

**INVESTIGATING STUDENT'S PLAGIARISMS IN ACADEMIC  
WRITING**

*(A Study at English Education Department of UIN Ar-Raniry)*

**THESIS**

Submitted by:

**AULIA RIZQINA**  
NIM. 160203211

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2020 M/ 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

by:

**AULIA RIZQINA**  
NIM. 160203211

Student of *Fakultas dan Keguruan*  
Department of English Language Education

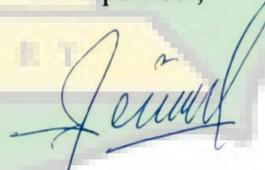
Approved by:

Main supervisor,



Dr. Safrul Muluk, M.A., M.Ed

Co-supervisor,



Dr.phil. Saiful Akmal, M.A.

Date: 14 Agustus 2020

Date: 14 Agustus 2020

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

Monday, 24 August 2020 M

5 Muharram 1442 H

In Darussalam, Banda Aceh

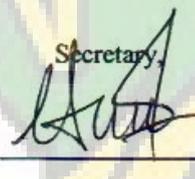
Board of Examiners,

Chairperson,



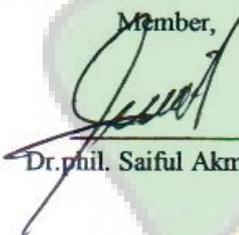
Dr. Safrul Muluk, M.A., M.Ed.

Secretary,



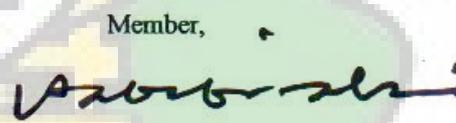
Muntasir, M.A. TESOL

Member,



Dr. phil. Saiful Akmal, M.A.

Member,



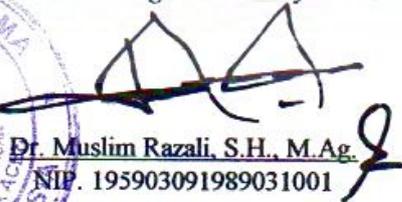
Habiburrahim, M.Com., MS., Ph.D

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*

*Universitas Islam Negeri Ar-Raniry Banda Aceh*



  
Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001

## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertanda tangan dibawah ini:

Nama : Aulia Rizqina  
NIM : 160203211  
Tempat / Tanggal Lahir : Bireuen, 11 Mei 1998  
Alamat : Jalan Tgk. AR. Ahmadi, Kec. Jeumpa,  
Bireuen

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

### **Investigating Student's Plagirisms in Academic Writing**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Agustus 2020

Saya yang membuat pernyataan,



Aulia Rizqina

## ACKNOWLEDGEMENT

In the name of Allah, the Beneficent and the Merciful. All praises belong to the Almighty Allah Azza Wa Jalla, the Most Gracious and the Most Merciful. He is the Lord of the world, the King of the King, the Creator of everything in this universe. Because of His guidance, blessing, and love, I could finally finish this thesis and my study at the English Language Education Department UIN Ar-Raniry. Peace and salutation be upon to our prophet Muhammad PBUH, along with his family and companions who have brought enlightenment into human life and guided the ummah to the right path.

I would like to express my gratitude to Dr. Safrul Muluk, M.A., M.Ed, and Dr.phil. Saiful Akmal, M.A as the supervisors who have helped, guided, advised, and motivated me in completing this thesis. I want to thank all the lecturers and staff of English education who have lectured, inspired, and encouraged me during my studies in this department. May Allah make all things easier for you and reward you His heaven.

The most prestigious thanks and love go to my mother and father, Erni Hidayati and Mukti Ali, the best support systems. Thank you for always loving and motivating me, praying for me, and supporting me emotionally and financially. I always knew that they believe in me and want the best for me. I must also thank my beloved sisters and brother, Nada Sabrina, Khansa Humaira, and Muhammad Ghazi Al Ghiffari, to support and love me. I also dedicate my love and thank my aunt, Elizar, Ph.D. Thank you for always helping, taking care of me, and pushing me in completing this thesis at the end of this semester. Thank you

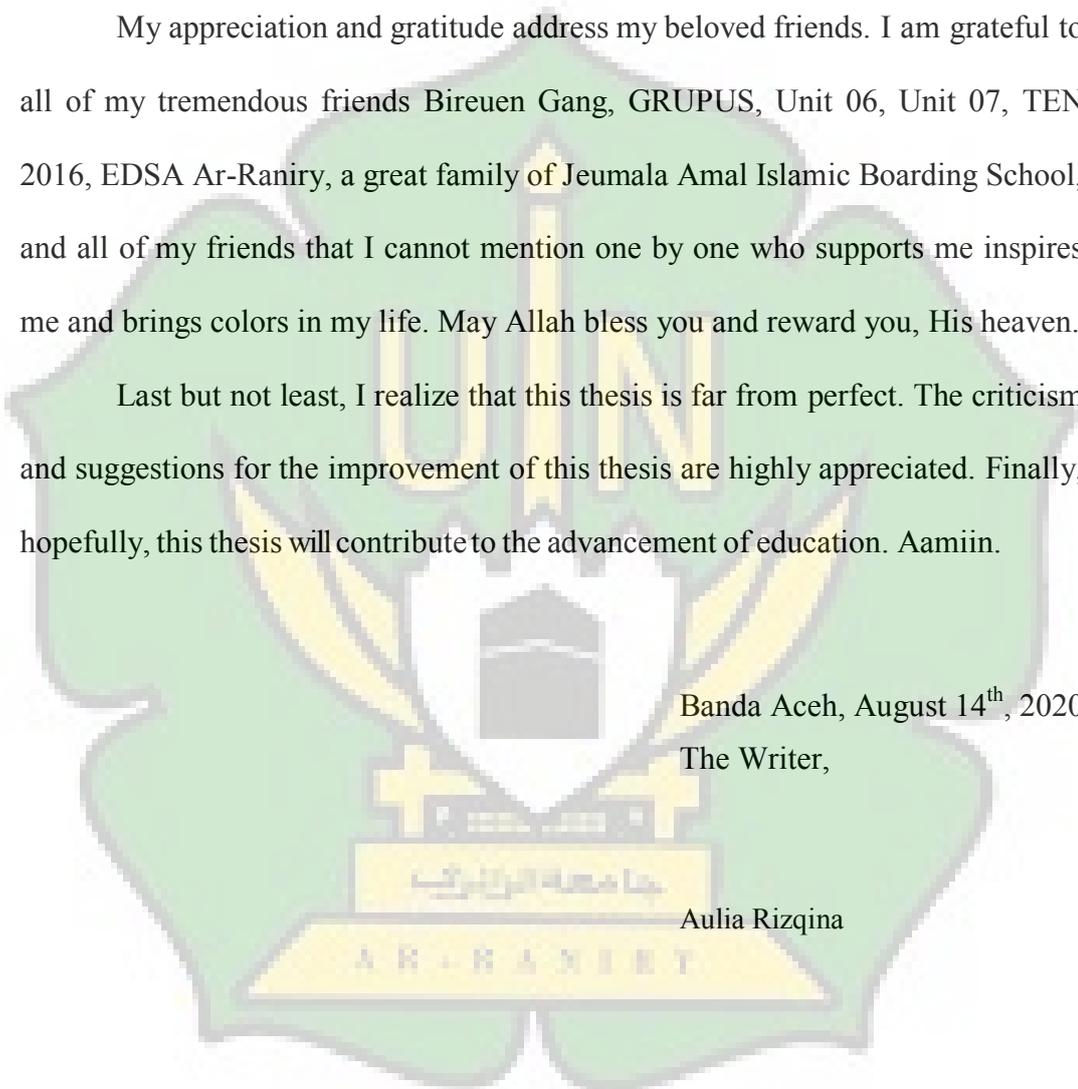
for all the encouragement and suggestions. Also, thanks to my best friends, Zikra Ulfa, Tiara Aprillia, and Safhira Rusli, for being my rock whenever I needed it the most and supporting me through every decision I made. They all are my precious people who make me keep moving forward. May Allah SWT always bestow mercy, health, and blessings in the world and the hereafter.

My appreciation and gratitude address my beloved friends. I am grateful to all of my tremendous friends Bireuen Gang, GRUPUS, Unit 06, Unit 07, TEN 2016, EDSA Ar-Raniry, a great family of Jeumala Amal Islamic Boarding School, and all of my friends that I cannot mention one by one who supports me inspires me and brings colors in my life. May Allah bless you and reward you, His heaven.

Last but not least, I realize that this thesis is far from perfect. The criticism and suggestions for the improvement of this thesis are highly appreciated. Finally, hopefully, this thesis will contribute to the advancement of education. Aamiin.

