

**PLAGIARISM PRACTICES AS CONDUCTED BY HIGHER EDUCATION
STUDENTS IN ACADEMIC WRITING: LECTURERS' PERCEPTION**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the Bachelor of Education Degree in English Language
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By:

Arie Apriliani

17322109

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

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APPROVAL SHEET

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Arie Apriliani

17322109



Approved on May 2021

By

Supervisor

A handwritten signature in black ink, appearing to be 'Intan Pradita', written over a faint watermark of the UII logo.

Intan Pradita, S.S., M.Hum

NIP: 123220403

RATIFICATION SHEET

**PLAGIARISM PRACTICES AS CONDUCTED BY HIGHER EDUCATION
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Arie Apriliani

17322109

Defended before the Board Examiner on 2021 and Declared Acceptable Board Examiner

Chairperson : Intan Pradita, S.S., M.Hum

Second Examiner : Ista Maharsi, S.S., M.Hum

First Examiner : Rizki Farani, S.Pd., M.Pd



Yogyakarta, May 28, 2021

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head Department



Irma Windy Astuti, S.S., M.Hum

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

I declare this thesis is written by me. This thesis does not contain any work or parts of other people except those cited in quotation and references, as a scientific paper should.

Yogyakarta, May 28, 2021

The writer,



Arie Apriliani

17322109

MOTTO

“But perhaps you hate a thing and it is good for you, and perhaps you love a thing and it is bad for you. And Allah Knows, while you do not know.”

(Q.S. Al-Baqarah: 216)



DEDICATION

To my father, mother, sister, brother, and adorable nephews and niece.

Thanks for all your support and love.

This undergraduate thesis is dedicated to you.



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**PLAGIARISM PRACTICES AS CONDUCTED BY HIGHER EDUCATION
STUDENTS IN ACADEMIC WRITING: LECTURERS' PERCEPTION**

ABSTRACT

This research aims to investigate the lecturers' perception toward plagiarism practices as conducted by higher education students in Academic Writing. This research used thematic analysis to analyze the data. Park (2003) frames were used to investigate the lecturers' perception about students' plagiarism practices. The data were collected through interviews with the lecturers who experienced teaching Academic Writing for more than three years, which means they met more higher education students and their writing. The researcher found that both of the lecturers perceived that students' plagiarism practices in Academic Writing should not be the single factor of assessing their students' works. The misconduct tends to be affected by several factors such as the limited knowledge of what plagiarism is and an undisciplined task completion. The forms of plagiarism, such as copying the text without proper acknowledgment and paraphrasing without crediting the sources should be treated as a learning process, by which the lecturers should create an assessment system that makes students aware of plagiarism practices and the risks of plagiarism itself. Both lecturers, who have notable experiences in teaching and practicing academic writing, perceived that learning design matters.

Keywords: Lecturers' Perception, Plagiarism Practices, Types and Forms of Plagiarism.

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, formulation of the problems, objectives of the study, and significance of the study.

1.1 Background of the Study

Current studies on plagiarism practices by higher education students found by Wilkinson (2009) revealed that there are different perceptions between students and teachers. He found that in teachers' perspective, the phenomenon of plagiarism happened to be a coincidence as well as cognitive issues. Further, he investigated that almost half of the teachers perceived that this cheating occurs due to students lacking understanding of academic writing rules. Whereas the students perceived that willing to get a higher score and completing the task quickly became strong motivations to plagiarize. In line with Wilkinson (2009), Chien (2014) also found that teachers' perception on plagiarism in writing academic in EFL students happened among students because of students' lack of experience in writing and citing sources appropriately. This may lead the students to plagiarize intentionally and unintentionally in writing. In addition, in teachers' perspective, Lei & Hu (2015) as recent research in EFL context, revealed that the teachers admitted practicing plagiarism during Academic Writing because of students' academic ability and slack attitudes. Thus, from the previous research it can be concluded that the cause of plagiarism among students in higher education is not only about the cognitive issues but also the lack of attitudes and experiences may be considered. There is no difference because of plagiarism that occurred between ESL and EFL context.

In Indonesia, plagiarism research has been conducted in institutions of higher education. Adiningrum & Kutieleh (2011) revealed students' perception on plagiarism among Indonesian students by doing focus group discussion. The result showed that they perceived

plagiarism in some professions in Indonesia was common practice and it is quite hard to be changed. The participants agreed, by improving students' understanding of plagiarism and reviewing the policy that applied by the teachers will help students academic writing free from plagiarism and reach International Academic Standards. In addition, the survey of plagiarism also has been conducted by Adiningrum (2015) to the alumnus of international scholarship in Indonesia by open ended online questionnaires and focus group discussion. Australian Award Alumni perceived that plagiarism in Indonesia can be prevented by increasing students' and teachers' understanding of plagiarism, facilitating the detection software, and reformulating the system. Therefore, after doing forum group discussion the participants realized that plagiarism in Indonesia was a common practice and perceived prevention, detection, and system are able to change the plagiarism culture to reach international academic standards.

