INDONESIAN UNDERGRADUATE STUDENTS' PERCEPTION OF PLAGIARISM: A SURVEY STUDY

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By:

Umi Sismia Wardani

19 322 040

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2022

APPROVAL SHEET

Indonesian Undergraduate Students' Perceptions of Plagiarism: A Survey Study

By:

Umi Sismia Wardani

19322040

Approved on 07 February 2023

By:

Supervisor

Dr. Ista Maharsi. S.S., M. Hum

NIP.05613050

RATIFICATION SHEET

STATEMENTS OF WORK'S ORIGINALITY

I truly declare that the thesis I have written does not contain part of the work of other people. Except those cited in quotations and bibliography as it should be scientific papers.

Yogyakarta,

The writer,

Umi Sismia Wardani

19322040

MOTTO

"Don't worry about the future, because everyone has their own time"

DEDICATION

Alhamdulillah, gratefully and thankfully, I dedicate this thesis entirely to myself for being able to finish the last step of my undergraduate journey, and as one of my writings in which I give my best effort.

ACKNOWLEDGMENT

All praise belongs to Allah SWT, the Most Gracious, Most Merciful, for His mercy, grace, and health, which has enabled me to complete this thesis and obtain a Sarjana Pendidikan in the Department of English Language Education. The completion of this thesis would not have been possible without the help and support from various parties. The author would like to thank:

1. Special thanks to my beloved parents (Bpk. Wagiman & Ibu. Suminem) and also my brother (Agung & Rico) who is always there for me and prays for me no matter what.
2. I would like to express my sincere thanks and appreciation to my thesis supervisor, Dr. Ista Maharsi, S.S., M.Hum., and all the lecturers and staff of the Department of English Education helped me.
3. Thank 'you' for help me from the beginning of college until this thesis is finished.
4. I want to thank all my good friends for their encouragement and the beautiful memories we share together.
5. Last, thankfully my cat was always beside me while working on this thesis.

Finally, the researcher realizes that this thesis is far from perfect. Therefore, suggestions and input are needed for improvement in the future. Finally, the researcher hopes that this thesis will be useful for the readers.

TABLE OF CONTENTS

Abstract

This study aimed to identify students' perceptions of plagiarism in an English language education department at a private university in Indonesia. This study was designed as a survey study. This study focuses on the perceptions of plagiarism among undergraduate students. The study used quantitative research that the method of the questionnaire. The participants in this study are 103 students who were taking Academic Reading and Writing classes. The data were collected using a 22-item questionnaire on plagiarism awareness adapted from Jereb et al. (2018). The students which were filled questionnaire on Google Forms by giving a score of 1-5 on 5 aspects. The findings show that most students are aware of plagiarism even if it is wrong. Several factors of plagiarism occur, named students have a lack of knowledge of plagiarism or some demands from teachers or institutions.

Keywords: academic reading and writing, perceptions, plagiarism

CHAPTER I

INTRODUCTION

This chapter explained the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of Study

Plagiarism is a serious problem in academic fields also acts of crime against copyright in scientific work. Wulandari (2018) mentioned plagiarism is a fraudulent act, it means a person takes ideas from another person for their own benefit. It can be seen, Ashworth et al. (2003) argued that plagiarism is one of the interesting issues to be discussed in the academic. It means plagiarism is one of the problems of academic dishonesty that has been committed for a long time. Jones et al. (2005) stated that cheating and plagiarism were academic offenses that are a growing concern in academic contexts around the world. Academic dishonesty such as plagiarism and cheating continuesd to attract attention, both from the media, academics, administrators, and students.

Some researchers found causes of plagiarism among undergraduate students. Hu & Lei (2014) argued the cause of students committed plagiarism is the influence of culture on acceptance and criticism of plagiarism. Moreover, Jr, Nelson & Jones (1999) conducted a study on academic dishonesty, the main problem of plagiarism is gender differences. They mentioned that men commit plagiarism more than women. Among students, fraudulent activity is considered a trivial matter. Wilkinson (2009) stated that plagiarism occurs among students who did not understand the rules in university or class. The students considered plagiarism as an ordinary assessment. The issue of student plagiarism has long been a concern for undergraduate student educators but has received increasing attention in recent years. Plagiarism is seen as a very negative behavior. There are many ways that students do to commit plagiarism intentionally or unintentionally or consciously or unconsciously. Plagiarism is considered an act that harms others. Some platforms online are available to detect plagiarism, so a scientific

paper must state that the work created is free from plagiarism. Named, plagiarism checker, Turnitin, small seo tools, etc.

In the Indonesian context, it is not uncommon for plagiarism to occur. It is just that most of these cases are rarely exposed. Plagiarism is a violation of the law that results in the loss of others. Panjaitan (2017) stated that plagiarism could be interpreted as the act of taking work or ideas from another person that seemed to be his work without mentioning the source. There are several reasons why plagiarism occurs in Indonesia. Wulandari (2018) stated it can be seen students in Indonesia plagiarism due to several obvious reasons. For example, lack time and ideas when doing their papers, they are frustrated with difficult papers, lack knowledge when writing citations, and lack rules for punishment to academic dishonesty. Therefore, it is suggested to the competent authorities, both faculties and universities, to give strict penalties for students do plagiarism.

Although there have been many studies on the perception of plagiarism, studies conducted in the university context still needed to be continued. Therefore, this study aims to explore students' perceptions of plagiarism at a private university with English writing practice.