Banda Aceh, August 14<sup>th</sup>, 2020  
The Writer,

Aulia Rizqina



## ABSTRACT

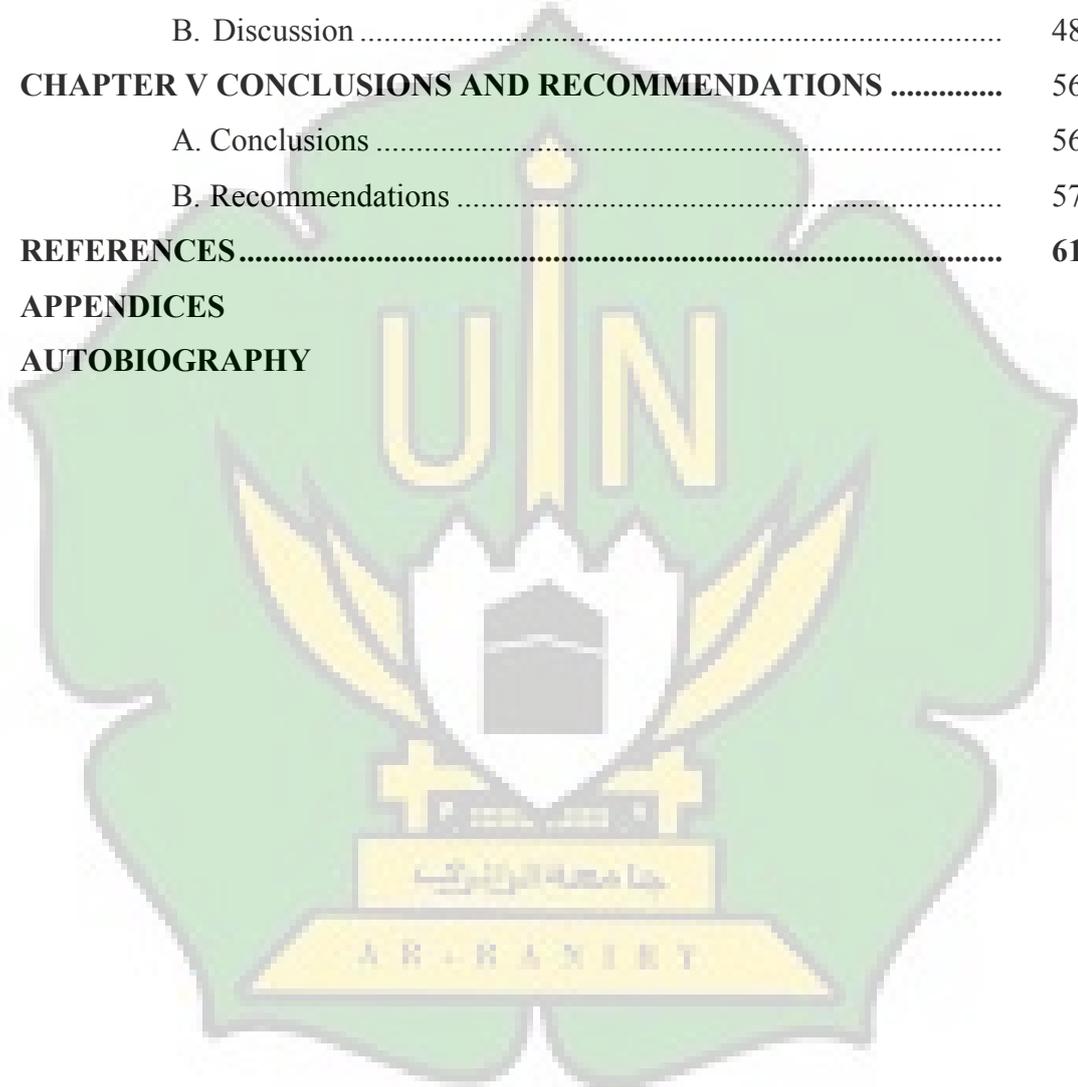
Name : Aulia Rizqina  
NIM : 160203211  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
Thesis working title : Investigating Student's Plagiarisms In Academic Writing  
Principal supervisor : Dr. Safrul Muluk, M.A., M.Ed  
Co-supervisor : Dr. Saiful Akmal, M.A  
Keywords : Plagiarism; Academic Writing

This research investigated student's plagiarisms in academic writing. This research focused on investigating the types of plagiarism conducted by English education students and the factors influencing them to commit plagiarism in academic writing. The participants were purposively selected; they are English education students who took an academic writing class and have completed their thesis this semester. The data collection was carried out using two research instruments: document analysis (thesis suspected for plagiarism) and interview. The data obtained from the interviews and document analysis were transcribed and analyzed. Five theses were analyzed, and five participants were interviewed. The document analysis results showed that there were three major types of plagiarism conducted by the students, including clone type, word switch plagiarism, and the 404 error type. The interview results showed that seven major factors encourage them to commit plagiarism, i.e., difficulty in discovering ideas, lack of grammar knowledge, limited academic English vocabularies, limited prior knowledge, improper time management, poor paraphrasing skills, and internet access. However, academic writing skill difficulties, namely: citation and referencing skills, were not included among the factors contributing to students to commit plagiarism. Besides, all participants understand what plagiarism is, but it does not help them avoid plagiarism. Based on these results, it can be concluded that students' awareness of avoiding plagiarism in academic writing should be increased to improve their academic writing quality, especially their thesis.

## TABLE OF CONTENT

<b>DECLARATION OF ORIGINALITY</b>	
<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. The Background of Study .....	1
B. Research Questions .....	4
C. The Aim of Research .....	4
D. Research Significance .....	5
E. Research Terminology .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>8</b>
A. Plagiarism as One of Academic Dishonesty Forms .....	8
1. Definitions of plagiarism .....	9
2. Types of plagiarism .....	10
3. Factors contributing to plagiarism .....	14
B. Academic Writing .....	19
1. Definitions of academic writing .....	19
2. Types of academic writing .....	21
3. Academic writing difficulties and plagiarism .....	22
C. Previous study .....	23
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>26</b>
A. Research Design .....	26
B. Research Participants .....	27
C. Methods of Data Collection .....	28
D. Method of Analysis .....	30

<b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>	<b>32</b>
A. Research Findings .....	32
1. Types of plagiarism used by the student .....	32
2. Factors contributing to plagiarism.....	41
3. Student’s knowledge of plagiarism .....	47
B. Discussion .....	48
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>56</b>
A. Conclusions .....	56
B. Recommendations .....	57
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	



## LIST OF TABLES

Table 2.1	Academic dishonesty components by Ligi (2014).....	8
Table 2.2	Types of plagiarism by Ali et al. (2016).....	11
Table 2.3	Types of plagiarism by MacLennan (2018) .....	12
Table 2.4	Types of plagiarism by Fish and Hura (2013).....	12
Table 4.1	Extract of plagiarised work from participant A .....	32
Table 4.2	Extract of plagiarised work from participant A .....	33
Table 4.3	Extract of plagiarised work from participant A .....	34
Table 4.4	Extract of plagiarised work from participant B.....	35
Table 4.5	Extract of plagiarised work from participant C.....	35
Table 4.6	Extract of plagiarised work from participant C.....	36
Table 4.7	Extract of plagiarised work from participant C.....	36
Table 4.8	Extract of plagiarised work from participant C.....	36
Table 4.9	Extract of plagiarised work from participant D .....	37
Table 4.10	Extract of plagiarised work from participant D .....	37
Table 4.11	Extract of plagiarised work from participant D .....	38
Table 4.12	Extract of plagiarised work from participant D .....	38
Table 4.13	Extract of plagiarised work from participant D .....	39
Table 4.14	Extract of plagiarised work from participant D .....	39
Table 4.15	Extract of plagiarised work from participant E.....	40
Table 4.16	Extract of plagiarised work from participant E.....	40
Table 4.17	Extract of plagiarised work from participant E.....	40

## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter from Department of English Language Education
- Appendix D Interview Protocol
- Appendix E Letter of Consent
- Appendix F Interview Transcript



## **CHAPTER I**

### **INTRODUCTION**

This part of chapter presents background of the study, research questions, aim of the study, scope of the study and significance of the study.

#### **A. Background of The Study**

One of the essential skills that required by an English student is writing. Toba et al. (2019) argued that EFL students should master writing as it is one of the productive English skills used for written communication and academic purposes. Similarly, Silviani et al. (2018) stated that writing is crucial for EFL students and they need to learn how to develop this skill appropriately to construct good compositions.

Unfortunately, out of the four English language skills, writing is considered as the most difficult one (Darwish & Sadeqi, 2016). Hussain (2019) also stated that of all English language skills, writing is the greatest challenge for students due to the demand for the style, structure, and vocabulary. Furthermore, writing always brings errors and mistakes along. Furthermore, writing difficulties that EFL students faced affected on their writing ability (Toba, Noor, Sanu, 2019). According to Husin and Nurbayani (2017), writing ability is one of the keys to succeed in academic writing. It can be concluded that if a student faces many writing problems or lacks writing ability, they will find it difficult in producing good academic writing.

Besides, many researchers found that EFL students had various problems in academic writing as well. According to Rahmatunisa (2014), Indonesian EFL students had academic writing problems in terms of linguistics, cognitive, and psychological. Academic writing is quite different from general writing in terms of its purpose, potential readers, text structures, and language styles (Zhang, 2018). Yet, in academic writing, students also face general writing problems, such as poor spelling and grammar, as well as inadequate structure. The complex nature of academic writing seems very difficult for EFL students.