Despite the growing number of researchers on students' plagiarism during Academic Writing, only few studies explain lecturers' perception on plagiarism practices that are conducted by their students. However, the perception from the lecturers on plagiarism is urgently found to complete the plagiarism perceptions from two sides. Thus, this present study explores students' plagiarism during Academic Writing by investigating lecturers' perspective on plagiarism practices that happened on students' Academic Writing work.

1.2 Formulation of the Problem

This present study was held to answer a question:

How is the lecturer's perception on students' plagiarism practices in the Academic Writing activity?

1.3 Objectives of the Study

The study aimed to investigate lecturers' perception on students' plagiarism practices in Academic Writing.

1.4 Significances of the Study

This study is expected to contribute in filling the empirical gap by adding more studies on plagiarism issues under the lecturer's perception. Further, it is looking to give new insights to Academic Writing lecturers that students' plagiarism practices should not be a single factor to assess the students' work but be treated as a learning process.



CHAPTER II

LITERATURE REVIEW

This chapter presents the relevant studies and theoretical framework related to plagiarism for it contributed to make this study comprehensive.

2.1 Plagiarism in Academic Writing

Academic writing tends to be linked as classroom activity. It was emphasized by Oshima & Hogue (2007) that Academic Writing is a form of formal writing used in high school and universities. It has to be written in certain ways and complete sentences. It means to write formally in Academic Writing, it requires another skill such as grammar and vocabulary. Swales & Feak (1994) determined some considerations in producing Academic Writing, there are audience, purpose, organization, style, flow, and presentation. Therefore, it is quite complicated to make good Academic Writing.

Due to the number of challenges that must be passed in Academic Writing, many students choose easy ways to finish their activity like doing plagiarism. Plagiarism practice is a phenomenon that commonly occurs in Academic Writing projects. It is necessary to review the conceptual definition of plagiarism in order to enable the researcher in constructing the instrument. Connors (1996) defined that plagiarism is an activity of stealing someone's ideas or words and passing them off as one's own without acknowledging the source. It means that plagiarism can occur in two ways: stealing ideas or taking parts of the text. In this situation, Park (2003) divided the plagiarism by students into types, forms, and motives.

Smith (2005) found that student plagiarism practices were divided into intentional and unintentional plagiarism. Intentional plagiarism meant students willing and aware to do this plagiarism practice (Bahadori & Hoseinpoufard, 2012). In line with Bahadori & Hoseinpoufard (2012), Alzahrani, Salim, & Abraham (2012) added that based on plagiarist's

behavior, students plagiarized intentionally in two ways, literal plagiarism and intelligent plagiarism. Mammen & Meyiwa (2013) defined that literal plagiarism was the way students plagiarized by copying the words directly without quotation marks or crediting the references. While Alzahrani, Salim, & Abraham (2012) defined that in intelligent plagiarism, the plagiarists cheated the readers by acknowledging other's work as their own and they tried to hide their cheating in many ways, manipulating the text, translating, and stealing ideas. Park (2004) researched that manipulating the text meant students paraphrased or summarized authors' words from the original text as it was their work. Jones M (2009) found that students tried to hide their plagiarism practice by doing back translation. They translate the text from a certain language to another language using available technologies and retranslate it to the first one. For example, the students copied English language text to be translated to Indonesian language by using Google translate and then translated it back into to English. Besides, Alzahrani, Salim, & Abraham (2012) found that students only translated one to another language without crediting the source. It can be done by using technologies or manual translation. Furthermore, hiding plagiarism by stealing ideas was revealed by Roig (2001). He emphasized that stealing ideas meant taking someone's ideas in an explanation or a theory or hypothesis in part, whole, or a little modification, without attaching the original source. Moreover, Husain, Al-Shaibani, & Mahfoodh (2017) revealed that unintentional plagiarism meant students plagiarized and they were not aware of doing so due to their lack of adequate guidelines regarding how to cite other texts and how to do references. This means negating the original source by literally taking the text or modifying the text in many ways were called plagiarism and plagiarism among students cannot be judged directly, it has to be checked whether they did it intentionally or not.

Further, Wilhoit (1994) revealed that the forms of plagiarism were done by students covered stealing other's work and admitted it as theirs (including buying a paper from research

or term paper mill), submitting another student's work with or without student's acknowledgement, copying source text without proper acknowledgment, and paraphrasing the text without crediting the source. Park (2003) found that students buying a paper for their activity by two ways, either pre-written or specially ordered to research service. Wilhoit (1994) revealed that students steal their friends' work and submit it as their own. He stressed that this situation happened between two students. The student stole his roommate's essay and turned in it as his work. In another case, two roommates took different sections of a course from the same teacher. They compromised to turn in the same essay which was written by one of them. This means with or without acknowledgement of the writers, submitting another's work is still plagiarism. Howard (2002) added that students plagiarized by copying the text immediately from the text without giving quotation marks or attaching the original source. At last, the students cheated in Academic Writing by stealing words from the authors, paraphrasing it, and negating the source as it students' own (Park, 2003). Finally, Lei & Hu (2015) found that lack of ability in writing and lack of attitudes motivated students to do plagiarism. Hence, plagiarism among students in Academic Writing was a common phenomenon. As the times flew the types and forms of plagiarism developed and the motivation to do it was varied.

