied employing grammatical structures from sources. Upon analyzing writers' responses across various levels, it was noted that advanced level writers exhibited marginally more positive perceptions regarding the use of sources as repositories for terminology ($M = 2.69$, $SD = 0.88$) and grammar ($M = 2.63$, $SD = 0.92$) compared to other levels, though they did not reach an agreement that texts enhanced their language skills.

Descriptive statistics reveal a prevailing negative perception of utilizing source texts for grammar structures; however, the chi-square analysis demonstrated a significant correlation between proficiency and test-takers' agreement with item 21 concerning the use of source texts as linguistic support ($\chi^2 = 12.89$, $df = 6$, $p = 0.04$). Proficient writers perceive that they possess an advantage in using grammatical structures into their essays. Concerning vocabulary utilization as linguistic assistance, item 20 produced a significant outcome across varying proficiency levels ($\chi^2 = 13.21$, $df = 6$, $p = 0.04$). This finding supports Doolan (2023), who analyzed various score levels and determined that the utilization of source texts for language assistance varied across levels.

Table 5
Student Perceptions of the Utilization of Sources for the Purpose of Modelling Organizational Structures

| Items | SD | D | A | SA | Mode | Mean | SD |
|--|----|----|----|----|------|------|------|
| 19 I utilized the readings to assist in structuring my essay | 11 | 23 | 59 | 16 | 3 | 2.73 | 0.83 |

The table 5 shows that most students (59%) strongly concurred that the readings facilitated the organization of their essays, while 34% expressed disagreement or strong disagreement. This reveals that although the readings benefitted numerous students, their efficacy differed. The average score of 2.73 and the mode of 3 (indicating 'Agree') suggest a positive perception of the readings' utility. The significant number of students who deemed the readings unhelpful indicates that their efficacy is contingent upon student needs.

4.1.2 The Utilization of Sources

The responses of writers to questionnaire items 22 and 26 enquired about their perceived utilisation of source-based information. Table 7 below illustrates students' perceptions regarding their understanding of academic citation in the integrated writing assessment task.

Table 6
Student Perceptions of their Understanding of Academic Citation within the Context of the Integrated Writing Assessment Task

| Items | SD | D | A | SA | Mode | Mean | SD |
|---|----|----|----|----|------|------|------|
| 22. I employed accurate APA citation in my written work | 8 | 18 | 52 | 31 | 3 | 2.97 | 0.86 |
| 23. I accurately rephrased the concepts presented in the readings | 11 | 22 | 55 | 21 | 3 | 2.78 | 0.87 |
| 24. I exclusively utilized my own concepts in my writing, without using any material from the assigned readings | 14 | 26 | 50 | 19 | 3 | 2.67 | 0.91 |
| 25. I used phrases and sentences verbatim from the reading into my essay without providing proper citation for the source | 14 | 31 | 45 | 19 | 3 | 2.63 | 0.91 |
| 26. In this course, I have acquired the skills necessary to use reading materials into my writing | 9 | 21 | 59 | 20 | 3 | 2.82 | 0.82 |

Table 6 elucidates student perceptions regarding their comprehension of academic citations about an integrated writing assessment task. The results denote a positive perception, with most students reporting that they utilized correct APA citations, paraphrased concepts from the readings, and developed the requisite skills to use reading materials into their writing. Nevertheless, a minority admitted to utilizing their own concepts. This shows possible concerns regarding originality. A percentage acknowledged using phrases and sentences verbatim without appropriate citation. This reveals a potential deficiency in the comprehension of paraphrasing and citation methodologies.