For students in their final year of undergraduate degree studies, writing their thesis should be one of the most challenging requirements to complete the degree. As one of the academic writing forms, in writing the thesis, students are required to understand the aspects of academic writing, such as the content, structure, vocabulary, grammar or language use, and mechanics (Prihatmi, 2017). Zulfikar (2020) also stated that, for most students, writing a thesis is complicated and challenging; they experience some difficulties in completing their thesis writing within an expected length of time.

Plagiarism and students' difficulties in writing are related to one another. According to several researchers, factors that make students engage in plagiarism are the difficulties they faced in writing. The lack of vocabulary, inability to transfer the knowledge of grammatical rules in their writing, and confusion in expressing their ideas into words are factors contributing to students committing plagiarism (Darwish & Sadeqi, 2016).

Academic writing rules, such as understanding the appropriate concept of citing and referencing ideas and theories, are the challenges that lead them to plagiarism (MacLennan, 2018).

Furthermore, their personal factor, such as laziness, also encourages EFL students to plagiarize (Darwish & Sadeqi, 2016). They agreed that plagiarism is an easy way to complete their writing task because they do not need to struggle in expressing their own ideas, and it takes a shorter time to do plagiarism. A similar finding was also reported by Anney and Mosha (2015), but they added other factors, including access to the internet, shortage of books, and poor academic writing skills played a key role in students' plagiarism.

As one of the growing problems in the education field (Eret & Ok, 2014), many researchers have discussed and defined plagiarism. According to Anney and Mosha (2015), plagiarism is stealing someone else's work and depriving the right of ownership. Likewise, other researchers consider plagiarism as academic dishonesty or collusion to deceive or receive credit or reward for someone's else's work (Eret & Ok, 2014; Sutton, Taylor, & Johnston, 2014).

As one of the academic dishonesty components, plagiarism is banned in academic writing because plagiarism is reproducing ideas or words or statements of another person as one's own without acknowledgment (Ligi, 2014). He added that plagiarism includes behaviours, such as turning in a

paper written by another student or buying a paper from a commercial source and failing to attribute quotations within a paper properly.

Many authors have elaborated various types of plagiarism in their research. Parfitt (2012) viewed the most common types of plagiarism; they are intentional and unintentional plagiarism. He added that students commit unintentional plagiarism because they do not understand the rules of documentations. Similarly, Teeter (2015) stated that plagiarism is done consciously or unconsciously. While Anney and Mosha (2015) elaborated plagiarism into six forms, i.e., copy and paste plagiarism, word switch plagiarism, style plagiarism, metaphor plagiarism, idea plagiarism, and plagiarism of authorship.

In short, the researcher focused on investigating the types of plagiarism committed by English education students of Universitas Islam Negeri Ar-Raniry in their thesis and the factors that lead them to commit the plagiarism. This research is expected to provide an insight on the plagiarism among EFL students. Besides, It is hoped that the findings of this research can enrich students' knowledge about plagiarism and increase their awareness of avoiding plagiarism in academic writing.

## **B. Research Questions**

The research is guided by the following research questions:

1. What are the types of plagiarism committed by English education students in academic writing?

2. What are the factors that cause English education students to commit plagiarism in academic writing?

### **C. The Aim of the Research**

1. To investigate the types of plagiarism committed by English education students in academic writing.
2. To investigate the factors that cause English education students to commit plagiarism in academic writing.

### **D. Research Significance**

This research is expected to provide the following benefits for students, lecturers, and researcher:

#### **1. *Students***

This research is expected to be useful for students, especially for English education students of Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia. Knowing the factors that lead them into plagiarism and the types of plagiarism they have done will increase their awareness of avoiding plagiarism in academic writing. Hence, their writing quality will be improved as well.

#### **2. *Lecturers***

As educators, a lecturer is responsible for educating their students about plagiarism because it is one of the academic dishonesty forms. This research is expected to be useful in increasing lecturers' awareness to instruct their students about plagiarism avoidance, especially in writing their thesis.

### **3. *Researcher***

The researcher expects that this research will be useful for herself, especially in improving her knowledge about plagiarism and avoiding plagiarism practices in academic writing to improve her writing quality.

## **E. Research Terminology**

Before going deeper into this research, some basic terms need to be defined, as they would cause misunderstanding if they were not.

### **1. *Plagiarism***

Many studies of plagiarism do not provide an operational definition. A common element across definitions is that plagiarism is the act of using another author's work without citation, thus marking it as one's own work. In this research, plagiarism is defined as representing another author's ideas, words, sentences, or entire document without acknowledging the source/original author then portraying it as their own work.

As explained before, there are various types of plagiarism elaborated by several researchers. According to Fish & Hura (2013), four types of plagiarism are commonly used by students. They are using ideas from another author's work and not citing the source, using phrases from another author's work and not citing the source, using sentences/paragraphs from another author's work and not citing the source, and submitting an entire document by another author as your own work. Similarly, Ali et al. (2011) also

classified plagiarism into similar types but named it differently. They are copy and paste plagiarism, word switch plagiarism, style plagiarism, metaphor plagiarism, idea plagiarism, and plagiarism of authorship.

## ***2. Academic writing***

Writing is defined as a reflective activity that requires enough time to think about the specific topic and to analyse and classify any background knowledge (Akhadiyah et al., 2019). According to Akmal, Dahliana, and Fadhlina (2020), writing is defined as a process of exploring thoughts and feelings towards a subject. The writer are encouraged to deliver the information in a good language order. For university students, the purpose of learning writing and academic writing is to prepare for the final task of writing a thesis (Akhadiyah et al., 2019).

According to Hussain (2019), there are several styles of academic writing. They are academic essays, term paper, research paper, and thesis. Similarly, Toba et al. (2019) categorized academic writing into several forms: letters, essays, papers, articles, journals, project reports, theses, etc.

In this research, the researcher will only focus on discussing one of the academic writing forms: thesis. For undergraduate students, a thesis is one of the research report forms undertaken by an undergraduate university student following certain standards and processes for the sake of becoming a bachelor (Husin & Nurbayani, 2017).

## CHAPTER II

### LITERATURE REVIEW

This part of study deals with a description about relevant literatures. The chapter explains some components, those are academic dishonesty, definitions of plagiarism, types of plagiarism, factors that encourage students to commit plagiarism, the definitions of academic writing, types of academic writing, academic writing difficulties and plagiarism, and previous study.

#### A. Plagiarism as One of Academic Dishonesty Components

According to Harris (2017), plagiarism is considered as one of serious forms of academic dishonesty. Similarly, Ligi (2014) stated that academic dishonesty consists of four components: cheating, fabrication, plagiarism, and facilitating academic dishonesty.

Table 2.1. Academic dishonesty components by Ligi (2014).

No	Academic Dishonesty Components	Definition
1.	Cheatings	Consciously taking unauthorized information during tests in any academic exercise.
2.	Fabrication	Consciously making up information or citation in any academic exercise.
3.	Plagiarism	Consciously copying and pasting someone's work and marking it as their own and not providing the citation.

4. Facilitating academic dishonesty	Intentionally or knowingly helping or attempting to help another engage in some form of academic dishonesty.
-------------------------------------	--

Ligi (2014) explained that cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. Thus, cheating includes such behaviours as using script notes or copying during tests and unauthorized collaboration on out-of-class assignments. While fabrication is intentionally and unauthorized falsification or invention of any information or citation in an academic exercise, thus, fabrication includes behaviours such as making up sources for the bibliography of a paper or faking the results of a laboratory experiment (Ligi, 2014).

He then defined plagiarism as a deliberate adoption or reproduction of ideas, words, and statements of another person as one's own without acknowledgement. Thus, plagiarism includes behaviours such as turning in a paper written by another student or buying a paper from a commercial source and failing to attribute quotations within a paper properly (Ligi, 2014).

### ***1. Definitios of Plagiarism***

Many authors have defined plagiarism. According to Anney and Mosha (2015), plagiarism is stealing someone else works and depriving the owner of the right of ownership or without acknowledging the original writer. Leung

and Cheng (2017) also stated that plagiarism involves stealing others' work and presenting it as the offender's own work for the purpose of deceiving and receiving credit or reward for work that is not yours.

While various authors (Bensal, Miraflores, Tan, 2013; Fish & Hura, 2013; Helgesson & Eriksson, 2014) defined plagiarism as an act of accidental, reckless, or deliberate imitation or use of somebody else's intellectual work (such as texts, ideas, or results) for one's benefits without proper acknowledgment of the original author. Besides, plagiarism is perceived to be a growing problem in this era of technologies where students are using technology opportunities to acquire someone's work and submitting as their own work (Eret & Ok, 2014; Hu & Lei, 2012).

## **2. *Types of Plagiarism***

Plagiarism is categorized into various types by different authors. Parfitt (2012) categorized plagiarism into intentional and unintentional plagiarism. Unintentional plagiarism is done because students do not understand the rules of documentation. Plagiarism is done consciously and unconsciously (Teeter, 2015; Darwish & Sadeqi, 2016). Teeter clarified why students committing academic unintentional plagiarism that is due to uncertainty with the cite source material or inadequate training in paraphrasing.