1.2 Identification of the Problem

Plagiarism has become a serious problem faced by academics, though prevention efforts and actions have been taken to reduce these habits. Martin (1992) showed students' plagiarism has gone far beyond what academics usually know. For example, multiple choice exams are considered to reduce plagiarism compared to essay exams. The rate of plagiarism on exams may be higher than in other modes of study assessments and most plagiarism is difficult to detect. The student who was caught plagiarism is certain to escape detection. Fa'iezah (2009) stated differences in learning styles, difficulties in speaking English, and dealing with cultural differences were factors that make Indonesian students commit plagiarism

Therefore, the importance of a study seeks actual data from undergraduate students' perceptions of plagiarism, especially for academic institutions, with expectations that academic institutions find ways to reduce bad behavior.

1.3 Limitation of the Problem

This research identify students' perceptions of plagiarism, especially in Academic Reading and Writing class at a private university in Indonesia.

1.4 Formulation of the Problem

Regarding the issues mentioned above, this study aims to answer the following questions:

a) What is the EFL undergraduate students' perception of plagiarism?

1.5 Objectives of the Study

Based on the formulation of the problem, this study aims to identify Indonesian undergraduate students in an academic reading and writing class.

1.6 Significance of the Study

The results of the study add to research at a university. This study has some advantages in the study of English teaching and learning processes empirically and practically. Empirically, this study provides information on students' perception of plagiarism which can add to similar studies. This study provides an overview of the problems faced by academics regarding how students perceived plagiarism in the field of academic writing. Therefore, hopefully, academics can find a way to reduce plagiarism practices. The practical advantage of this study is it provides information on how high undergraduate students perceive plagiarism in the academic field and reduces crime in the context of writing copyright.

CHAPTER II

LITERATURE REVIEW

This chapter explained the literature of this study. This also consists of plagiarism in academic contexts, academic writing for undergraduate students, and theoretical framework.

2.1 Plagiarism in University Contexts

Plagiarism behavior or commonly referred to as plagiarism is a behavior that really needs to be considered, especially in an academic or educational environment. Plagiarism can be regarded as stealing ideas without mentioning the source. Fishman (2009) stated that plagiarism is someone who takes other people's words or ideas and considers the work as their own. As teachers, many of them find plagiarism a form of dishonesty in the classroom. Gunawan (2014) stated that there were cases of plagiarism in writing in universities and the private sector several years ago. Plagiarism is bad behavior and can be defined as copying someone's work or researching (e.g., Ministry of Education, 2012). Whittle (1998) suggested plagiarism or cheating is a violation of norms of academic integrity, especially considering that engaging in academic dishonesty results in minor social lapses. It turns out that plagiarism has many kinds of definitions. Fishman (2009) stated that the kinds of plagiarism are theft, plagiarism as fraud, and plagiarism as copyright infringement.

Therefore, the act of plagiarism is driven by factors. McCabe et al. 1993 mentioned that plagiarism occurs because it is influenced by several factors, named personal factors (eg gender, average level, work ethic, self-esteem), institutional factors (eg, faculty response to cheating, threats of sanctions, code of honor) and contextual factors (eg, perceptions of the severity of penalties for cheating). Jereb et al (2018) argued that plagiarism occurs because it is influenced by factors such as gender, socialization, efficiency gains, motivation for study, methodological uncertainty, or easy access to electronic information via the internet and new technologies. Jones et al. (2005) stated that the academic context has become a growing center of attention in academic contexts around the world. Therefore, easy access to information communication technology and the Web is the main reason for plagiarism. Ashworth et al. (1997) stated that in this 4.0 era, the development of the internet around the world is easy to

access so plagiarism becomes an easy job. It means the internet is considered a place for students to commit plagiarism. Jereb et al. (2017) also stated that personal characteristics related to gender influence the occurrence of plagiarism. Newstead et al. (1996) mentioned that plagiarism often occurs in boys than girls. It is important to remember that plagiarism is an act of harming others.

The student who commits plagiarism sometimes feels afraid, unknowingly. Ashworth, Bannister & Thorne (2006) mentioned that some students get scared when they plagiarize well without realizing it. The student who commits plagiarism panics because plagiarism is the wrong action. Wilkinson (2009) argued that the spread of moral panic can be described as plagiarism. The students experienced many difficulties when writing in English, such as quoting statements from people who were quoted. Hu & Lei (2014) stated that novice writers have difficulty using paraphrasing, batch writing, summarizing, and synthesizing when citing sources. In addition, Borg et. Al. (2000) argued that if cited inappropriately due to a lack of proficiency, deficiency of practice, and training, writers may be prone to plagiarism in source-based writing. Students who commit plagiarism are of course subject to sanctions because this action is considered a form of violation. Clegg and Flint (2006) stated that academics view plagiarism as an institutional policy that classifies plagiarism as a form of serious academic offense and should be dealt with penalties that result in the institution's expulsion. Wilkinson (2009) also stated a form of movement handled by academics as punishment for serious plagiarism violations that lead to expulsion from the institution or is known as a dropout.

2.2 Theoretical Framework

This study focused on the perceptions of plagiarism among EFL undergraduate students. This research applied the definition of plagiarism. McCabe et al. (1996) stated that plagiarism is the old case in education and plagiarism has never gone away. Moreover, Jereb et al. (2018) continued the research of McCabe et al. (1996) and investigated factors that influence plagiarism such as personal student factors, information-communication technology (ICT) and the Web, regulations, student academic skills, teaching factors, various forms of pressure, student pride, and other reasons. The easy access to information-communication technology and the Web is the main reason to encourage plagiarism. A questionnaire adapter from Jereb et al. (2018), there are 22 items and this questionnaire has five aspects. They were

to get information about awareness of plagiarism, plagiarism knowledge, unknowingness of plagiarism, acceptability of plagiarism, and attitude towards plagiarism.

