

UNDERSTANDING ON PLAGIARISM FROM ENGLISH LANGUAGE STUDENTS' PERSPECTIVES

Nur Raisyah¹, Angga Taufan Dayu², Neneng Islamiah³

¹Pendidikan Bahasa Inggris, 88203, FKIP, Universitas Islam Kalimantan MAB, 17210022

²Pendidikan Bahasa Inggris, 88203, FKIP, Universitas Islam Kalimantan MAB, 061303632

³Pendidikan Bahasa Inggris, 88203, FKIP, Universitas Islam Kalimantan MAB, 06150475

E-mail: risaraisyah82@gmail.com

ABSTRACT

Plagiarism is the manipulation of someone else's writing, and it can be an issue when it is used to create papers and other written materials. Taking another individual's writing and opinion is repeatedly defined as plagiarism means. Most of students in these studies were less enthusiastic about dealing with or pursuing plagiarism. The pressure may arise as a result of the assignment's importance. Weak writing practice, ease, no feedback, belief that one's work is unsuitable, poor plagiarism comprehension, environment influences, and belief that the majority of people plagiarize are some factors that lead to pupils plagiarizing. It is possible to avoid plagiarism by citing the source of the ideas, words, and images. The source must be indicated in a direct quotation, which is when one uses one's own words to restate the writings/ideas of another. To incorporate their emotional perspectives into their academic writing, this research employed a semi-structured interview, which is a qualitative research method is used and this qualitative study conducted among English Language Education students at a university in Borneo's southern region. This study was done to evaluate the perceptions of English Language Education students on plagiarism in academic literature and include two participants.

Keywords: *Plagiarism, Factors of Plagiarism, Avoiding Plagiarism*

ABSTRAK

Plagiarisme adalah manipulasi tulisan orang lain, dan itu bisa menjadi sebuah masalah ketika dipergunakan untuk membuat makalah dan bahan tertulis lainnya. Mengambil tulisan dan pendapat orang lain berulang kali didefinisikan sebagai sarana plagiarisme. Sebagian besar siswa dalam studi ini kurang antusias berurusan dengan atau mengejar plagiarisme. Tekanan mungkin timbul sebagai akibat dari pentingnya tugas itu. Praktik menulis yang lemah, penurunan, tidak ada umpan balik, keyakinan bahwa karya seseorang tidak sesuai, pemahaman plagiarisme yang buruk, pengaruh lingkungan, dan keyakinan bahwa mayoritas orang menjiplak adalah beberapa faktor yang menyebabkan siswa melakukan plagiat. Dimungkinkan untuk menghindari plagiarisme dengan mengutip sumber ide, kata-kata, dan gambar. Sumber harus ditunjukkan dalam kutipan langsung, yaitu ketika seseorang menggunakan kata-kata sendiri untuk menyatakan kembali tulisan/gagasan orang lain. Untuk memasukkan perspektif emosional mereka ke dalam tulisan akademis mereka, penelitian ini menggunakan wawancara semi-terstruktur, yang merupakan metode penelitian kualitatif, dan ini dilakukan di kalangan mahasiswa Pendidikan Bahasa Inggris di sebuah universitas di wilayah selatan Kalimantan. Penelitian ini dilakukan untuk mengevaluasi persepsi mahasiswa Pendidikan Bahasa Inggris tentang plagiarisme dalam literatur akademik dan mengikutsertakan dua partisipan.

Kata Kunci : Plagiarisme, Faktor Plagiarisme, Menghindari Plagiarisme

INTRODUCTION

Plagiarism is using the work of others without mentioning the origin of an idea, opinion and work. As stated by Kolhar & Alameen (2020) plagiarism guides to restate to the utilize of the individuals' intention, novelty, and writings sans quotation the source. Taking another individual's writing and opinion is repeatedly defined as plagiarism means. (Haitch 2016) claimed plagiarisms often described as stealing another person's words or ideas. It has any infringement that is not including the references to the another person's work of the writing. Plagiarism

does not only claim not listing the source, but it has several types. In other words, there are categorized into four categories : quoting without excerpt, restatement without excerpt, apply ideas without excerpt, and adjusting ideas without excerpt (Becker, 2016). Most of students in these studies were less enthusiastic about handling or chasing plagiarism under their heavy workload and the “publish or perish” pressure. If they had to, they would rather deal with plagiarism informally or even ignore cases of plagiarism instead of reporting them. (Shen & Hu 2020)