While Ali et al. (2011), as cited in Anney and Mosha (2016), categorized plagiarism into six types, namely: copy and paste plagiarism,

word switch plagiarism, style plagiarism, metaphor plagiarism, idea plagiarism, and plagiarism of authorship.

Table 2.2. Types of plagiarism by Ali et al. (2016).

No	Types of Plagiarism	Definition
1.	Copy and paste plagiarism	Verbatim copying text directly from the source without acknowledging the original authors.
2.	Word switch plagiarism	Taking a sentence from the source and change the few words without acknowledging the source.
3.	Style plagiarism	Copying someone's sentence then pasting it by sentence organization of your thoughts and not providing the citation.
4	Metaphor plagiarism	Using someone's creative style to present his ideas without crediting the original author.
5.	Idea plagiarism	Taking someone's idea and mark it as your own.
6.	Plagiarism of authorship	Stealing someone's work and put your name on it.

Ali et al. (2016) explained that copy and paste plagiarism is directly verbatim copying the text from the source without acknowledging the original authors. While word switch plagiarism is one of the plagiarism types when somebody changes a few words of a sentence without acknowledging the source.

Unlike style plagiarism, it is copying another author's style of reasoning by taking a sentence-by-sentence organization of your thoughts without acknowledging the original authors (Anney & Moshad, 2016). Then, they defined metaphor plagiarism; it is a type of plagiarism when someone uses

someone's creative style to present his ideas without crediting the original author.

While idea plagiarism is the practice when you take the idea or solution proposed by another person and using it as your own creativity without crediting the original author; while authorship plagiarism is a form of plagiarism where a student directly put his name on someone else work (Anney & Moshad, 2016).

According to MacLennan (2018), there are three types of plagiarism committed by undergraduate students and graduate students.

Table 2.3. Types of plagiarism by MacLennan (2018)

No.	The number of students	Types of plagiarism
1.	<ul style="list-style-type: none"> <li>• 36% of undergraduate students</li> <li>• 24% of graduate students</li> </ul>	Paraphrasing/copying a few sentences from an internet source without footnoting it.
2.	<ul style="list-style-type: none"> <li>• 38% of undergraduate students</li> <li>• 25% of graduate students</li> </ul>	Paraphrasing/copying a few sentences from the written source without footnoting it.
3.	<ul style="list-style-type: none"> <li>• 14% of undergraduate students</li> <li>• 4% of graduate students</li> </ul>	Copying materials almost word for word from a written source without citation

Table 2.4. Types of plagiarism by Fish and Hura (2013)

No.	Types of plagiarism
1.	Using ideas from an author's work and not citing the source then mark it as their owns
2.	Using phrases from an author's work and not citing the source and also mark it as their owns
3.	Using sentences/paragraphs from an author's work and not citing the source then mark it as their own's work

---

4. Submitting an entire document from someone's work and then put your name on it.

---

On the other hand, Turnitin (2012) classify ten types of plagiarism act conducted by students:

- a. Clone: an act of submitting another's work, word for word, one's own;
- b. CTRL-C: a written piece that contains significant portions of text from a single source without alterations;
- c. Find-replace: the act of changing keywords and phrases but retaining the essential content of source in a paper;
- d. Remix: an act of paraphrasing from other sources and making the content fit together seamlessly;
- e. Recycle the act of borrowing generously from one's own previous work without citation; to self-plagiarize;
- f. Hybrid: the act of combining correctly cited sources with copied passages, without citation, in one paper;
- g. Mashu: a paper that represents a mix of copied material from several different sources without proper citation;
- h. 404 error: a written piece that includes citations to non-existent or inaccurate information about sources;
- i. Aggregator: the "aggregator" includes proper citation, but the paper contains almost no original work; and
- j. Re-tweet: this paper includes proper citation, but relies too closely on the text's original wording and/or structure.

### **3. Factors contributing to plagiarism**

According to Anney and Mosha (2015), there are four major factors that attract students to commit plagiarism in writing, including:

#### **a. Shortage of books**

Lack of resources makes students plagiarize. Based on their research findings, almost all of the participants claimed that when the library of their university does not provide enough books to satisfy students' needs, they will do get the resources from other places, such as the internet; copy and paste someone's work to be their own's work.

#### **b. Poor academic writing skills**

Plagiarism is not only caused by a lack of resources but also caused of lack of skills on how to acknowledge sources of information. It caused students to unintentionally plagiarize. Sometimes, students use the materials of someone's work without putting the reference because they do not have enough knowledge of citation and referencing skills.

#### **c. Student laziness**

Apart from a lack of skills and resources, students are encouraged into plagiarism because they are not motivated to go to the library to access resources. They are lazy to read books and do not want to work hard because what they need is just to get marks.

d. Internet

In this technology era, The internet greatly influences students behaviour. Students' choice for plagiarizing in writing was mainly on the internet (Anney & Mosha, 2015). The process of cutting and pasting the resources they need from the internet is easy for students.

While Greenberger, Hollbeck, and Dyer (2016) found that there two main factors of students' plagiarism: poor paraphrasing and incorrect citation.

a. Poor paraphrasing

One of the skills that need to be mastered in academic writing is how to paraphrase. Vocabulary development may be contributing factors to deficiencies in paraphrasing. When a student has this deficiency, unintended plagiarism could occur. According to Rahmayani (2019), the difficulties students face in paraphrasing an English text are concerning changing structures of ideas, words, word order, and sentence structures, as well as lack of vocabulary, knowledge of paraphrasing, and the understanding of paraphrasing criteria.

b. Incorrect citation

The other factor that encourages students to do plagiarism proposed by Anney and Mosha (2015) is incorrect formatting of direct quotes and other errors with in-text citation and reference formatting.

Regarding the skill of paraphrasing, Leung and Cheng (2017) also stated that English academic writing task is a complicated skill for some EFL students. Some students may not know how to paraphrase text using their

own words to make it different from the original source. Similarly, according to Harris (2017), a substantial amount of plagiarism is committed unintentionally, simply because the writer did not follow the rules or forms of citation.

Ligi (2014) stated that factors that attract students into academic dishonesty are divided into two categories, i.e., individual factors and institutional factors.

a. Individual factors

Individual factors come from students' own actions or inability to meet certain requirements of academic work. For example, the need to get better grades, a lack of time to complete the assignment, having no interest in the subject, and the perceived inability to complete the task (Jones, 2011; Rezanejad & Rezaei, 2013; & Schraw, 2013).

b. Institutional factors

The institutional factors for engaging in academic dishonesty are strongly related to neutralization techniques. Students put the blame away from themselves and blame other individuals or blame their universities for their dishonest behaviour (Rezanejad & Rezaei, 2013; Curasi, 2013; & Jones, 2011).

MacLennan (2018) argued that understanding when to cite, information synthesis, and formatting citations and references are factors hindering students to avoid plagiarism.

a. Understanding when to cite

One of the students' major challenges in academic writing is understanding when to cite information. They are confused with the concept of citing ideas, theories, and concepts, as opposed to direct quotes.

b. Information synthesis

Students' prior knowledge is essential in academic writing. Based on MacLennan's research findings, several participants said that undertaking an analysis of unfamiliar topics was very difficult. They added that the literature review process, in particular, was challenging. Deciding which parts are important, narrowing them down, going through so much information, and putting it in our own words is the most challenging.

c. Formatting citations and references

The mechanics of the American Psychological Association (APA) style information was also reported to be a major challenge for many students. It was found that, several students have tried to avoid plagiarism because they wanted to uphold ethical values, but they did not have a good understanding of how to cite information correctly. According to Nuraini (2019), factors contributing to students difficulty in formatting or referencing are laziness, running out of time, not knowing the rules, and not aware and underestimating the rules of APA referencing style.

Another factor that influences students' acts of plagiarism is probably being discomfort with a foreign language (Darwish & Sadeqi, 2016). Unlike ESL students who can draw on a wide store of implicit English knowledge

when they write, EFL students only hear and read English in their English classes.

Moreover, Darwish and Sadeqi also found that 42% and 40% of their participants have difficulties in expressing in EFL writing and coming up with ideas. They are not confident in using their own ideas and words. It happens because EFL students are not native speakers. They are not fully developed many of the language skills, especially the writing skill, for academic purposes. Sometimes, they just focus on the language rather than the content. Consequently, EFL students choose to use the original language on the internet because they cannot write it better.

Harris (2012) addressed some of the major factors, including:

a. Students' knowledge of plagiarism

Many students do not know plagiarism. Their awareness, if any, often derives from urban legends and myths. They think that everything on the internet is public domain and can be copied without citation. Many others students know what plagiarism is, but do not consider it wrong. The belief that taking or copying a few words from sources is considered as 'patch writing', a normal way to write, and this support students' in their beliefs.

b. Poor time management and planning skills

Some students cannot manage their time well. They are just procrastinators while some others do not understand the hours required to develop a good research paper, and they run out of time as the due date

looms. Thus, they are encouraged to copy a paper when time is short and they have not yet started the assignment.

c. Inadequate writing ability

Some students commit plagiarism because they want to get a good grade. Fear of a bad grade and inability to perform cause some students to look for a superior product. Sadly, these students are among those least able to judge a good paper and are often likely to turn in a very poor copied one. Demonstrating how poor many of the online papers are and emphasizing the value of the learning process are some help for these students to avoid plagiarism.