Plagiarism is an old problem in education and this case has never gone away. (McCabe et al. 1996).

a questionnaire about plagiarism awareness adapted from Jereb et al (2018)

5 Aspects

| Awareness Plagiarism | Plagiarism Knowledge | Unknowingness of Plagiarism | Acceptability of Plagiarism | Attitude Towards Plagiarism |
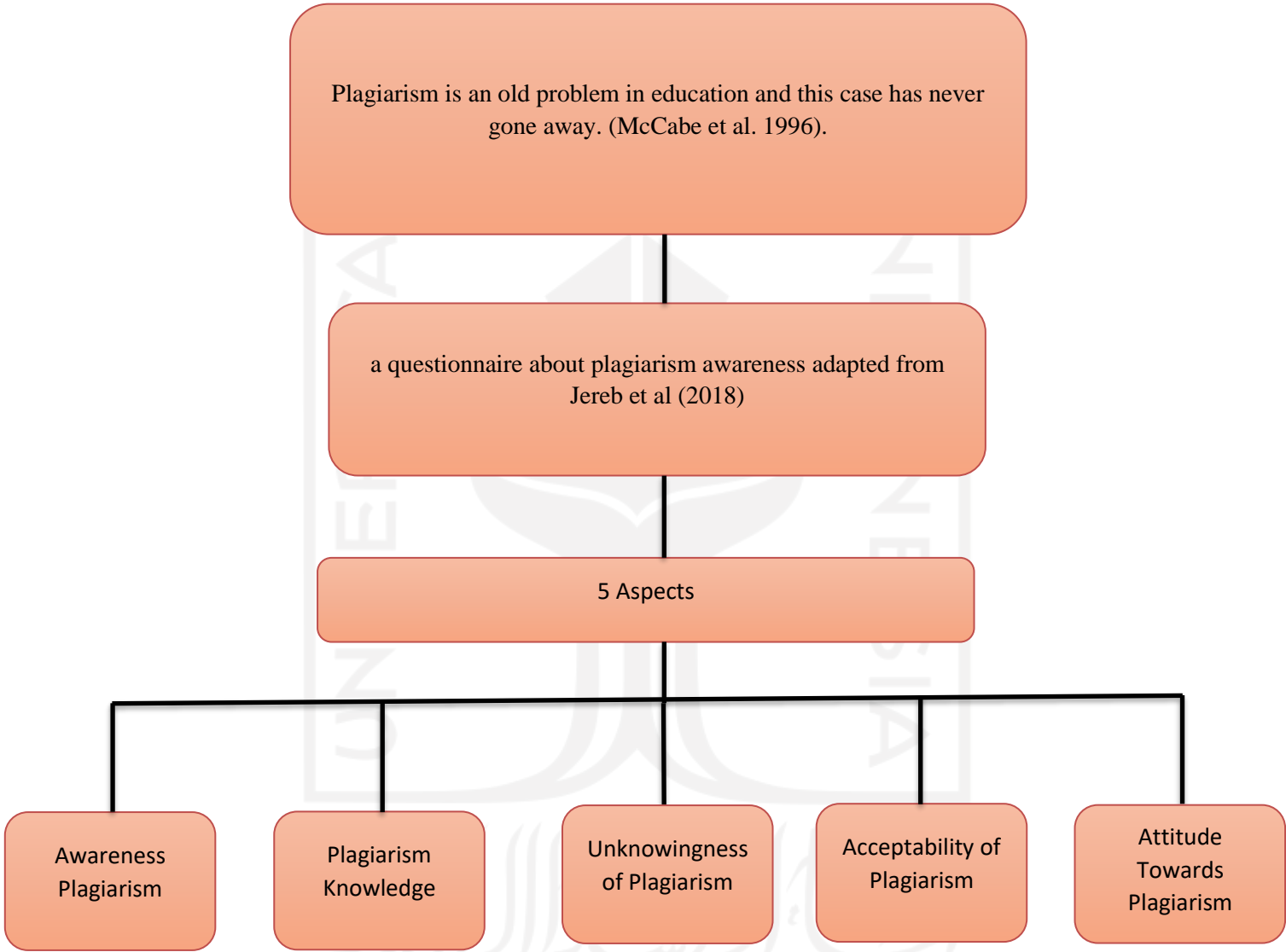
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the type of this research, how the data are gathered, and specifications on the methodology of data collection in this research

3.1 Research Design

This study used a survey study. It means using quantitative research. Creswell (2012) mentioned a study that investigated the problems and explain why something happened or can describe perceptions or opinions as the meaning of quantitative research. This study identifies the perception of plagiarism among undergraduate students in university, especially for academic writing.

3.2 Population and Sample

The population of this study was 163 undergraduate students in English Language Education at a private university in Yogyakarta, Indonesia. The class has a population of about 66 students in batch 2019, and 97 students in batch 2020. The criteria are class that students English Language Education. The reason study only two batches was that when this research was conducted only 2019 and 2020 had taken academic reading and writing courses and plagiarism is a practice that often occurs in the context of academic writing. The questionnaire was filled out for students studying in a university where plagiarism was strictly enforced. Therefore, those who did not apply the punishment for academic violations are not advised to fill out this questionnaire or participate in this study.

3.3 Data Collecting Techniques

In this subchapter, the researcher explain data collection techniques which are instrument, validity, and reliability of this research.

3.3.1 Instrument

The instrument used in this research is a questionnaire with 22 items adapted from Jereb et al. (2018). There are five aspects : (1) awareness of plagiarism, (2) plagiarism knowledge, (3) unknowingness of plagiarism, (4) acceptability of plagiarism, and (5) attitude towards plagiarism. The collected data were analyzed by using SPSS 26 (Statistical Package for The Social Sciences) and Microsoft Excel. The items in the group used a 5 – point Likert scale to respond to the statement, from "strongly disagree" to "strongly agree". (1 = Strongly disagree, 2 = Disagree, 3 = Uncertain or No view, 4 = Agree, 5 = Strongly agree.)