2.2 Current Empirical Findings on Plagiarism Practices in Academic Writing

Previous studies on students' plagiarism practices in higher education based on lecturer's perceptions was found by Smith (2005) revealed there are two types of students' plagiarism intentional and unintentional, but Chien (2014) added that most of the lecturers perceived that their students were often plagiarized intentionally rather than unintentionally. Further, Wilkinson (2009) found that the reason and motive of students doing plagiarism was that students lack academic writing rules or believe that they might not be caught by the lecturers if they plagiarized. While in the form of plagiarism, Fish & Hura (2013) revealed there are four forms. Fabricating the sources, copying and pasting articles without crediting the

source, asking someone to write and acknowledge it as one's own, and the last is citing other's words without giving certain acknowledgement (failing in quotation). Thus, recent studies showed that students' plagiarism practices arise in both ESL and EFL context and almost have similar results in each part.

Recently in Indonesia, plagiarism was a common practice among college students. Adiningrum & Kutieleh (2011) revealed, students in Indonesia plagiarized intention and unintentional, they wanted clear policy to determine intention and unintentional plagiarism to make it fair. In addition, Elok (2018) found that most of the students did plagiarism by taking the author's text and presenting it as their own, copying the text without attaching the sources, and submitting other's work as their own writing. Further Arista & Listyani (2015) found that lack of ability, desire to get a good score, easy access to information, lack of supervision, and lecturers' behavior in teaching were motives for the students to plagiarize in their Academic Writing. It means plagiarism practice in Indonesia is still going on although Akbar & Picard (2019) revealed that in early 2000s the government endeavored the policy to prevent the practice of plagiarism in the education field. Therefore, plagiarism practices in Indonesia showed similar findings with previous studies in International. Besides, from the motives that Arista & Listyani (2015) revealed, there was the lecturer's role in students' plagiarism practices during Academic Writing.

2.3 Theoretical Framework

The review as presented above made the researcher choose to employ the theoretical framework by Park (2003) due to its relevance as the fundamental of students' plagiarism. These frames focus on types, forms and motives of plagiarism. Frame one, types of plagiarism cover how students did plagiarisms. Moreover, frame two includes forms of plagiarism, it covers some forms of plagiarism that were done by students. The last, frame three covers some reasons for students to do kind of plagiarism in their writing.

The framework is attached by the figure below:

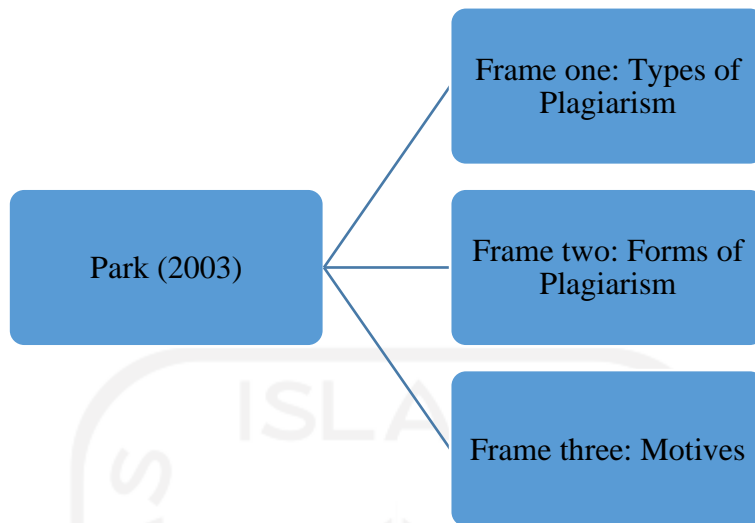


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology of this study that contains research design, setting and participant, research instrument and data collection, and data analysis.

3.1 Research Design

This study aimed to investigate lecturers' perspective toward plagiarism practices as conducted by higher education students during Academic Writing. Due to the aim of this study, the researcher decided to employ qualitative research design and thematic analysis (Braun & Clarke, 2006) to analyze the data. The design was chosen due to its conformity to identify the pattern based on data transcription analysis. Moreover, it was commonly used for its effectiveness and core skills to analyze qualitative studies (Heriyanto, 2018).

3.2 Setting and Participant: EFL Lecturer of English Education Department

The setting of this research is in English Education Department at University in Indonesia. It was chosen because the Academic Writing course was taught in this Department. There two lecturers of the Academic Writing course were chosen and willing to be participants in this study. They put attention and have a policy on plagiarism practices during their teaching. The researcher decided to choose them because they have more than three years of experience in teaching Academic Writing courses. It means they encountered a lot of students and their writing. Further, by encountering many students' academic writing, the lecturers have more experiences in students' plagiarism practices during their Academic Writing project. Thus, the researcher believed those two lecturers are able to give credible data for this study.

3.3 Research Instrument and Data Collection

In this study, the data were collected through in-depth interviews with the lecturers who were experienced in teaching the Academic Writing course in English Education Department at University in Indonesia. In-depth interviews were used to enrich information that was obtained by the researcher. In addition, the data was collected through an online meeting platform to facilitate the participants and take advantage of existing technology.