## **B. Academic Writing**

### ***1. Definitions of Academic Writing***

According to Sukesu, Emzir, and Akhadiyah (2019), EFL writing is useful in two aspects. First, it motivates students to think, organize their ideas, and develop the ability to summarize, analyse, and criticize. Second, it strengthens how students learn, think, and reflect on their English language.

Unfortunately, writing is a skill that requires a complex activity, a social act reflecting the writer's communicative skills which are difficult to develop and learn, especially in an EFL context because it embodies various components, such as vocabulary, grammar, citation, procedures, genre variations, etc (Sukesu et al., 2019).

Similarly, Kwak (2017) explained that writing is considered as a transferable skill. He added that learning writing means constructing

knowledge of grammar, punctuation, and sentences by reproducing exemplary texts. He also highlighted that one of the academic writing criteria is reproducing an appropriate text type rather than education for preparing an unpredictable and unknown future.

Zhang (2018) also agreed that writing is regarded as a habit formation in which learners learn to master the linguistic knowledge to produce grammatically accurate sentences by following a certain structure. Based on the communicative theory, students' active role in constructing ideas is essential in writing. Furthermore, Manjet (2015) stated that writing has certain advantages over speaking. These advantages include:

- a. Writing is permanent, so it can be read over and over again.
- b. Writing can be perceived in terms of pressure, intonation, content, pause, and so on.
- c. In terms of complexity, written language requires higher perfection compared to oral language.
- d. Writing may be arranged and more formal than spoken language.

According to Husin and Nurbayani (2017), the ability in writing is claimed as the key factor to succeed in academic writing. Sulisworo, Rahayu, and Akhsan (2016) argued that the ability or skill in writing is the indicator of a successful learning process for students in their education and future.

Three major points affected the student's academic writing ability were highlighted by Sukesu, Emzir, and Akhadiyah (2019). These include grammatical knowledge, reading habits, and creative thinking. These three

factors have a positive interrelationship and very useful in improving students' learning outcomes for academic writing. Besides, they explained that if students' grammar knowledge is improved, their outcomes of learning academic writing will also increase. Similarly, when students have strong reading habits, their academic writing will also be stronger. Then, if students' creative thinking is improved, their academic writing achievement will also be improved.

## **2. *Types of academic writing***

According to Hussain (2019), there are several styles of academic writing.

### **a. Essays**

Academic essays are basically a presentation of the writer's idea. It is short in length, with an average of five paragraphs. Essays in classrooms are assigned for amateur writing practice. L2 writers learn to hone their writing skills by presenting ideas thoughtfully and logically. This writing type incorporates a literature review. A literature review is an evaluation of the information that has been read on a topic. The L2 learner is expected to use such strategies as summarization, evaluation, description, and clarification.

### **b. Term paper**

A go-between essay and research paper, writing a term paper, essentially prepares an L2 learner to write a full-term research paper. A term paper signifies a topic or more that has been comprehended by an L2 learner. It is

expected that the paper criticizes current topics and allows for the writer's opinions, with facts from a variety of reliable sources. A rule of thumb is that a term paper should have between 1 - 3 references per page. Technically, a research paper answers theoretical questions posed by the writer.

c. Research paper

The real difference between a research paper and a term paper is that an academic study is carried out. A research paper is the culmination of a researchers' work on a particular topic. The research paper also expresses a writer's idea and incorporates the ideas and insights of others. It is at least eight pages in length. The researcher is expected to familiarize himself with other papers previously written on the topic of interest. The writer can choose to write on a subject scenario, in which case it is called a 'case study.' The writer is expected to restructure and present the topic while incorporating citations to support the analysis (Moreno, 2011).

d. Dissertation/Thesis

A dissertation is more like an academic book. It is required to be submitted as a partial fulfillment of the requirement of an academic degree. An L2 academic write-ups are also based on a hypothesis. The writer presents hypothetical questions and solves this along the body of the dissertation or thesis.

For undergraduate students, the thesis is one of the research report forms undertaken by an undergraduate university student following certain

standards and processes for the sake of becoming a bachelor (Husin & Nurbayani, 2017).

### ***3. Academic Writing Difficulties and Plagiarism***

Academic writing is the mind's product, which includes mental and cognitive activities (Fadda, 2012). EFL students are required to prove their pedagogical competence by submitting academic papers. Students are expected to be able to write in academic genre format, must understand academic conventions in English, and must be able to differentiate between what is considered academic and what is not.

However, it is not always easy for EFL students to learn academic genre writing. They faced many challenges, including generating ideas about their topic and putting their own words into their writing. According to (Darwish & Sadeqi, 2016), some of the EFL students faced the stressful experience of staring helplessly at a piece of paper. They unable to think or put the words down a paper; consequently, they commit plagiarism.

According to Badi (2015), students are not confident to use their own words because they think it may lead them to make some mistakes in grammar, etc. Consequently, it can make them unwilling to paraphrase or summarize the work of others. Instead, they just copy and paste someone's work.

### **C. Previous Study**

As plagiarism is a widespread problem in the education field, many authors have discussed and investigated about plagiarism. They defined plagiarism in different ways, divided plagiarism into different types, and found various factors that led students to commit plagiarism in writing using various methods and analyses.

For example, Anney and Mosha (2015) investigated students' plagiarism practices in Tanzania higher learning institutions by involving two universities (one public and one private university), as a case study. The study employed a qualitative research approach within the interpretive paradigm. The case study participants were purposively selected while the data were collected using focus group discussions and document analysis (assignments, dissertations, and proposals suspected for plagiarism).

In their research, it was found that plagiarism is a critical problem for the students in sampled universities as assignments submitted during the course contain a substantial text copied from other sources without acknowledging the original authors. Factors such as internet access, shortage of books, student's laziness, and poor academic writing skills played a key role in students' plagiarism at the two universities. Based on these results, the study recommends universities to have adequate resources in particular software for detecting plagiarism (Anney & Mosha, 2015).

While Ligi (2014) focused on university students' reasons for committing academic dishonesty and students' knowledge about regulations

concerning academic dishonesty, it is a qualitative study carried out with students from Estonia, Finland, and the U.S.A, consisting of six in-depth interviews. A document analysis has been carried out to compare how different universities regulate academic dishonesty. The results of this study indicated that students commit academic dishonesty mainly because of individual reasons, such as not being able to memorize the necessary amount of material and individual perfectionism (Ligi, 2014).

Besides, Darwish and Sadeqi (2016) tried to investigate the real motivation for EFL students to plagiarize in writing. This research was conducted with a freshman writing students through Fall Semester 2015/2016 in the English Department. A simple questionnaire and journal writing were used. The results showed that the participants mainly plagiarize in writing to get good grades and pass the course. Moreover, their main source for plagiarizing is the internet (Darwish & Sadeqi, 2016).



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the descriptions of the research setting, research design, research participants, method of data collection and method of data analysis.

#### **A. Research Design**

This research aims to investigate factors influencing students to commit plagiarism and the types of plagiarism used by the EFL students on their writing. Therefore, a qualitative approach was employed in this research. Qualitative research is educational research in which the researcher is relying on participants' experiences and analysing information in the form of words (or text) from participants rather than quantification in the collection and analysis data (Bryman, 2012).

Creswell (2012) stated that qualitative research was best used when the researcher did not know the exact variables to explore. The literature reviews did not play an essential role, but they helped yield information about the phenomenon. What matters the most in qualitative research was the view of the participants about the study. Bryman (2012) stated that by using a qualitative approach, the researchers do not interest in describing a phenomenon; rather, do an exploration in which little is known about the problem. He added that by using a qualitative method, the researcher could collect information from a small number of individuals or sites.

## **B. Research Participants**

Purposive sampling was employed because the researcher set certain criteria in choosing the participants. According to Arifin (2012), purposive sampling is a sampling technique based on the consideration of certain aims and criteria or characteristics that have been set beforehand. Bryman (2012) stated that a purposive sampling technique is used to select people, organizations, documents, departments, and others with direct reference to the research questions being asked.

Specifically, the researcher used the snowball sampling technique in choosing the participants. Bryman (2012) argued that snowball sampling is a sampling technique in which the researcher initially samples a small group of people relevant to the research questions. These sampled participants propose other participants who have had the experience or characteristics relevant to the research.

The participants were five students from the English Education Department of Universitas Islam Negeri Ar-Raniry, who took all of the writing classes, especially academic writing. They are students in the final year of study from batch 2016, students who will register for the thesis examination this year, and students whose thesis was suspected of plagiarism.