3.3.2 Validity

The validity test in this study used SPSS to measure the validity of the research instrument. The questionnaire containing 22 items is being measured, and the results are as follows:

Table 3.3.2 Validity Test

Items	Pearson Correlation	R-table	Criteria
AP-1	.231	.191	Valid
AP-2	.261	.191	Valid
AP-3	.247	.191	Valid
AP-4	.225	.191	Valid
AP-5	.279	.191	Valid
PK-6	.268	.191	Valid
PK-7	.251	.191	Valid
PK-8	.243	.191	Valid
PK-9	.511	.191	Valid
UP-10	.694	.191	Valid
UP-11	.423	.191	Valid
UP-12	.639	.191	Valid
UP-13	.542	.191	Valid

UP-14	.510	.191	Valid
AoP-15	.572	.191	Valid
AoP-16	.509	.191	Valid
AoP-17	.518	.191	Valid
AoP-18	.309	.191	Valid
AoP-19	.572	.191	Valid
AtP-20	.589	.191	Valid
AtP-21	.255	.191	Valid
AtP-22	.400	.191	Valid

The validity decision is according to the value calculated Pearson Correlation > R-table .191 (N=103). It means 22 items questionnaire above is valid.

3.3.3 Reliability

In this study, a questionnaire was adapted by Jereb et al. (2018). The reliability test was conducted using Cronbach's alpha coefficient. Ursachi, Horodnic, and Zait (2015) mentioned that Cronbach's alpha of 0.6-0.7 showed an acceptable level of reliability, and 0.8 or greater is an excellent level. However, a score higher than 0.95 is not necessarily good.

Based on the SPSS 25 output below, out of 22 items, the reliability of Cronbach's alpha value is 0.756. It means an acceptable level of reliability, as a result, the items in the questionnaire are reliable.

Table 3.3.3 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded[a]	0	.0
	Total	103	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.756	22

3.4 Data Analysis Techniques

3.4.1 Data Indikator

The data indicators of this study were adapted by Jereb et al. (2018). The name of the questionnaire is plagiarism awareness. Respondents were asked to show, on a 5 – point Likert scale. The focus is plagiarism in academic writing. Mubarak (2017) stated that writing may be one of the most important, but writing is an activity that challenges academic skills to be learned by students. The student responses to questionnaires were analyzed through descriptive statistics to find the answers to the questions.

3.4.2 Steps of Data Analysis Technique

1. This study used a questionnaire developed by Jereb et al. (2018) and adapted by Ratnasari (2019).
2. The data were analyzed using descriptive statistics looking for the mean and standard deviation.

3. This questionnaire was distributed to undergraduate students of English Language Education who took Academic Reading and Writing classes at a private university.
4. The total population was 163 undergraduate students.
5. The research results were analyzed using SPSS 26 (Statistical Package for The Social Sciences) and Microsoft Excel.
6. The data were interpreted based on the results of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify undergraduate students' perception of plagiarism, in this case, the research was conducted at a private university in Yogyakarta.

4.1 Research Findings

The questionnaire was distributed to 163 students and 103 questionnaires replied from participants. This result was dominated by females. Out of the total 103 participants, 76% are female, with 78 students. Whereas the male participants are 25 students, 24% of the total.

4.1.1 The Ratio of Overall Aspects

Data analysis is divided into a whole and there are five sections that focus on aspects of the Perception of Plagiarism. This aims to get more detailed and comprehensive results, an overall analysis of all discussions, and what factors determine the level of plagiarism in Indonesian students. The analysis focused on the mean (average) of the participants' answers from each factor.

4.1 Ranking of the five Perceptions of Plagiarism

Perception of Plagiarism Aspects	Mean	Std. Deviation
Awareness of Plagiarism	4.2	1.138
Plagiarism Knowledge	3.12	1.118
Unknowingness of Plagiarism	2.18	1.092
Acceptability of Plagiarism	2.38	1.032
Attitude towards Plagiarism	2.45	1.012

The result was divided into five aspects, there are (1) awareness of plagiarism, (2) plagiarism knowledge, (3) unknowingness of plagiarism, (4) acceptability of plagiarism, (5) attitude towards plagiarism. These aspects were combined into a questionnaire form with 22 items in total. The data above shows the aspects from the highest mean to the lowest. The highest score belongs to the aspect of awareness of plagiarism (M= 4.2; SD= 1.138). The second-highest score belongs to the aspects of plagiarism knowledge (M= 3.12; SD= 1.118). The third-highest score belongs to the aspects of attitude towards plagiarism (M= 2.45; SD= 1.012). The fourth-highest score belongs to the aspects of acceptability of plagiarism (M= 2.38; SD= 1.032). Then, the lowest mean score is the aspect of unknowingness of plagiarism (M= 2.18; SD= 1.092).

4.1.2 Awareness of Plagiarism

Based on the results from the questionnaire, the average of the first part of the questionnaire's Awareness of Plagiarism can be shown in the table below.

4.2 Table of Awareness of Plagiarism

No	Item	Mean	Std. Deviation
1	I know what plagiarism is	4.44	.936
2	I am sure that plagiarism is a form of cheating	4.33	1.216
3	I believe that plagiarism is unethical	4.23	1.238
4	I am sure that plagiarism is a form of cheating	4.18	1.344
5	I think it is possible to avoid plagiarism	4.13	.957

Based on table 4.2 above, it can be seen item 1 "I know what plagiarism is" has the highest score (M= 4.44; SD= .936). However, item 5 "I think it is possible to avoid plagiarism" has the lowest score (M= 4.13; SD= .957).

4.1.3 Plagiarism Knowledge

Based on the results from the questionnaire, the average of the second part of the questionnaire's Plagiarism Knowledge can be shown in the table below.