Table 3.1. Interview questions

Construct	Conceptual Definition	Components	Interview Question
Plagiarism in Higher Education	Park (2003) found that plagiarism in higher education meant plagiarism practice which was done by the college students in their writing activity, and it was divided into types, forms, and motives.	<p>Types: Intentional and unintentional</p> <hr/> <p>Forms: stealing other's work (buying a paper from a research or term paper mill), submitting another student's work with or without student's acknowledgement, copying source text without proper acknowledgement, and paraphrasing the text without crediting the source.</p>	<p>What kind of plagiarism types did the students do?</p> <hr/> <p>How did the students plagiarize in their Academic writing?</p>

Motives: lack of ability in writing and slack of attitudes. What do you think about reasons that lead the students to plagiarize in their Academic Writing?

3.4 Data Analysis

To analyze the data, the researcher decided to use thematic analysis. Braun & Clark (2006) found that thematic analysis is the method of qualitative research used to identify, analyze, and report the data. It is simply organized and able to describe the data in detail. Nowell *et.al* (2017) described six phases of thematic analysis as explained below:

1. Familiarizing the data; In this phase, the researcher re-read the data interview that the researcher transcribed and try to familiarize the data.
2. Generating initial codes; the second phase after re-read the data, the researcher needed some clarifications and asked some additional questions. The researcher sent it to the lecturers as participants through mobile chat. After getting the answer, the researcher tried to make initial codes by highlighting the component theoretical review with different colors.
3. Searching for themes; in this phase, the researcher met with the supervisor via video conference to discuss and search the suitable theme for the data that was coded before.
4. Reviewing themes; To make sure that the researcher chose the right themes, the researcher and the supervisor together reviewed the themes of the data.
5. Defining and naming themes; After reviewing the themes together, there were three themes related to plagiarism practices as higher education students conducted. The first theme was lecturers' perception on types of plagiarism practices. The first theme

contained the way students did plagiarism practices based on lecturers' perception. The second theme consisted of some forms of plagiarism that were found in Academic Writing which was named lecturers' perception on forms of plagiarism practices. The last one was the lecturers' perception on the reasons behind plagiarism practices. It was about the lecturers' perspective about the possible motives that encouraged the students to plagiarize during their Academic Writing.

6. Producing the report; Finally, in this phase the researcher reported the data after making the themes and analyzing the data.

3.5 Data Trustworthiness

In this study, the researcher used interviews as my instrument to collect the data. The researcher asked some questions to the participants about the plagiarism's types and forms found during teaching the Academic Writing. To ensure the data that the researcher collected, the researcher established trustworthiness. First is credibility. Shenton (2003) stated that credibility can be ensured by verifying the data from others. Thus, the researcher rechecked the data with my supervisor. The second is conformability. Here, the researcher asked for confirmation about the data which is the transcript of the interview to the participants in order to get the conformability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and its discussion. The findings in this research was about the data collection of this research and the discussion contains the explanation of interview results as the main focus of this research.

4.1 Findings

The data was collected by doing interviews through an online platform due to security issues during this pandemic. To make an appointment and confirmation, the researcher contacted Ms. Nana and Ms. Tata via WhatsApp. Further, both interviews were conducted on Thursday, December 31st, 2020 at different times. Ms. Tata was interviewed through a Zoom meeting and took about 40 minutes. While for Ms. Tata, the interview was held in WhatsApp application by chatting and voice note. In the process of analyzing, the researcher reflected and reviewed the data by re-listening, re-reading, and re-checking it. Since there were additional questions and clarifications after the first analysis, the researcher sent it to the participants through mobile chat application. Furthermore, in this progress the researcher consulted with the supervisor and found several findings based on data analysis through theoretical codification.

The data which was in Bahasa Indonesia was translated into English and thematized. Based on the data, the researcher found three themes according to the transcript. The example of translated transcription of the interview was attached below:

Plagiarism practices always appeared in every batch of an academic year. However, the types of plagiarism that the students did were often varied. Luckily, the form of plagiarism that the students did was rarely a complete plagiarism, which was that the students changed the name of others' work to theirs. This practice happened but was ever found in one of the faculties, because the students just submitted other's work effortlessly and hoped to get a good score. Obviously, this form was intolerable because they were 'completely doing crime' and by intention (laughing).

Ms. Nana

After rereading the whole data and analyzing of the data implied, the researcher themed the data transcription and found three themes. The categorized themes are identified as the lecturers' perspective on plagiarism practices as formed by students.

According to the interview with two lecturers, the researcher found that plagiarism practices conducted by higher education students tend to appear in Academic Writing class with different types and forms of plagiarism. The motives also varied but it can be minimized. Generally, both lecturers believed that plagiarism practices as conducted by higher education students cannot be judged directly as academic crime due to many factors that have to be considered. Instead of judging the students' plagiarism practices immediately, the lecturers chose to look for ways to avoid or prevent plagiarism practices in Academic Writing. For example, by providing guidance (discussion, interaction, and checking), and exemplifying policy during Academic Writing. Furthermore, the decreasing number of types and forms of plagiarism which were conducted by students showed that the awareness of higher education students of plagiarism was increased.