## **C. Methods of Data Collection**

The researcher used to interview and document analysis as procedures in collecting the data. The document analysis was employed to answer the first research question, while the interview was conducted to address the second research question.

### ***1. Document Analysis***

According to Owen (2014), documents can provide background information prior to designing the research project, for example, prior to conducting interviews. In this research, the researcher only focuses on analysing the types of plagiarism committed by students in chapter one and chapter two of their thesis by using Turnitin.

Turnitin is a plagiarism software detection which is used in many higher learning institutions (Anney & Mosha, 2015). Similarly, Bensal and Miraflores (2013) stated that Turnitin is claimed to be the leading academic plagiarism detector utilized by teachers and students to avoid plagiarism and ensure academic integrity.

In collecting the data through document analysis, the researcher employed several steps. First, the participants were purposively selected by the researcher. The participants were English education students who have met certain criteria set by the researcher. Second, those participants were requested to send their thesis so that the researcher can identify whether their thesis contains plagiarism or not by using Turnitin. In this study, the researcher only focused on analysing chapters 1 and 2 of the participants' thesis. By using

Turnitin, the researcher can identify the original sources where students copied the work. Then, the researcher compared students' work with the original work to analyse the participants' types of plagiarism.

## ***2. Interview***

The type of interview that was utilized in this research is a semi-structured interview. An interview is a conversation between interviewer and interviewees, whether direct or indirect, to achieve certain purposes (Arifin, 2012). According to Bryman (2012), a semi-structured interview is a type of interview in which the researcher has prepared a list of questions, but the question may not follow exactly the way outlined on the schedule. The researcher can add or delete questions that were designed in the interview guide. In short, questions that are not included in the guide may be asked as the interviewer notices things said by the interviewees (Bryman, 2012).

Unfortunately, because this research is conducted during COVID-19 pandemic, the face-to-face interview cannot be undertaken. The participants conducted the phone interview to flatten the curve and prevent further escalation of the spread of COVID-19. Bryman (2012) stated that telephone interviews are allowed to be conducted if the researcher and the participants find it impossible to come to a location for an interview. The researcher called the participants one by one with a duration of 15-20 minutes on average.

Before starting the interview, the researcher firstly conveyed brief information to the participants about the study's background, the purposes of the study, the significance of the study, the research procedure, and the

participants' protection of confidentiality. The participant's consent were also seek to record the whole interview process using a voice recorder. Seven interview questions were provided for participants, namely:

1. What are the problems or challenges that you faced in the academic writing class?
2. What are the problems or challenges that you faced in writing your thesis?
3. In your opinion, what is plagiarism?
4. Do you think the problems that you faced in the academic writing class and in your thesis, are the factors that attract you to commit plagiarism? Why?
5. Do you think poor academic writing skills such as lack of knowledge about citation and referencing skills are the factors that encourage you to commit plagiarism? Why?
6. Do you think a lack of paraphrasing skills encourages you to commit plagiarism? Why?
7. Do you think the internet influences students' acts of plagiarism? Why?

#### **D. Methods of Data Analysis**

##### ***1. Document Analysis***

The procedure of document analysis of this research followed the procedures laid out in the related theory. As the researcher only focused on analysing the types of plagiarism on students' thesis, there are two steps that were utilized in analysing the document in this study.

Firstly, the researcher compared the students' thesis suspected of plagiarism that was checked by using Turnitin with the original sources from the internet, where students copied the work. Secondly, the researcher identified the types of plagiarism committed by students on their thesis.

## **2. Interview**

The researcher chose thematic analysis in analysing the interview transcript. Maguire and Delahunt' (2017) argued that the thematic analysis identifies patterns or themes within qualitative data. It emphasizes identifying, analysing, and interpreting patterns of meaning (or "themes") within qualitative data.

Through thematic analysis, the researcher examines the data to construct core themes that could be distinguished between and within transcripts (Bryman, 2012). According to Braun (2011), thematic analysis involves some steps in analysing the data. First, get familiar with the data and identifying items of potential interest. Second, generating initial codes. Third, searching for themes and reviewing potential themes. Fourth, defining and naming themes. Fifth, producing the report or explain it narratively.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discussed the findings and discussion of the research to answer the research questions mentioned in chapter I. The data were obtained through two research instruments. The document analysis was employed to answer the first research question while the interview was conducted to answer the second research question.

#### **A. Research Findings**

##### ***1.1. Types of plagiarism committed by the students***

As mentioned before, the researcher used the document analysis to investigate the types of plagiarism committed by English education students on their thesis. The following extracts were taken from students' thesis to exemplify the types of plagiarism that have been committed by English education students. Based on the research findings through document analysis, the types of plagiarism committed by all participants were varied. They were the clone type, 404 error, and words switch plagiarism.

##### ***1.1.1. Clone type***

According to Anney and Mosha (2015), most students commit the clone type of plagiarism. Clone is an act of submitting someone's writing by copying and pasting it directly word by word without acknowledging the original author. For example, participant A directly took someone's writing word for word without acknowledging the original author.

Table 4.1. Extract of plagiarised work from participant A

Plagiarised work	Original work	Source
Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices, and rituals of another group without sacrificing the characteristics of its own culture.	Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices, and rituals of another group without sacrificing the characteristics of its own culture (copied from Robert M. Sell, 2015)	www.slideshare.net

Table 4.1. shows that participant A took a full-sentence directly from www.slideshare.net without putting the information about the original writer/source at all.

The next table shows that the writing from participant B that contains the word for word plagiarism.

Table 4.2. Extract of plagiarised work from participant B

Plagiarised work	Original work	Source
For that, most teacher education programs design their teaching practicum course in such a way as to give the student teachers as much exposure to the real teaching world as they can.	For that, most teacher education programs design their teaching practicum course in such a way as to give the student teachers as much exposure to the real teaching world as they can (copied from an article by Jusoh, 2013).	www.fllt2013.org

The extract in table 4.2 indicates that participant B copied a sentence word by word from Jusoh (2013) paper without acknowledging or referencing the original author properly. By using Turnitin, the researcher found that the thesis of participant B only contains a 15% similarity index. The sources were taken 11% taken from internet sources, 4% from publications, and 8% taken from student papers.

More examples are shown in table 4.3. This table shows several sentences and paragraphs from the thesis of participant C that is contained plagiarism.

Table 4.3. Extract of plagiarised work from participant C

Plagiarised work	Original work	Source
Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting status equals or matched companions.	Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions (copied from article Topping, 2005)	docplayer.net

Table 4.4. Extract of plagiarised work from participant C

Plagiarised work	Original work	Source
The necessity of teaching English for professional purposes and specifically in the area of tourism is irrefutable	The necessity of teaching English for professional purposes and specifically in the area of tourism is irrefutable (copied from www.ccsenet.org)	www.ccsenet.org

Table 4.4. Extract of plagiarised work from participant C

Plagiarised work	Original work	Source
English for tourism and hospitality has been categorized under English for a specific purpose (ESP). It is an important and dynamic area of specialization within the field of English language teaching and learning.	English for tourism and hospitality has been categorized under English for a specific purpose (ESP). It is an important and dynamic area of specialization within the field of English language teaching and learning (copied from Nahid Zahedpisheh, Zulqarnain B Abu bakar & Narges Saffari, 2017). Vol 10 no 9.	www.researchgate.net.

Table 4.6. Extract of plagiarised work from participant C

Plagiarised work	Original work	Source
The necessity of teaching English for professional purposes and specifically in the area of tourism is irrefutable	The necessity of teaching English for professional purposes and specifically in the area of tourism, is irrefutable (copied from www.ccsenet.org).	www.ccsenet.org

The tables above show that participant C directly copied several sentences from someone's article or some websites without putting any information about the source or the original author. Based on Turnitin, the thesis of participant C contains a 38% similarity index. The sources were 32% taken from the internet, 22% taken from publications, and 23% taken from students' papers.

The next tables presents plagiarism of participant D. It shows that participant D also directly copies and pastes someone's writing without putting any information about the original author or the source.