4.3 Table of Plagiarism Knowledge

No	Questionnaire	Mean	Std. Deviation
7	I have session on plagiarism when I started my time in this university	3.80	1.199
6	I know that there are different type of plagiarism	3.39	1.131
8	My university has law about plagiarism	3.37	1.029
9	There is no sanction of plagiarism in my university	1.93	1.114

Based on table 4.3 above, it can be seen that item 7 "I have a session on plagiarism when I started my time in this university" has the highest score (M= 3.80; SD= 1.199). However, Item 9 "There is no sanction of plagiarism in my university" has the lowest score (M= 1.93; SD= 1.114).

4.1.4 Unknowingness Plagiarism

Based on the results from the questionnaire, the average of the third part of the questionnaire's Unknowingness Plagiarism can be shown in the table below.

4.4 Table of Unknowingness Plagiarism

No	Questionnaire	Mean	Std. Deviation
11	I do not know that there are different types of plagiarism	2.80	1.247
14	I am not aware if I plagiarized	2.79	1.126
10	I am not sure that plagiarism is unethical	1.85	1.200
12	I am not sure what plagiarism is	1.75	.894
13	I do not know that plagiarism is a form of cheating	1.72	.994

Based on table 4.4 above, it can be seen that item 11 "I do not know that there are different types of plagiarism" has the highest score (M= 2.80; SD= 1.247). However, item 13 "I am not sure what plagiarism is" has the lowest score (M= 1.72; SD= .994).

4.1.5 Acceptability of Plagiarism

Based on the results from the questionnaire, the average of the fourth part of the questionnaire's Acceptability of Plagiarism can be shown in the table below.

4.5 Table of Acceptability of Plagiarism

No	Item	Mean	Std. Deviation
18	I am aware of doing plagiarism	2.93	1.022
15	I am not sure I can avoid plagiarism in my writing	2.81	1.112
16	Everybody is doing plagiarism	2.60	1.070

19	I just dare to plagiarize even though I know	1.81	1.010
	it's wrong		
17	Plagiarism is nothing wrong	1.78	.949

Based on table 4.5 above, showed that item 18 "I am aware of doing plagiarism" has the highest score (M= 2.93; SD= 1.022). However, item 17 "Plagiarism is nothing wrong" has the lowest score (M= 1.78; SD= .949).

4.1.6 Attitude towards Plagiarism

Based on the results from the questionnaire, the average of the last part of the questionnaire's Attitude towards Plagiarism can be shown in the table below.

4.6 Table of Attitude towards Plagiarism

No	Item	Mean	Std. Deviation
21	I feel good when plagiarizing	4.17	1.121
20	It hurts no one	1.63	1.000
22	I feel worried if I plagiarize	1.56	.915

Based on table 4.5, showed that item 21 "I feel good when plagiarizing" has the highest score (M= 4.17; SD= 1.121). However, item 22 "I feel worried if I plagiarize" has the lowest score (M= 1.56; SD= .915).

4.2 Discussion

In the present study, five aspects of perception of plagiarism are identified in the following order: awareness of plagiarism, plagiarism knowledge, unknowingness of

plagiarism, acceptability of plagiarism, and attitude toward plagiarism. This data was collected from class 2019 and 2020 students of English education at private universities in Indonesia.

The highest aspect of this study is awareness of plagiarism. Rodhiya et al. (2020) mentioned most students claimed to understand the meaning of plagiarism. The most important aspect of education was to ensure students were aware of plagiarism. Plagiarism is one form of fraudulent behavior. It means this behavior is an unethical action to take. Yemisi (2012) stated that deliberate plagiarism includes hiring other people to write a paper as their own work, commonly called jockeys, and includes references that were not written down in their paper. Therefore; awareness of plagiarism it's important for students to avoid deviant behavior. It's expected that students will never use the jockeys as tools in their papers.

The second highest aspect of this study is plagiarism knowledge. Cooper (2016) stated avoid this theft behavior can be done through "intellectual theft" by confiscating original sources and can search the most recent sources. The students can quote and paraphrase the sentences. Finally, students can use the plagiarism test service anywhere. As it is known, there are many types and differences in plagiarism. Fishman (2009) plagiarism has many kinds of definitions. Such as plagiarism as theft, plagiarism as fraud, and plagiarism as copyright infringement. However, many students do not know much such knowledge about plagiarism. Rodhiya et al. (2020) argued most students did not seem to have a basic understanding of the various types of plagiarism that lead to unintentional plagiarism. Accordingly; there are many ways for students to plagiarism but students sometimes do not know that they are committed to plagiarism. Therefore, these actions are considered students to lack knowledge about plagiarism.

The third highest aspect of this study is the attitude toward plagiarism. Most students are actually worried when they commit this fraudulent act, it means they are worried about the negative impact that occurs. Prihantini & Indudewi (2016) stated the many acts of plagiarism carried out by students had an impact on reducing the value of academic integrity and had a negative effect on other students who did not take these actions. Therefore, it is necessary to know students' understanding of plagiarism and what factors encourage the behavior. As students, sometimes they realize that plagiarism is wrong, but they may have demands to do

the assignments given. As mentioned by Yemisi (2012) there are several reasons for plagiarism to occur, namely lack of knowledge about how to cite and reference, their inability to cope with workloads and short deadlines, pressure to get good grades, lack of motivation to excel, laziness, and cultural factors. Accordingly; some students worry when they make mistakes such as this act of plagiarism. in universities must have sanctions when students are caught plagiarism. such as a decrease in academic grades, and being reprimanded by a lecturer, even though they do that sometimes have their own reasons. such as tight deadlines, difficult assignments, pressure to get good grades, etc.