4.2 Discussion

4.2.1 Lecturers' Perception on Types of Plagiarism Practices

In teaching Academic Writing, the lecturers perceived plagiarism practices were found among higher education students. There were two types of the way the students plagiarized, intentionally and unintentionally. The data has similar findings with Smith (2005). He found that types of plagiarism which were conducted by higher education students were divided into intentional and unintentional. Intentional plagiarism was defined as students were aware and willing to plagiarize during their Academic Writing (Bahadori & Hoseinpoufard, 2012).

Further, Husain, Al-Shaibani, & Mahfoodh (2017) defined that unintentional plagiarism meant students did the plagiarism in their writing, but they did not realize it due to many reasons.

“Yes, I did find plagiarism practices that were conducted by higher education students. Plagiarism was a bit difficult to 100 % avoid, it was always found in a class for each period there were those who did it, even if it was intentional or unintentional.”
(INT/Ms.Nana/028)

“Alhamdulillah, there were only a few students who did plagiarism intentionally and most of them keep trying until the end of deadline time how to write Academic Writing without cheating.”
(INT/Ms.Nana/044)

“Mostly, higher education students did not do plagiarism intentionally, most of them did not realize. Thus, I made RPS Academic Writing in PBI, the students were taught about vocab from the beginning in order to get their voice in Academic Writing.”
(INT/Ms.Tata/009)

In addition, the data showed both the lecturers found that their students did plagiarism practices unintentionally rather than intentionally but most of them tried to avoid plagiarism practices in their Academic Writing. The data was different from what Chien (2014) found. He revealed that most of the teachers in Academic Writing believed as higher education students they were supposed to know the ethic of Academic Writing and understood that taking other’s work was not allowed. In this situation, the lecturers perceived that more students did plagiarism practices intentionally than unintentionally.

“Some students were in a hurry when they submitted their writing. They looked for the references that were left but could not find them and then manipulated it. Sometimes, some higher education students took the sources from another language and translated the text to hide their plagiarism. For example, the students translated the text from Indonesian journal to English language without any paraphrasing and it was considered plagiarism.”
(INT/Ms.Nana/030)

“There was plagiarism based on translation. For example, when the students wrote their paper, they took the source from Javanese language or Indonesian language. Yet the text was translated into English language without proper acknowledgment. The source could be a newspaper or anything else.”
(INT/Ms.Tata/007)

In addition, Alzahrani, Salim, & Abraham (2012) found that intentional plagiarism can be done in many ways. It can be directly copying the original text, or the students try to hide their plagiarism practices by manipulating the text, translating, or adapting the idea of the author. The data above showed that Ms. Nana ever found the students plagiarized by manipulating and translating the text to hide their cheating. While Ms. Tata only found intentional plagiarism among their students by translating the text during the Academic Writing project. Here, both lecturers believed that stealing ideas was not found in their students' plagiarism practices.

“Sometimes the students plagiarized unintentionally because they are in the learning process about plagiarism, and they did not realize it was plagiarism. Thus, they have to be guided, reminded, and trained.”
(INT/Ms.Nana/030)

“So, if the students admitted that they plagiarized unintentionally, it was only for one or two excuses and if more than that, we considered it as intentional plagiarism.”
(INT/Ms.Tata/011)

Rather than judging the students immediately when plagiarism practices happened, she chose to guide the students to prevent the practices. Moreover, Ms. Tata gave the students a chance to fix their plagiarism before giving them a penalty. While Chien (2014) found that the lecturers put high expectations on their students' ability due to their position as higher education students. Thus, based on the data, it can be concluded that previous study showed that due to the lecturers' expectations, the lecturers judged their students immediately when plagiarism happened in their students' work. Contrarily, the data above presented that both of the lecturers were aware of the differences of students' abilities and knew their students well. Instead of judging the students on plagiarism, the lecturers attempted to find ways in minimizing students' plagiarism.

4.2.2 Lecturers' Perception on Forms of Plagiarism Practices

As Academic Writing lecturer, Ms. Nana perceived that complete plagiarism, submitting student's work, and failed paraphrasing were forms of plagiarism practices that happened in Academic Writing. Whereas Ms. Tata has less forms than Ms. Nana's found. She perceived there were two forms that were found in her class, complete plagiarism and 'copy paste' plagiarism or failed paraphrasing. While Wilhoit (1994) found there were four forms of plagiarism. In line with Wilhoit (1994), Stealing other's material in source and admitted it as theirs, submitting student's writing with or without its acknowledgement, copying the text from the source without crediting the acknowledgement, and the last was paraphrasing the text without proper citation were forms of plagiarism that Fish & Hura (2013) mentioned. Thus, it can be said that plagiarism practices in the form of paraphrasing the text without crediting the text was not found in both the lecturers, class.