Table 4.7 Extract of plagiarised work from participant D

Plagiarised work	Original work	Source
The teachings of Al-Qur'an are universal, addressed to all people throughout the world regardless of their creed and color. They enlighten man's soul, purify his morals, condemn all wrongs, order good deeds, and call for the establishment of justice and fraternity through obeying Allah as the supreme authority.	The teachings of Al- Qur'an are universal, addressed to all people throughout the world regardless of their creed and color. They enlighten man's soul, purify his morals, condemn all wrongs, order good deeds and call for the establishment of justice and fraternity through obeying Allah as the supreme authority (copied from Nasution, Sumarsih, and Saragih, 2018)	digilib.unimed.ac.id

Table 4.8 Extract of plagiarised work from participant D

Plagiarised work	Original work	Source
The teachings of Al-Qur'an are universal, addressed to all people throughout the world regardless of their creed and color. They enlighten man's soul, purify his morals,	The teachings of Al- Qur'an are universal, addressed to all people throughout the world regardless of their creed and colour. They enlighten man's soul, purify his morals, condemn all wrongs, order good deeds,	(journal.animed.ac.id)

condemn all wrongs, and call for the order good deeds, and call for the establishment of justice and fraternity through obeying Allah as the supreme authority. Al- Qur'an provides the regulations that create the proper relations between man and Allah, man and man.	establishment of justice and fraternity through obeying Allah as the supreme authority. Al- Qur'an provides the regulations that create the proper relations between man and Allah, man and man. (copied from Nasution Sumarsih, Saragih 2018).
--	---

Table 4.9 Extract of plagiarised work from participant D

Plagiarised work	Original work	Source
The teachings of Al- Qur'an are universal, addressed to all people throughout the world regardless of their creed and color. They enlighten man's soul, purify his morals, condemn all wrongs, order good deeds, and call for the establishment of justice and fraternity through obeying Allah as the supreme authority. Al- Qur'an provides the regulations that create the proper relations between man and Allah, man and man.	The teachings of Al- Qur'an are universal, addressed to all people throughout the world regardless of their creed and color. They enlighten man's soul, purify his morals, condemn all wrongs, order good deeds, and call for the establishment of justice and fraternity through obeying Allah as the supreme authority. Al- Qur'an provides the regulations that create the proper relations between man and Allah, man and man. (copied from Nasution Sumarsih, Saragih 2018).	(journal.animed.ac.id)

Table 4.10. Extract of students plagiarised work from participant D

Plagiarised work	Original work	Source
The translation is accurate, easy to read, and free from the archaisms, incoherence, and alien structures that mar most existing translations. It explains stylistic features peculiar to Arabic and offers	The translation is accurate, easy to read, and free from the archaisms, incoherence, and alien structures that mar most existing translations. It explains stylistic features peculiar to Arabic and offers solutions to	(journal.ani med.ac.id)

solutions to the difficulties of rendering these into English.	the difficulties of rendering these into English. (Copied from www.kinokuniya.co.id)
--	--

Table 4.11 Extract of plagiarised work from participant D

Plagiarised work	Original work	Source
The message of the Qur'an was directly addressed to all people regardless of class, gender, or age, and this translation is equally accessible to everyone.	The message of the Qur'an was directly addressed to all people regardless of class, gender, or age, and this translation is equally accessible to everyone (books.google.com)	(books.google.com)

Table 4.12 Extract of plagiarised work from participant D

Plagiarised work	Original work	Source
Literature, in its broadest sense, means a body of written works, including poems, poetry, prose, and novels. In creating products of literature, writers love to use figurative language in attracting the readers and listeners towards their creations. Figurative language is also well known as figures of speech.	Literature, in its broadest sense, means a body of written works, including poems, poetry, prose, and novels. In creating products of literature, writers love to use figurative language in attracting the readers and listeners towards their creations. Figurative language is also well known as figures of speech (copied from courses.lumenlearning.com).	(courses.lumenlearning.com)

Turnitin showed that the thesis of participant D contained a 66% similarity index.

The sources were 64% taken from the internet, 4% from publications, and 28% from student papers.

The next tables are plagiarised work from participant E. Participant E used several types of plagiarism on her thesis.

Table 4.13 Extract of plagiarised work from participant E

Plagiarised work	Original work	Source
The impact of podcasting on learning in general and language learning, in particular, could be similar to the impact of the arrival of the internet in terms of giving access to language learning materials (mostly free of charge).	The impact of podcasting on learning in general and language learning, in particular, could be similar to the impact of the arrival of the internet in terms of giving access to language learning materials (mostly free of charge) (copied from Fernando Rosell-Aguilar, 2007).	sisnatofiana.blogspot.com

Table 4.14. Extract of plagiarised work from participant E

Plagiarised work	Original work	Source
Successful listening can also be looked at in terms of the strategies the listener uses when listening.	Successful listening can also be looked at in terms of the strategies the listener uses when listening. (copied from T. Wiardi, 2017)	www.google.com

It can be concluded that participant A, B, C, D, and E committed the clone type of plagiarism. As mentioned in chapter 2, according to Turnitin (2013), the clone type of plagiarism is an act of submitting another's work, word for word, one's own.

#### **1.1.2. 404 error**

According to Turnitin (2012), 404 error type is included into one of plagiarism types that most student commit. 404 error type is an act of faking or making up the original author. For example, participant A copied a sentence from [www.wikipedia.com](http://www.wikipedia.com); the sentence was combined with some words that were put at the beginning of the sentence.

Table 4.15. Extract of plagiarised work from participant A

Plagiarised work	Original work	Source
Lene and Tanggaard (2007) stated that vocational senior high school is a type of educational institution, which depending on the country, may refer to either secondary or post-secondary education designed to provide vocational education or technical skills required to complete the tasks of a particular and specific job.	A vocational school is a type of educational institution, which depending on the country, may refer to either secondary or post-secondary education designed to provide vocational education or technical skills required to complete the tasks of a particular and specific job (copied from Wikipedia).	www.wikipedia.com

According to Turnitin, Table 4.15. shows that participant A copied a sentence from www.wikipedia.com; the sentence was combined with some words that were put at the beginning of the sentence. Furthermore, participant A did not put the original source, and she stated that the sentence was taken from Tanggaard & Lene (2007).

Table 4.16. Extract of plagiarised work from participant A

Plagiarised work	Original work	Source
David Schner, Vaidehi Ramanathan, and Brian Morgan (2007), an English textbook is a textbook used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner.	A textbook is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner (copied from simple.wikipedia.org).	simple.wikipedia.org

Table 4.16. shows that participant A combined someone's sentences by adding two words at the beginning of the sentence. Then, the participant also did not put the original source. She stated that the sentences were taken from Schneer, Ramanathan, and Morgan (2007). In contrast, based on Turnitin, those sentences were taken from simple.wikipedia.org. Then, Turnitin also showed that the thesis (Chapter 1-2) of participant A contains a 22% similarity index. The sources were 16% taken from the internet, 4% from publications, and 16% taken from student papers. From Tables 4.15 and 4.16, it can be concluded that participant A and participant E also committed 404 error type of plagiarism.

### 1.1.3. *Word switch plagiarism*

According to Ali et al. (2012), word switch plagiarism is an act of changing a few words of someone's writing without acknowledging the original author.

Table 4.18. Extract of plagiarised work from participant E

Plagiarised work	Original work	Source
It is unique because its capacity for subscription through an RSS (Really Simple Syndication) feed can listeners take to their favorite Podcasts. Their computer will receive alerts when new episodes are posted.	What makes podcasting unique is its capacity for "subscription": through an RSS (Really Simple Syndication) feed, listeners can "subscribe" to their favorite podcasts. Their computer will then receive "alerts" when new episodes have been posted.	www.google.com

From table 4.18. we can see that participant E copied two sentences from a website but changed three words at the beginning of the sentence. According to Turnitin, the thesis of participant E contained a 43% similarity index. The sources were 35% taken from the internet, 18% taken from publications, and 32% taken

from student papers. It can be concluded that participant E also committed word switch plagiarism on her thesis.

## ***1.2. Factors contributing to plagiarism***

After conducting the interview, the researcher found some factors that encourage English education students to do plagiarism in academic writing. Based on the interview results, participants faced various problems or challenges in the academic writing class. Also, most of them agree that those problems or challenges are the factors that lead them to commit plagiarism. Those factors are:

### ***1.2.1. Poor paraphrasing skills***

As mentioned in the previous chapter, paraphrasing skill is very important in avoiding plagiarism. According to Greenberger, Hollbeck, and Dyer (2016), one of the skills that need to be mastered in academic writing is how to paraphrase. When a student has this deficiency, unintended plagiarism could occur. Most of the participants of this research mentioned that they have a problem with paraphrasing skill. Consequently, they just copy and paste someone's writing from the internet. As participant C stated:

Yes, absolutely yes. Because in paraphrasing skill, we need to use our own sentence, I mean the vocab, we need to use different vocabularies, the sentence must look different from the original sentence. Even sometimes, we need to combine our idea with the original author ideas, and this is so difficult for me.

Participant D also stated:

Yes, I think. Because I have a lack of vocabulary, so I have a lack of paraphrasing skills. Because in paraphrasing someone's writing, we need to use our own vocab, but in a correct way, we need to choose the proper words I mean the proper vocabulary in our writing.

Moreover, participant E provided a similar answer, she stated:

I think yes, because like I said in the previous question. In academic writing, paraphrasing is very important to avoid plagiarism act. If we do not know to paraphrase properly, then plagiarism will happen intentionally or unintentionally.

From the answers, the researcher can see that some participants agreed that poor paraphrasing skill encourages them to commit plagiarism because they have difficulty discovering their own ideas on their writing. While others argued that they have difficulties in paraphrasing because they have a limitation of academic English vocabulary.