Plagiarism is not something new in the higher education world. As stated by Hu & Sun(2017) it creates the cause and it is a serious problem for academic institution worldwide. Bokosmaty (2017) reported that it is severe issues in academic world and it can makes the potency of its academic grade, learners' accomplishment and the integrity of the academic institutions reputation goes bad. As stated by Bokosmaty et al. (2017), plagiarism is a complicated problem, so there are no clear reasons for plagiarism has been a kind of mannerism of the students. Over the centuries, plagiarism has almost always been a topic that must be endlessly discussed. It has been noticed in Vietnam frequently in media of the community and the public communication system. It generally can be considered a contravention for stealing other people's copyrights (Do Ba 2016).

Students will do the plagiarism and disregard the problem of the plagiarism because of their low interest to treat the plagiarism under their work deadline (Shen & Hu 2020). Kolhar & Alameen (2020) classified that there are seven factors of establish students to the the plagiarism that is consist of poor writing practice, effortless, there is no feedback, belief that one's work is inappropriate, poor plagiarism understanding, environment factors, and belief that majority of people plagiarize. The awareness that plagiarism is a violation can make students enter into the violation, so it makes researcher interested in knowing whether plagiarism is caused by ignorance or for other reasons. For example, individual can consider the results of his actions, even if something is moral unacceptable. The application of this theory is related to the problem discussed tested in this study.

In this study, the researcher inquired through an interview about the perception and experience related to plagiarism and its utilization among English foreign language students' in Banjarmasin in academic writing. The research involved an interview that was operationalized through a semi-structured interview. In order to guarantee the quality of the data and the responding students' profiles were selected from an English language education study program higher education from one of university in Indonesia.

Based on the problem above, the researcher did this research because there are so many topics related to plagiarism, but only a few people talk about plagiarism based on English foreign language students' perspective. Moreover, the researcher sense that an effort should be made to help students' avoiding plagiarism in academics. This research focus on each English foreign language students' perspectives and examine how students perceive plagiarism, especially in writing.

METHOD

Research Design

This research employs a qualitative interview study to explore the perspectives of the English Language Education students on plagiarism in academic writing. Additionally, to get in depth sight of participants perspectives, semi structured interview is used. This method is commonly used by other researcher because of the ease of information related to the research. According to Hanna Kallio, et al (2016) the semi-structured interview has proven to be both versatile and flexible, which is why it is such a popular data collection approach. Data on this method be described not in the form of numbers but in words, pictures, or behavior, also the qualitative terms have a richer meaning than numbers. Thus, researcher performs data analysis gives an overview of states observed in the form of narrative description.

Participants of the Research

This qualitative research conduct in English Language Education students in University of the southern part of Borneo Island. In order to examine the perspectives of English Language Education students on plagiarism in academic literature, I conducted this research. The research conducted for over sixteen week from March-June 2021. Two participants require as voluntarily in this study in which their name are under pseudonym : Aya and Sten. The main reason I recruited them as participants in this study is because : they are students who known as active students in classroom and had high achievement, especially in writing subject. Then, one of them is a scientific paper writing competition. The last reason is because I know each other personally so that I hope this can facilitate the course of this research.

Demographic information of the participants

Names	Gender	Age	University
Aya	Female	22 years old	University of Islam Kalimantan Muhammad Arsyad Al Banjary
Sten	Male	22 years old	University of Islam Kalimantan Muhammad Arsyad Al Banjary

Data Collection and Analyzing of the Research

In inquire the data, I used semi-structured interview which one of qualitative research method to get their emotional perspectives while being an English Language Education Student into their academic writing. Before doing the semi-structured interview, I contacted them personally first to ask their eagerness to be the participants of this study. Then I discuss the alternative time to establish the semi-structured research. Semi-structured interview activities were carried out using Online Form by Google so that I can create questions and place them easily so I can give them time. The way to share the forms of interview is carried out online and put the transcript of the interview through Google Forms media and so that I do not have to go to the respondents one by one.