“As I told you before, the worst of plagiarism was complete plagiarism. Here, the students only replaced the author's name with their name and considered the work as theirs. However, source plagiarism was the common form. Further, there was failed paraphrasing. The students tried to paraphrase but failed and this was detected as plagiarism.”

(INT/Ms.Nana/030)

“A: It meant, has Ms.Nana ever found the student who submitted his/her friend's work?”

“Ms. Nana: Yes, I did. Alhamdulillah, I did not find it in PBI (laughing) but in another faculty.”

(INT/Ms.Nana/035)

“The first plagiarism was total plagiarism. Simply, it was called 'copy and paste'. Yet for the most common plagiarism was plagiarism based on failed paraphrasing. Ms. Tata considered students only summarizing not paraphrasing because summarize and paraphrase were different. Summarizing was 'shortening' but paraphrasing can be longer than the text.”

(INT/Ms.Tata/007)

According to the data above, although three forms of plagiarism practices were found in Academic Writing class, both of the lecturers perceived that failed paraphrasing was only a common form of plagiarism that happened among higher education students. The findings have

found less forms of plagiarism practices than Elok (2018) as the previous study. She revealed that taking part of other's and presenting it as their own, copying the text without proper acknowledgement, and submitting someone's work and admitting it as theirs were three forms of plagiarism that commonly occurred among students. In conclusion, forms of plagiarism that happened among higher education students were decreased.

“In the beginning of Academic Writing, we have to make an agreement with the students. There were some consequences for those students who cheat during the course.”

(INT/Ms.Nana/034)

“Usually, there was an agreement at the beginning of the class. Those who did intolerable plagiarism will not pass the course.”

(INT/Ms.Tata/009)

The data above present that in the beginning of the Academic Course, both Ms. Nana and Ms. Tata were exemplify the policy to the students in order to prevent plagiarism practices among the students. However, the policy was not enough. The lecturers added some guidance for the students during the Academic Writing course to support them in writing.

“Yes, I could find whether the students did plagiarism or not through the consultation section. Besides, I provided the students two-way interaction and discussion. These helped me in identifying the students. First, I could make interaction between me and the students. Second, I could recheck students' understanding and the ethics of Academic Writing, including plagiarism practices.”

(INT/Ms.Nana/026)

“However, it was Ms. Tata's habit to recheck students' sources during Academic Writing. I checked students' citations to make sure that the statement and the source were matched. Further, I used a plagiarism checker every meeting to know students' plagiarism scores.”

(INT/Ms.Tata/007)

According to the data, both lecturers facilitated the students in many ways in order to avoid plagiarism in their Academic Writing. Ms. Nana and Ms. Tata tried to guide the students by giving them some consultations, interactions, discussion, and applying the policy. Thus, the decrease of students' form of plagiarism meant that students' awareness toward plagiarism was

increased. Moreover, the students' improvement in avoiding plagiarism could happen because the guidance provided by the lecturers was worth it.

4.2.3 Lecturers' Perception on The Reasons behind Plagiarism Practices

The practices of plagiarism among students during Academic Writing happened due to the reasons and motives behind. The lecturers believed that that lack of understanding the material about plagiarism was one of the reasons that most of their students plagiarized in Academic Writing. Furthermore, both of the lecturers perceived that some of the students plagiarized due to their slack attitude. In line with this, Lei & Hu (2015) found that that lack of ability and slack of attitudes were the reasons why higher education students did plagiarism during the Academic Writing.

“I thought the students plagiarized because they were in the learning process and they still have limitations in avoiding plagiarism.”
(INT/Ms.Nana/038)

“If the students plagiarize unintentionally, it was because they did not know it. In order to abstain from this practice, they were taught the lesson from the beginning of the class.”
(INT/Ms.Tata/011)

Based on the data interview, both Ms. Nana and Ms. Tata added some perception on the reasons behind plagiarism practices due to students' lack of attitudes.

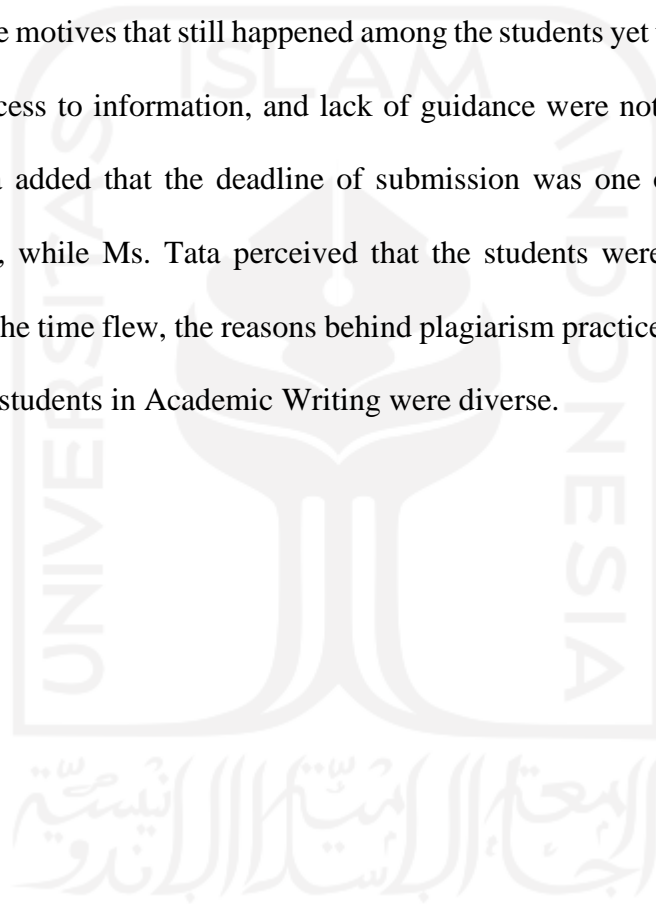
“Once I have ever found a student plagiarized due to his/her slack attitude. The student dodged the consultation section that I provided. Alhamdulillah this case rarely happened and most of the students tried to learn how to write Academic Writing without cheating till the end of the time.”
(INT/Ms.Nana/044)