The fourth highest aspect is the acceptability of plagiarism. In addition, to know students who commit plagiarism consciously or intentionally, and there are students who did it unconsciously or unintentionally. Yemisi (2012) mentioned unintentional plagiarism, often arising from ignorance of citation and reference rules. This includes copying verbatim, whether from print or electronic sources without acknowledging the source. However, according to Hussein (2022) someone who commits plagiarism spontaneously or unconsciously, this action is considered an unintentional action, or it is not considered a violation. Plagiarism occurs in life as a student, because all papers need to be known where they come from when taking the quotation. Usually, students take these actions because there are several demands when they did their work. As mentioned by Ehrich et al. (2016) several studies have shown that students perceive plagiarism to be justified under conditions of heavy workload. Therefore; the acceptability of plagiarism in universities is accepted by fellow students. Students assume that when they commit plagiarism by reason of a heavy workload, plagiarism is permissible. In fact, plagiarism in any way is considered not allowed. Plagiarism is still plagiarism. Unless they reasoned forgot to write references or sources. they can find the source again or delete the source they wrote.

The low aspect is the unknowingness of plagiarism. Generally, in universities, especially in Indonesia, the sanction for someone who commits plagiarism is to have their degree revoked. Panjaitan (2017) mentioned someone who committed plagiarism, and the title degree given was declared invalid and revoked by the university. As it is known, it is difficult to avoid this fraudulent act because the perpetrator should have a reason why they did this action. There are many factors that cause plagiarism among students. Yi et al. (2020) found the

following factors caused plagiarism to occur: student pressure, inadequate time management, poor research skills, and ignorance of plagiarism. Student awareness does not know about writing citation style, anti-plagiarism regulations, and plagiarism penalties. Zulle et al. (2008) previous research stated that the lack of knowledge about plagiarism, the cause of student behavior tendencies, and did not understand the seriousness of the violation therefore, plagiarism continued to increase. In consequence; plagiarism occurs in universities because some are driven by several factors. For example, the deadlines for assignments given by lecturers are short, they do not know how to paraphrase, etc. Plagiarism increases if students continue to not know about the basics of writing.
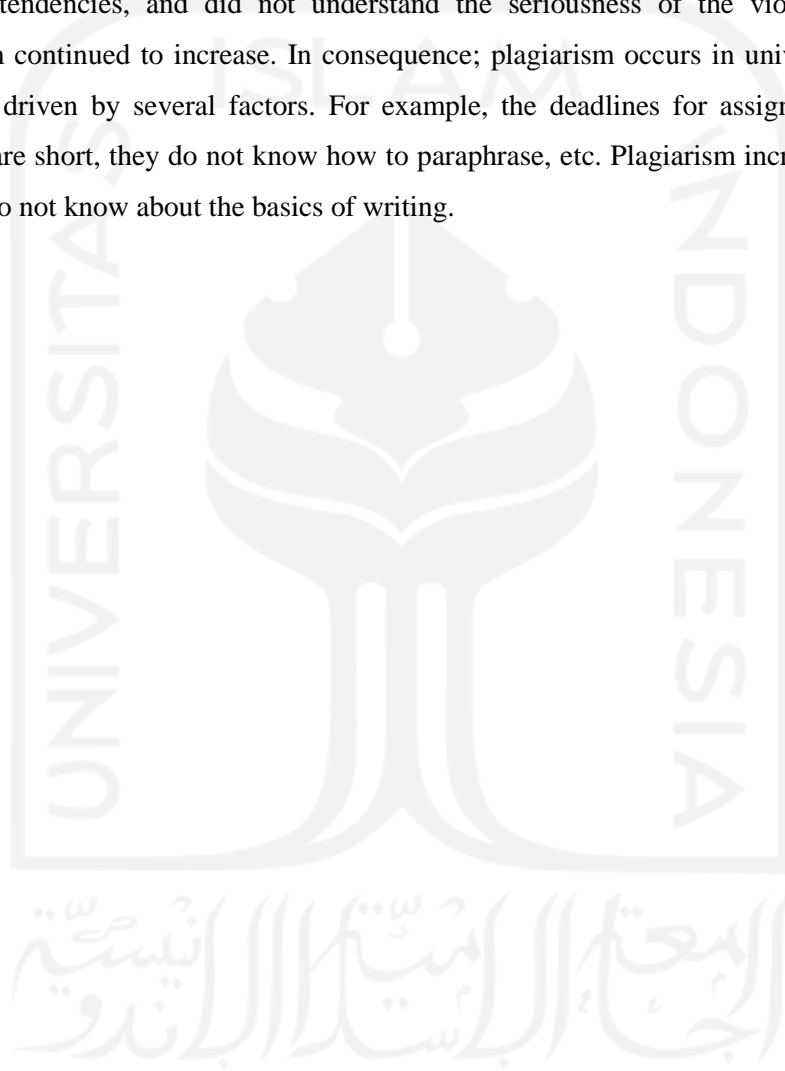
CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aimed to identify Indonesian undergraduate students' perception of plagiarism in an academic reading and writing class. Plagiarism is the biggest problem in the papers if they did it. The results indicate that most of the students in this study have different understandings of plagiarism. In academic reading and writing classes, they have an understanding of plagiarism. They should include a quote or paraphrase to avoid plagiarism. In that class, there is a special meeting about plagiarism, with this class helps students avoid plagiarism. In the class plagiarism, they learn about how to write citations, paraphrase, write references, etc. although they learn all about plagiarism, some of them do it intentionally or unintentionally. Unintentional plagiarism often occurs, such as did not understand the rules of writing citations and references, while plagiarism is intentional, the students have pressure from anywhere, such as short assignment deadlines, demands to get good grades, etc. Some solutions to reduce these actions by using several online applications to check plagiarism for free. In conclusion, plagiarism is an unethical act that harms everyone. When a student copies their friend's answer, it will have a negative impact on the two actors. Like, reducing their value in academics nor in behavior toward teachers and universities or faculties have also experienced a decline in academic integrity as well.