The text-based, synchronous instant messaging software was used to conduct the online semi-structured interviews (Jennifer D. Shapka, et al 2016). Of the final two study participants, one is male and one is female. At the beginning of the interview, specifically, I asked participants first to describe people who did the plagiarism and people who did not. To ensure validity of participants' behavioral self-reports, I checked evidence of their survey participation behavior. One of the participant who were participated in a scientific paper writing competition showed me his panel history to confirm that his actual online survey response behavior matched with his own stated behavior. This part of the interview also offered an additional opportunity for participants to comment on why people or their own self deal with plagiarism. The researcher analyzed the data resulting from all two online surveys separately, identifying perceptions and barriers. After the independent analysis, the researchers compared results to ensure reliability. This qualitative data informed the perspectives of the plagiarism in academic writing.

Brosnan, K., Kemperman, A., & Dolnicar, S. (2019) claimed that technological developments in internet access and survey software have enabled us to develop. Online polls since the 1990s using samples of online tables. The dominant technique of self-administration for surveys was by mail prior to online surveys and online panels. Relevant extensions to the online interview include maintaining accessibility via different devices, formats, and browsers. Cognitive processing optimization through a visually enticing arrangement of on-screen questions use email invites that are short and personalized timing of email communication and amount of reminders, and electronic delivery of rewards.

FINDINGS

In this chapter, the researcher would present the result of the research. The data was taken from interview given to two English Language Education Study Program students in Islamic University of Kalimantan Muhammad Arsyad Al Banjari. The students were asked to answer the questions related to English Language Education students' perspective on plagiarism in academic writing. After collecting the data, the researcher analyzed the data to get percentage of plagiarism in academic writing from English Language Education students' perspectives. The research conducted using a qualitative approach to see the natural conditions of a phenomenon. This approach aims to gain understanding and describe complex realities.

A. Descriptions of the Research Result

In this chapter, the researcher present the findings and discussions that have been found based on the research questions listed in Chapter I. There are two research questions that answered on this research they are as follows:

1. How are the English Language Education students' perspectives on plagiarism in academic writing?

Based on the results of the line of semi-structured interview with the participants related to the perspective on plagiarism in academic writing, the researcher found the following information :

- a. Both of the participant can understand and explain the point of the plagiarism which is stealing others' ideas and consider it as their own work. The participants believe it is a crime, and it is a big issue in the educational environment. Even though plagiarism is punishable by harsh penalties, it is not immediately eradicated in the educational sector.

The meaning of Plagiarism

Question : "What do you know about Plagiarism in writing? Give your own opinion"

Participant 1 : "*Plagiarism is an act of stealing author's ideas, thoughts, expression or language that his along along with the claim that is the original work that have been done by plagiarator. That is such an un-novelty act and in some country it might be consider as a crime.*"

Participant 2 : "*Plagiarism is the activities stealing of ideas, arts, essay, opinions and so forth from others and making it seem like it is their own work, plagiarism could be considered a criminal for stealing the rights of others.*"

- b. Plagiarism is a kind of crime and it is serious issue in academic writing of the higher education. Plagiarism not only embarrasses the plagiarizer, but it also embarrasses the institution. In other words, plagiarism can harm both the individual and the ecosystem.

It is serious issue

Question : "Do you think plagiarism is a serious thing in academic institutions? Explain it?"

Participant 1 : "*It would be an dishonored act if an academic person doing plagiarism. This would become a serious problem not just for the plagiaritorit self it will make the instutional feel shame if there are person in there doing plagiarism.*"

Participant 2 : "*Yes, it is a serious thing, because I think if we were still in the academic institution and we were already do the plagiarizing, how would we have been if we were still doing it until we were in the work world later, we have to cut back or even moving away from the plagiarism.*"

2. What factor are influencing the students' perspectives on plagiarism?

Based on the result of the semi-structured interview both of the participants classified some factors that influencing students to do plagiarism. Plagiarism itself is not something new in the higher education world. It prevents a plagiarist from improving his abilities since he continues to base all of his work on the work of others, which he admits. Plagiarism does not make an effort to ponder and dig deeper in order to produce a work. It has a limited amount of time to accomplish a scientific work that is a burden on his responsibility. Plagiarists are forced to copy-paste other people's work as a result. Students get bored and careless as a result of the constant barrage of tasks and near-constant deadlines, then students less than optimally on their assignments, having a strong desire to succeed in something. The pressure may occur as a result of the importance of the assignment, the demands of the family, or the desire to get the best results possible.