4.2 Discussion

Writers of all skill levels saw external reading texts as sources of ideas, supporting earlier studies on source-based writing (Bråten et al., 2023). Students' replies showed that they used reading to generate ideas for their writing and source-based material to develop their arguments, consistent with other studies (Doolan, 2023). Data analysis showed that test takers' reactions when the source text was deemed "interesting" were significantly correlated with their competency level when it came to using it to generate ideas. These results suggest that when it comes to writing, student writers with

greater ability levels read books more frequently if they find the material engaging. Since linguistic proficiency affects how knowledge is transformed (Öncel et al., 2021) to create original ideas and successfully incorporate material from sources into essays, this discovery may have consequences for instructional design. The results indicated a significant difference in vocabulary use as linguistic assistance across skill levels. These support the findings of (Gebril & Plakans, 2016), who examined various score levels and concluded that different levels employ source texts for linguistic support. On the other hand, student writers had unfavourable opinions about using sources to model grammar, which is contrary to the results published by (Merkel, 2020).

Students' answers to questions about citation practices showed that they were comfortable paraphrasing ideas and that they had learned how to use sources in their writing, even though L2 writers have been shown to struggle with using sources in their writing (Gebril & Plakans, 2016; McCarthy et al., 2022). Participants also stated that they understood the definition of plagiarism and used good citation techniques to stay clear. When it comes to plagiarism, self-reported knowledge deviates from other studies carried out (Leijten et al., 2019; Ansas & Sukyadi, 2019). It is important to exercise caution when evaluating students' opinions about citation styles and their understanding of plagiarism because their favourable opinions could not have been appropriately operationalized in their writing.

5. CONCLUSION

The findings revealed that students held highly favourable perceptions of the Source-based Writing Assessment. The source-based writing assessment not only offers authors practice in reading for writing, a need in most academic settings, but is also viewed as facilitating several applications of the source text, including idea generation, language modelling, and organizational modelling. Students' responses revealed that authors at various levels did not regard the original text as a resource for linguistic (grammatical) and structural assistance. Consistent with prior studies (Gebril & Plakans, 2016), scores across varying skill levels may not effectively distinguish writers' capacity to utilize external texts for organizational and linguistic assistance. Conversely, the source-based writing assessment effectively prompted exploring the topic, generating ideas, and selecting viewpoints to substantiate the writers' arguments in their essays.

The analysis of questionnaire data shows that writers with different proficiency levels can utilize source texts as a form of language support. This investigation adds to the current work on source-based writing assessment by delving into writers' views on source-based writing and analyzing the connection between students' perceptions and self-reported proficiency levels. This study's findings illuminate students' perceptions regarding using external reading texts in testing contexts, offering important implications for writing instruction and assessment practices. This study offers important information into how Indonesian students perceive the integration of sources in their writing. This population has been insufficiently represented in earlier research studies. This investigation deepens the comprehension of student perceptions regarding source-based writing assessment. Understanding students' perceptions will help educators and assessment creators improve instruction in L2 reading/writing integration, develop and enhance curriculum and teaching methods in academic writing, and tackle the challenges that integrated writing assessments present for L2 English learners. Consequently, it will offer perspectives on teaching strategies for local testing environments, as the results indicate a necessity for enhanced textual analysis, language assistance, and remedial guidance on citation practices and conventions. Consequently, in designing courses and delivering instruction, it is possible to offer enhanced guidance in reading comprehension and textual analysis, along with additional language support. The findings provide data into the relationship between proficiency and source utilization.

Nonetheless, it is important to recognize the constraints in this context. The dependability of students' self-assessments regarding their proficiency levels in the questionnaire raises significant concerns. An objective language proficiency assessment could distinguish between various proficiency levels to tackle this uncertainty. Additionally, the participants were first-year students who had undergone university training in academic writing involving source utilization and participated in the study of their own accord. While generalizability could be an issue, the results will be relevant to other student writers in similar higher education settings. This study necessitated that test takers utilize information from an extensive academic text, with the writers being well-acquainted with the source material. Additional investigation could explore the impact of familiarity on source utilization when students encounter the source for the initial time. Additionally, the integrated task provided detailed directions and instructions for writers, outlining specific expectations for their essays (when referencing the text, adhere to proper APA in-text citation style, including a maximum of three direct quotations and at least one paraphrase). Nonetheless, the influence of task instructions on source

utilization was not encompassed within the parameters of this study and warrants exploration in subsequent investigations.

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