5.2 Recommendation

This study does not describe the overall perception of students in Indonesia. This is limited because random population and sampling are applied in the data collection process. A further and deeper study of this particular area is highly recommended, especially for international students. As students, they are expected to understand the rules regarding copyright and intellectual property rights in academic writing. Ensure that students are well

taught in reading comprehension and techniques of paraphrasing, summarizing, use of synonyms, and different reference conventions. Teachers always provide information about plagiarism, warning plagiarism, and encourage students to try to avoid plagiarism.

REFERENCES

Ahmadi, A. (2014). Plagiarism in The Academic Context: A Study of Iranian EFL Learners. *The Association of Research Ethics Committees*, 10(3), p. 151 – 168. http://rea.sagepub.com/content/10/3/151

Alhadlaq, A. S., Dahmash, A. B., & Alshomer, F. (2020). Plagiarism Perceptions and Attitudes Among Medical Students in Saudi Arabia. *Sultan Qaboos University Medical Journal*, *20*(1), 77–82. https://doi.org/10. 18295/squmj.2020.20.01.011

Al Mubarak, A. A. (2017). An Investigation of Academic Writing Problem Level Faced by Undergraduate Students At Al Imam Al Mahdi University – Sudan. English Review: *Journal of English Education*, 5(2), p. 175 – 188. https://journal.uniku.ac.id/index.php/ERJEE

Anisa, I & Widayanti, S. R. (2019). English Academic Writing for The Students of the Widya Dharma University of Klaten, 4(2). http://journal.unnes.ac.id/nju/index.php/ijal

Ashworth, P., Freewood, M., & Macdonald, R. (2003). The students' life world and the meanings of plagiarism. *Journal of Phenomenological Psychology*, 34(2), 257 – 78.

Ashworth, P., Bannister, P., Thorne, P., & Students. (2006). Guilty in Whose Eyes? University Students' Perceptions of Cheating and Plagiarism in Academic Work and Assessment. 22(2), p. 187-203. https://doi.org/10.1080/0307507971233138103

Camara, S. K., Eng-Ziskin, S., Wimberley, L., Dabbour, K. S., & Lee, C. M. (2017). Predicting students' intention to plagiarize: An ethical theoretical framework. *Journal of Academic Ethics*, *15*(1), 43–58. https://doi.org/10.1007/s10805-016-9269-3

Cooper, H. (2016). Principles of Good Writing: Avoiding Plagiarism. *American Psychological Association*. https://blog.apastyle.org/apastyle/2016/05/avoiding-plagiarism.html

Darmayanti, K. S. D., Santosa, M. H., & Kusuma, I. P. I. (2018). University Students' Perception Toward Plagiarism. *Language and Education Journal Undiksha*. 1(1), p. 13 – 20.

Ehrich, J., Howard, S. J., Mu, C., & Bokosmaty, S. (2016). A comparison of Chinese and Australian university students' attitudes towards plagiarism. *Studies in Higher Education*, *41*(2), 231–246. https://doi.org/10.1080/03075079.2014.927850

Elshafei, H. A., & Jahangir, T. M. (2020). Factors affecting plagiarism among students at Jazan University. *Bulletin of the National Research Centre*, *44*(1), 1–5. https://doi.org/10.1186/s42269-020-00313-z

Farooq, R. (2021). Measuring students' attitudes toward plagiarism. Ethics & Behavior. https://doi.org/10.1080/10508422.2020.1860766

Fatimah & Wulandari, I. (2018). Perception of Plagiarism among Students of Higher Education in Indonesia. *Study Program of English*. 1(1), p. 30 – 40. http://alphabet.ub.ac.id/index.php/alphabet

Fishman T. (2009). We Know it When We See it is not Good Enough: Toward a Standard Definition of Plagiarism racism that Transcends Theft, Fraud, and Copyright. *Paper presented at the 4th Asia Pacific Conference on Educational Integrity, NSW, Australia*. Available from: http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf

Hu, G & Lei, J. (2014). Chinese University Students' Perceptions of Plagiarism. *Taylor & Francis Group*, 25(3), p. 233-255. http://www.tandfonline.com/10.1080/10508422.2014.923313

Hussein, M, G. (2022). The awareness of plagiarism among postgraduate students at Taif University and its relationship to certain variables. *Cogent Social Sciences.* 8(1), p, 1-19. https://doi.org/10.1080/23311886.2022.2142357

Jereb, E., Urh, M., Jerebic, J. & Sprajc, P. (2017). Gender Differences and The Awareness of Plagiarism in Higher Education. *Soc Psychol Edu*. https://doi.org/10.1007/s11218-017-9421-y

Jereb, E., Perc, M., Lammlein, B., Jerebic, J., Urh, M., Podbregar, I., & Sprajc, P. (2018). Factors Influencing Plagiarism in Higher Education: A Comparison of German and Slovene Students. *Slovenian Research Agency*. https://doi.org/10.1371/journal.pone.0202252

Jones, KO., Reid., JMW., & Bartlett., R. (2005). Students Plagiarism and Cheating in an IT Age. *Proceedings of the International Conference on Computer Systems and Technologies, Varna, Bulgaria*. ISBN 954 – 9641 – 42 – 2.

Jr, B. E. W., Nelson, A. B & Jones, C. J. (1999). Gender Differences in Cheating Attitudes and Classroom Cheating Behavior: A Meta-Analysis, 41, p. 9-10.