“The student did total plagiarism and there is no effort at all. Further, the student hoped to get a good score from what they did.”
(INT/Ms.Nana/030)

“Although in the beginning the students did not purposely plagiarism in their Academic Writing but due to the deadline of submission they were trapped and chose to plagiarize.”
(INT/Ms.Nana/038)

“It indicated that students were lazy and there was a kind of laziness. They were lazy in reviewing the material and rechecking their writing and the sources or they just had problems in their life which caused them to lose their spirit in learning.”
(INT/Ms.Tata/009)

Arista & Listyani (2015) found that lack of understanding about plagiarism, slack of supervision from the lecturers, the desire to get a good score, easy access, and the lecturers' habit in teaching were some of the reasons that motivated the students to plagiarize during Academic Writing. In line with this, the data showed that desire to get a good score and lack of the ability were the motives that still happened among the students yet the lecturers' behavior in teaching, easy access to information, and lack of guidance were not found from the data. However, Ms. Nana added that the deadline of submission was one of the reasons behind plagiarism practices, while Ms. Tata perceived that the students were lazy and decided to plagiarize. Thus, as the time flew, the reasons behind plagiarism practices that were conducted by higher education students in Academic Writing were diverse.



CHAPTER V

CONCLUSION

This study aimed to investigate the lecturers' perceptions toward plagiarism practices that were conducted by higher education students in Academic Writing. According to the interview, the researcher found that both lecturers perceived that plagiarism practices as conducted by the students would not be able to be judged immediately because there were factors that should be considered. The lecturers believed instead of judging the students' plagiarism practices, they provided guidance and applied the policy during Academic Writing to prevent or avoid plagiarism among the students. Based on the data, the forms of plagiarism practices were decreased which meant the lecturers' guidance and policy were applicable to avoid plagiarism practices among the students in Academic Writing. Furthermore, since failed paraphrasing was often found during Academic Writing, the lecturers were able to emphasize paraphrasing practices during teaching Academic Writing. This study was limited to the output of students' plagiarism practices such as types, forms, and motives behind. Yet the background knowledge and teaching experience of the lecturers played an important role in making the decision toward plagiarism practices among their students in Academic Writing. Thus, the researcher suggests further research to investigate how influential the lecturers' background knowledge and teaching experiences in reacting students' plagiarism practices in Academic Writing teaching.

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APPENDICES

Appendix 1 Informed Consent 1

INFORMED CONSENT

(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : Yunita Rizky Wijayanti

Umur : 40

Jenis Kelamin : Perempuan

Pekerjaan : Dosen

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul "**Plagiarism Practices as Conducted by Higher Education Students: Lecturers' Perception**" dan bersedia untuk:

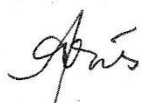
1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal sampai akhir wawancara
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa **paksaan** dari pihak manapun.

Yogyakarta, 31 Desember 2021

Peneliti,



(Arie Apriliani)

Partisipan,



(Yunita Rizky Wijayanti)

Appendix 2 Informed Consent 2

INFORMED CONSENT

(SURAT PERNNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : INTAN PRADITA
Umur : 34tahun
Jenis Kelamin : Perempuan
Pekerjaan : Dosen

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **“Plagiarism Practices as Conducted by Higher Education Students: Lecturers’ Perception”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal sampai akhir wawancara
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa **paksaan** dari pihak manapun.