The factors that influencing students

Question : What are the factors that can cause the plagiarism?

Participant 1: *“Lack of critical thinking, lack of imagination, lack of knowledge, doesn't want to spend a time for research.”*

Participant 2: *“Plagiarism are caused by two factors, namely internal and external factors.”*

Explaining some factors

Question : Please explain the factors that you have mentioned before.

Participant 1 : *“It is obvious, person who done such plagiarism is lack of knowledge. Since plagiator doesn't want to spend a time for study or learning or maybe lazy, plagiator will look for the short-cut wich is copying someone's work as his/her.”* Participant 2 : *“Internal factors is factors that come from within plagiarists itself. That is Anxiety, stress, fear of failure, lack of self-esteem and pessimistic attitude towards self-ability. External factors is factors that come from environment, that is environmental permissive attitude towards plagiarism behavior, less sensitive to the symptoms that cause the onset of plagiarism behavior, the institution's indecisive attitude to the sanctions given to plagiarized actors.”*

Avoiding plagiarism

Question : “How to avoid plagiarism based on your opinion?”

Participant 1 : *“To avoid plagiarism you have to read a lot, and be creative. From that we can avoid to become a plagiator.”*

Participant 2 : *“do the paraphrase, list the sources you take, put citations, do the interpret, and use antiplagiarism applications to check of your work.”*

Utilize the original source

Question : Is plagiarism can avoid by citing the original source?

Participant 1 : *“no, if you want to qoute somebody's work you have to paraphrase it and then cite it.”*

Participant 2 : *“yes it can be avoid by citing the source, paraphrasing without crediting the original author is a form of plagiarism, because you're presenting someone else's ideas as if they were your own. However, paraphrasing is not plagiarism if you correctly cite the source.”*

It is possible to avoid this by citing the source of thoughts, words, and images. When someone else's work is used in a personal project, a mention is required. In a direct quotation, the use of one's own words in restating the writings/ideas of another, the source must be mentioned. Students must digest an idea from an article before reproducing the quoted portion in their own language style, without affecting the content included in the quote. Knowledge of synonyms, phrases in sentences, and the capacity to grasp and digest words so that they make a sentence are all required for writing skills in their own words.

DISCUSSION

This part presents the discussion of research finding. There are two research questions preferred in this research. The discussion focuses on the finding of the two proposed research questions. The first discussion is about English Language Education students' perspectives on plagiarism in academic. The second discussion is about the factor are influencing the students' perspectives on plagiarism.

Plagiarism in academic writing can be considered as one of a crime. Plagiarism is not only a violation of ethics and morality, but it is also a legal infraction, with legal consequences ranging from the revocation of

specific privileges, such as titles, to threats of jail, fines, and civil compensation. Students' attitudes that academic dishonesty, including plagiarism, is usual, and the lack of serious punishment for it is what allows plagiarism to occur. Learning activities and numerous lecture assignments are paired by easy internet access and a large quantity of internet references, causing students to use shortcuts by imitating others' work to complete assignments quickly. Due to high stress levels and a lack of time to complete assignments, students resort to shortcuts. The role of lecturers and teaching staff in preventing plagiarism, such as not showing lecture slides that have been copied from books or the internet, and not using the same slides for different lecture sessions. Collaboration from all parties is required to raise plagiarism awareness. Universities, educators, and students can all help to prevent plagiarism by establishing clear and practical rules against plagiarism and the sanctions that will be enforced.

Plagiarism is frequently misunderstood by learners. Students should be taught how to write conclusions, paragraphs, quotes, and references. Plagiarism prevention begins with enhancing students' academic writing skills. The university must have clear policies in place to avoid plagiarism, including punishments for students who violate them. Students, as the focal point of university academic activity, must learn and become accustomed to avoiding plagiarism in academic writing.