Keçeci, A., Bulduk, S., Oruç, D., & Celik, S. (2011). Academic dishonesty among nursing students: A descriptive study. *Nursing Ethics*, *18*(5), 725–733. https://doi.org/10.1177/0969733011408042

Ledesma, R. G. (2011). Academic Dishonesty among Undergraduate Students in a Korean University. *Research in World Economy*, 2(2). https://doi.org/10.5430/rwe.v2n2p25

Liu & Wu. (2020). Chinese Undergraduate EFL learners' Perceptions of Plagiarism and Use of Citations in Course Papers. *Cogen Education*. https://doi.org/10.1080/2331186X.2020.1855769

Mahmoud, M. A., Mahfoud, Z. R., Ho, M. J., & Shatzer, J. (2020). Faculty perceptions of student plagiarism and interventions to tackle it: A multiphase mixed-methods study in Qatar. *BMC Medical Education*, *20*(1), 1–7. https://doi.org/10.1186/s12909-020-02205-2

Martin, B. (1992). Plagiarism by University Students: the Problem and Some Proposals. Telangana *(University of Wollongong Students' Representative Council),* p. 20. https://documents.uow.edu.au/~bmartin/pubs/92tert.html

McCabe DL, Trevino LK, Butterfield KD. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior,* 1(3): 219–232.

Memon, A. R., & Mavrinac, M. (2020). Knowledge, Attitudes, and Practices of Plagiarism as Reported by Participants Completing the AuthorAID MOOC on Research Writing. *Science and Engineering Ethics*, *26*(2), 1067–1088. https://doi.org/10.1007/s11948-020-00198-1

Panjaitan, H. (2017). Sanksi Pidana Plagiarisme Dalam Hukum Positif di Indonesia. *Jurnal Hukum to-ra*, 3(2), 551-556.

Park C. (2003). Plagiarism by university students–literature and lessons. *Assessment & Evaluation in Higher Education*, 28(5): 471–488.

Prihantini, F. N & Indudewi, D. (2016). Kesadaran dan Perilaku Plagiarisme dikalangan Mahasiswa (Studi pada Mahasiswa Fakultas Ekonomi Jurusan Akutansi Universitas Semarng). *Jurnal Dinamika Sosial Budaya*, 18(1), p. 68-74.

Rodhiya, N., Wijayati, P. H., & Bukhori, H. A. (2020). Graduate students attitude toward plagiarism in academic writing. *International Seminar on Language, Education, and Culture KnE Social Science*, 206–212. https://doi.org/10.18502/kss.v4i4.6484

Shahabuddin, S. (2009). Plagiarism in Academia. *International Journal of Teaching and Learning in Higher Education*, 21(3), p. 353-359. http://www/isetl.org/ijtlhe/

Ursachi, G., Horodnic, I, A., & Zait, A. (2015). How reliable are measurement scales? External factors with indirect influence on reliability estimators. *Procedia Economic and Finance,* 20, p. 679 – 686.

Williams, A. S. (2020). Unaligned or unified: A content analysis of new jersey's public higher-education institutions' policies on plagiarism. *Wilmington University (Delaware).*

Wilkinson, J. (2009) Staff and Student Perceptions of Plagiarism and Cheating. *International Journal of Teaching and Learning in Higher Education*, 20(2), p. 98-105. http://www/isetl.org/ijtlhe/

Yemisi, B. (2012). Awareness and incidence of plagiarism among undergraduates in a Nigerian private University. *African Journal of Library, Archies and Information Science*. https://www.researchgate.net/publication/290023589

APPENDICES

APPENDIX 1

Questionnaire Plagiarism Awareness

No	Aspects	Statements
1	Kesadaran Plagiarisme	Saya tahu apa plagiarisme itu
2		Saya sadar bahwa plagiarisme harus dihindari
3		Saya percaya bahwa plagiarisme adalah perbuatan tidak etis
4		Saya yakin bahwa plagiarisme adalah sebuah bentuk dari kecurangan
5		Saya pikir mungkin untuk menghindari plagiarisme
6	Pengetahuan Plagiarisme	Saya tahu bahwa ada berbagai macam jenis plagiarisme
7		Saya memiliki kelas plagiarisme ketika saya memulai kuliah di universitas ini
8		Universitas saya memiliki undang – undang tentang plagiarisme
9		Tidak ada sanksi plagiarisme di universitas saya

10	Ketidaktahuan Plagiarisme	Saya tidak yakin bahwa plagiarisme adalah perbuatan tidak etis
11		Saya tahu bahwa ada berbagai macam jenis plagiarisme
12		Saya tidak yakin apa plagiarisme itu
13		Saya tidak tahu bahwa plagiarisme adalah bentuk dari kecurangan
14		Saya tidak sadar jika saya melakukan plagiarisme
15	Penerimaan Plagiarisme	Saya tidak yakin saya bisa menghindari plagiarisme di dalam tulisan saya
16		Semua orang melakukan plagiarisme
17		Tidak ada salahnya melakukan plagiarisme
18		Saya sadar ketika melakukan plagiarisme
19		Saya berani melakukan plagiarisme meskipun saya tahu itu salah
20	Sikap terhadap plagiarisme	Plagiarisme tidak menyalahi/merugikan siapapun
21		Saya merasa baik – baik saja jika melakukan plagiarisme
22		Saya merasa khawatir jika saya melakukan plagiarisme

APPENDIX 2

Validity Test

Items	Pearson Correlation R=hitung	R-table N=103	Criteria
AP-1	.208	.191	Valid
AP-2	.254	.191	Valid
AP-3	.261	.191	Valid
AP-4	.230	.191	Valid
AP-5	.275	.191	Valid
PK-6	.452	.191	Valid
PK-7	.231	.191	Valid
PK-8	.205	.191	Valid
UP-9	483	.191	Valid
UP-10	.203	.191	Valid
UP-11	.672	.191	Valid
UP-12	.445	.191	Valid
UP-13	.659	.191	Valid
UP-14	.582	.191	Valid
AoP-15	.529	.191	Valid
AoP-16	.477	.191	Valid
AoP-17	.516	.191	Valid
AoP-18	.531	.191	Valid
AoP-19	.593	.191	Valid
AtP-20	.393	.191	Valid
AtP-21	.621	.191	Valid
AtP-22	.237	.191	Valid