Yogyakarta, 31 Desember 2021

Peneliti,



(Arie Apriliani)

Partisipan,



Intan Pradita

()

Appendix 3 Sample of Data Analysis

No	Interview	Coding
007	<p>Kalau dari segi attitude itu ada plagiasi seperti yang miss katakan tadi. Sebenarnya sebagai dosen yang mengajar skill academic writing miss mengartikan plagiarism itu sendiri apa miss?</p> <p>Mohon maaf miss apakah ini tidak apa apa interview nya masih lanjut? (<i>memastikan bahwa partisipan masih nyaman untuk melanjutkan interview, karena interview dilakukan malam hari</i>)</p> <p>‘Kalau plagiarism sendiri tipe-tipe gitu ya, plagiarism itu bukan dari dosen pengajar atau guru pengajar yang menentukan itu memang ada apa namanya ada definisinya ada teorinya teori nya lah ya, teori atau konsep nya ada itu. Plagiarism itu banyaaak (<i>laughing</i>) banget jenisnya. Jadi <i>uuu..</i> Plagiarism nomer satu itu ada total plagiarism, total plagiarism itu ya.. Ya gampangannya copy paste lah gitu lah ya, copy paste gitu. Terus <i>uuu..</i> namanya enggak eh cuma diganti nama aja gitu, cheating ya kayak gitu tuh total plagiarism. Terus ada juga yang disebut dengan sek ya aku kok lupa ya <i>uuu..</i> apa ya plagiarism yang berbasis penerjemahan gitu. Jadi kayak misalnya gini <i>uuu..</i> Ini nulis nih ya, nulis paper terus <i>uuu..</i> sumbernya tuh dari bahasa Jawa misal atau dari bahasa Indonesia tapi kita nulis paper nya dalam bahasa Inggris, misal dari koran gitu kan bisa juga nah kita tuh cuma nerjemahin aja gitu, cuma nerjemahin jadi misalnya di sumber nya tuh ada statement ‘<i>kucing makan ikan</i>’ itu tuh yaa udah kita terjemahin bener-bener sama gitu, ‘<i>the cat eats fish</i>’ gitu, itu plagiarism juga itu, plagiarism berbasis penerjemahan. Terus ada juga plagiarism berbasis referensi, jadi kayak <i>uuu. (laughing)</i> ditulisnya sih berdasarkan sitasinya siapa misalnya sitasinya Brad Pitt itu ‘<i>Kucing makan ikan</i>’ menurut Brad Pitt 2020. Nah padahal tuh di artikelnya Brad Pitt 2020 nah tuh bahkan bukan tentang kucing dan nggak ada, nggak ada apa namanya statement</p>	<p>FoP</p> <p>ToP</p>

	<p>tentang itu kayak gitu. Terus <i>uuu..</i> ada juga plagiarism yang berbasis <i>uuu..</i> apa ya failed paraphrasing ya kalo menurut miss Tata. Dia hanya summarize bukan paraphrase. Kan summarize tuh beda ya sama paraphrase. Summarize itu ‘shortening’ paraphrase itu bisa ‘longer’ gitu. Itu yang miss Tata baca ya dari banyak buku <i>uuu..</i> Jadi miss Tata kalo jelasin sesuatu jarang based on my assumption tapi lebih ke gimana the book tells us gitu. Nah cuma kalo summarising nanti akan ke detect plagiarism gitu, begitu. Ya mostly itu sih <i>euumm..</i> Apa itu berdasarkan banyak sintesis ya yang udah miss Tata baca dari beberapa buku gitu dan <i>uuu..</i> ikut banyak workshop jadi kadang kita tuh berbasis buku aja juga kadang ketinggalan update jadi perlu juga ikut workshop atau webinar untuk tahu gimana jadi apa namanya jadi editor gitu, nah miss Tata tuh <i>uuu..</i> dari 2019, jadi setahun ini lah ya miss Tata tuh jadi <i>reviewer</i> di 4 jurnal Nasional terus di dua konferensi Internasional sama satu jurnal Scopus. Jadi ya memang itu tuh kayak makanan sehari-hari gitu loh Arie (<i>laughing</i>) untuk ngecekin tulisan orang gitu, terus kadang juga kan miss Tata ngasih workshop penulisan buat dosen-dosen kadang tuh ada juga loh pesertanya tuh udah mau Profesor miss Tata kan masih kecil ya, terus pas masih feedback itu <i>uuu..</i> Ibu atau Bapak misalnya ini masuk ke plagiarism loh gitu ‘loh nggak mbak ini di turnitin nggak masuk plagiarism loh’ gitu misalnya. Iya Turnitin itu hanya mengecek similarity aja <i>uuu..</i> misalnya similarity kata yang miss Tata bilang summarize tadi, jadi failed gitu loh paraphrasing nya atau bahkan copy paste (<i>laughing</i>) gitu. Padahal disitu tuh dia juga menerjemahkan nah itu kan tricky banget ya harus ngecek sitasinya, ah itu double job kadang-kadang kan ya udahlah yang penting <i>uuu..</i> tanpa aman sitasinya juga oke gitu ya udah. Tapi kalo kebiasaannya miss Tata tuh misalnya skripsinya mahasiswa gitu ya, nge-cite di paper nya siapa itu miss Tata cek satu satu <i>uuu..</i> Paper nya, terus dicek statement nya (<i>laughing</i>)</p>	<p>FoP</p> <p>FoP</p> <p>MoP</p>
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	<p>beneran ini apa nggak gitu, terus tiap bimbingan tuh miss Tata cek plagiarisme apa skornya pakai Turnitin, jadi mungkin kalo ada beberapa mahasiswa yang kemudian miss Tata suggested untuk ke jalur best practice itu salah satu alasannya ada yang plagiarism skornya lumayan tinggi gitu, begitu Arie.’</p>	
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