The next founding is about avoiding plagiarism by citing the source of the work. Direct quotations, which are types of quotations written using the exact same sentence as the original statement, are an easy technique to avoid plagiarism. It is necessary to add a citation or reference source, but if it is not done correctly, it will be meaningless. Paraphrasing is the process of rewriting other people's ideas in our own words. It would be wonderful if the results of other people's study that someone's quoted did not need to be paraphrased, despite the fact that citations were given.

CONCLUSION

Based on the data analysis in chapter IV, the conclusion can be presented as follows:

1. Plagiarism is when someone steals someone else's idea and passes it off as their own. It is a major issue in the school environment, and the participants consider it is a crime. Plagiarism is a type of crime, and it is a severe issue in academic writing in higher education, according to the above statement. Plagiarism not only makes the plagiarizer look bad, but it also makes the institution look so. Plagiarism, in other words, can be harmful to both individuals and the environment.
2. There are some factors influence students' willingness to plagiarize in academic writing. It is caused by a lack of critical thinking, inventiveness, and knowledge, as well as a refusal to devote time to research. The pressure may be caused by the importance of the work, family demands, or a desire to achieve the best possible results. Moreover, Plagiarism is caused by a lack of monitoring from a variety of sources.

Suggestion

In this part, the researcher would like to give some suggestions to be considered by English learners as follows:

1. Every learner should be aware of the university's plagiarism policies. All stakeholders must work together to raise plagiarism awareness. Universities, lecturers, and students can all play a role in preventing plagiarism by making rules concerning plagiarism and the consequences that can be enforced clear and practical.
2. Conclusions, paragraphs, quotes, and references should all be taught to students. Plagiarism can be avoided by improving students' academic writing skills. Finally, the researcher realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.

REFERENCES

- Bokosmaty, S., Ehrich, J., Eady, M. J., & Bell, K. (2019). Canadian university students' gendered attitudes toward plagiarism. *Journal of Further and Higher Education*, 43(2), 276-290.
- Brosnan, K., Kemperman, A., & Dolnicar, S. (2019). Maximizing participation from online survey panel members. *International Journal of Market Research*, 1470785319880704.
- Debnath, J. (2016). Plagiarism: A silent epidemic in scientific writing—Reasons, recognition and remedies. *Medical Journal Armed Forces India*, 72(2), 164-167.
- Do Ba, K., Lam, Q. D., Le, D. T. B. A., Nguyen, P. L., Nguyen, P. Q., & Pham, Q. L. (2017). Student plagiarism in higher education in Vietnam: An empirical study. *Higher Education Research & Development*, 36(5), 934-946.

- Fazilatfar, A. M., Elhambakhsh, S. E., & Allami, H. (2018). An investigation of the effects of citation instruction to avoid plagiarism in EFL academic writing assignments. *Sage open*, 8(2), 2158244018769958.
- Haitch, R. (2016). Stealing or sharing? Cross-cultural issues of plagiarism in an open- source era. *Teaching Theology & Religion*, 19(3), 264-275.
- Hu, G., & Sun, X. (2017). Institutional policies on plagiarism: The case of eight Chinese universities of foreign languages/international studies. *System*, 66, 56-68.
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi- structured interview guide. *Journal of advanced nursing*, 72(12), 2954-2965.
- Kolhar, M., & Alameen, A. (2020). University learning with anti-plagiarism systems. *Accountability in Research*, 1-21.
- Lichtinger, E. (2018). Gap between self-efficacy and college students' writing skills. *Journal of College Reading and Learning*, 48(2), 124-137.
- Shapka, J. D., Domene, J. F., Khan, S., & Yang, L. M. (2016). Online versus in-person interviews with adolescents: An exploration of data equivalence. *Computers in human behavior*, 58, 361-367.
- Shen, Y., & Hu, G. (2020). Chinese graduate students' perceptions of plagiarism: A mixed-methods study. *Accountability in Research*, 1-29.
- Yang, A., Stockwell, S., & McDonnell, L. (2019). Writing in your own voice: An intervention that reduces plagiarism and common writing problems in students' scientific writing. *Biochemistry and molecular biology education*, 47(5), 589- 598.