### ***1.2.2. Difficult in discovering ideas***

Based on the answer of the participants, difficult in gaining ideas is also their problem in writing. According to Sukezi, Emzir, and Akhadiyah (2019), students need to think creatively in writing. Also, Darwish and Sadeqi (2016), they found that students committed plagiarism because they faced the stressful experience of starting helplessly at a piece of paper. The participants of this research stated that sometimes they get the idea, but then do not know how to put it on their writing using their own words. Consequently, they just copy and paste someone's writing. As participant B said:

when I was in the academic writing class, I got the problem, I feel difficult in finding the idea. I got confused about getting an idea. Sometimes, I got the idea, but I do not know how to write it down. The idea is just gone, you know, I just like got nothing

Participant B also stated that the problem that he faced in writing his thesis is also difficult in gaining ideas. He stated that:

Yes.. but my big problem is only lack of skill to get the idea and to organize the idea. Because it is so difficult to think what I want to write in

my thesis, because I have no idea, to solve this problem, I try to look at some journals or articles that is related to my topic, I mean I see someone's writing, then I copy and paste it on my writing.

Other participants stated a similar answer. As participant C said:

the problem I faced in the academic writing may be the way I organize the idea, I feel difficult to connect the idea and getting the idea

Yes, sure. Because you know, academic writing and thesis are similar; a thesis is one of the examples of academic writing, so the problem is almost exactly similar, you know what I mean. Then, the problems here really make me do plagiarism, for example, as I said before, I have difficulties in getting ideas, organize it, and connect the idea..." "Because of those problems, I chose to do plagiarism because it makes it easy to write my thesis.

Moreover, participant A, D, and E provided a similar answer. They stated that the biggest problem that they faced in the academic writing class and in writing their thesis is gaining the idea. It can be concluded that the ability to discover ideas is essential for students in writing.

### ***1.2.3. Vocabulary limitation***

Based on the participants' answers, lack of academic English vocabulary is also one of the problems or challenges that they faced in the academic writing class, and in writing their thesis. As explained before, vocabulary development is very important in paraphrasing skills because, in paraphrasing, students need to use their own words properly. This is similar to Greenberger, Hollbeck, and Dyer (2016), they found that one of the factors that encourage students to commit plagiarism is the limitation of academic English vocabulary. They added that if a student is deficient in this era, their paraphrasing skill will also be poor.

As participant E said:

if we want to write academically, we still use our usual language, the informal vocabs, sometimes we just focus on the grammar, on the spelling, without really care about the academic sentence or which proper academic words we should put there.

Participant C also stated:

Yeah..also, the academic vocab, you know... it is really hard to think and use academic vocab because I do not know much about the vocab.

Participant C, D, and E also agreed that limited English academic vocabulary encourages them to commit plagiarism. For example, participant D said:

Yes...I think yes, the problems that I faced in the academic writing class and in my thesis sometimes encourage me to do plagiarism. For example, idea, because I do not have any idea that I want to write, then I just choose the easy one, that is plagiarism. Then, like said before, I have a lack of academic grammar. Yeah...that is my problem. But I always try to avoid it first.

While participant A and B mentioned that limited academic English academic vocabulary is not a major problem that makes them commit plagiarism, for example, participant A said:

like vocab, I have a lack of English academic vocabulary, but that is not a big problem for me because I can open the dictionary to see the appropriate vocabulary that I want to put in my writing.”

#### **1.2.4. Lack of grammar knowledge**

Lack of grammar knowledge is also one of the problems that students faced in the academic writing class and in writing their thesis. This is similar to Greenberger, Hollbeck, and Dyer (2016), they found students comitted plagiarism because they afraid of making some mistakes in grammar, etc. As participant C said:

I also got some problems in grammar, I actually know the grammar rules, but I do not know how to transfer it on my writing.

Participant D also said :

Yeah.. grammar also becomes the problems for me.

Participant C and D also agreed that a lack of grammar knowledge encourages them to commit plagiarism.

It is in contrast with the other three participants. They do not have grammar problem. They have enough knowledge about grammar, so it can be concluded that a lack of grammar knowledge is not a problem that leads them to do plagiarism in writing.

#### ***1.2.5. A lack of prior knowledge***

A lack of prior knowledge is considered to be one of the factors influencing students' acts of plagiarism. This finding is similar to MacLennan (2018), he found that one of the factors that encourage students to commit plagiarism is a minim of prior knowledge. Two of the participants stated that a lack of prior knowledge is affecting their writing ability. Consequently, they do plagiarism by copy and paste other's work. As participant B said:

I have no idea in starting the sentences of my thesis because I have no prior knowledge about my topic, so I got confused with it.

Participant A also has a similar statement:

the problem in completing my thesis is minim of knowledge too.

Participant A and B also agreed that a lack of prior knowledge is the factor influencing them to commit plagiarism, especially on their thesis. In this case,

only two participants who mentioned that limited prior knowledge had become the writing challenge that led them to commit plagiarism.

#### **1.2.6. Improper time management**

Most of the participants mentioned that they could not manage their time well. This finding is similar to Harris (2012), many students have poor time management and planning skills. Some students are just procrastinators, while others do not understand the hours required to develop a good research paper.

As mentioned in the literature review, academic writing is very complex; it requires students to use grammar, sentence, structure, and spelling properly, supporting big ideas with examples, and having enough knowledge in paraphrasing, referencing, and citation skills. Dealing with those rules it required students to have enough time to complete their writing. As participant D said:

I feel difficult in managing the time because the deadline is to close, so it encourages me commit plagiarism to save time. But I know, this is my fault why I do not start to write my thesis earlier.

Participant E also stated:

the most problem for me is have limited time. Because, just for information, my supervisor really limits in doing *bimbingan*, even though the deadline of the examination is on August, she only want to do consultation until July. And it makes me really difficult in managing the time. So, to save the time, I do copy and paste of someone's writing on journals or articles.

Similarly, participant C also stated the same argument, she committed plagiarism because difficult in managing her time appropriately. While participant A and B did not mention that they have problem in time management.

### **1.2.7. Internet access**

In this era of technology, the internet has a significant influence on plagiarism. Based on the research conducted by Darwish and Sadeqi (2016), the vast majority of the participants' choice for plagiarizing in writing was mainly on the internet. Similarly, all participants in this research mentioned that the internet is the major factor of plagiarism. They explained that it happens because the time is limited, and the process of cutting and pasting whole sentences or paragraphs from the internet is so easy for them. As participant A said:

Yes, that is the main point, because it supports us, it encourages us to do plagiarism, you know like someone copy and paste, and that is so easy, absolutely the problem that makes me do plagiarism.

Participant B also agreed that the internet influence students' act of plagiarism.

She said:

Yes, because on the internet, we can find easily like word maybe, references, and resources.

Similarly, participant C also said:

Yeah...it is easier to do plagiarism, you know, because when we go to the internet, then we will find journals, resources, we can easily copy and paste it. When we read books, it is a bit difficult to do plagiarism, but if we use the internet, it is so easy to commit plagiarism.

Moreover, participant D and E also stated the same statement. It can be concluded that the arrival of the internet in this era really makes the incidence of plagiarism increased. This happens because, on the internet, there are paper mills that students can easily obtain.

### ***1.3. Students' knowledge about plagiarism***

Harris (2012) stated that many students do not consider plagiarism as a wrong habit. From the interview results, all participants understand what plagiarism is. They do understand the definition of plagiarism and defined plagiarism correctly, but it does not help them to avoid plagiarism.

As participant A stated:

I think plagiarism is when we quote something without putting the name of the writer.

Similarly, participant B also stated:

So based on me, plagiarism is someone error or mistake, fatal mistake, because we put someone's work, then we refill it, or we write it down into our own work, then mark it as our own work, and this is a fatal mistake.”

Moreover, participant C also mentioned a similar answer:

Plagiarism is when we take someone's idea, but we don't write the sources on it.

Participant D and E also stated a similar answer. From these findings, the researcher can conclude that even though the students understand the definition of plagiarism and they know that plagiarism is not supposed to do in writing, it does not stop them from committing plagiarism.

## **B. Discussion**

As mentioned in Chapter 1, the purpose of this research is to investigate students' plagiarism in academic writing. Specifically, the researcher focused on two aims: to investigate the types of plagiarism used by English education students of Universitas Islam Negeri Ar-Raniry and investigate the factors that lead them to commit plagiarism in academic writing, especially on their thesis.

In this research, there were five participants, two males and three females. To collect the data, the researcher used document analysis and semi-structured interviews. Document analysis is the instrument used to answer the first research question, while a semi-structured interview is an instrument used to answer the second research question. In this discussion part, the researcher elaborated on the findings based on each research question.

For the first research question, the researcher used Turnitin to identify which part of students' thesis contains plagiarism and also to identify the source of where students copied the work. According to Narasanaikar and Harangaragi (2017), Turnitin is the leading originality checking and plagiarism prevention service used by millions of students and faculty, and thousands of institutions worldwide. It can be concluded that the results reported by Turnitin are no doubt.

From the tables provided in the research findings section, the researcher found out that there are three types of plagiarism students use in chapter 1 and chapter 2 of their thesis. They are clone type, word switch plagiarism, and 404 error plagiarism. However, the clone type was the most frequent compared to others.

The first type is the clone type; by using this type of plagiarism, the participants copy and paste the sentence or paragraph of someone's writing word by word without acknowledging the source or writer. The research findings showed that all participants used the clone type on their thesis. This finding is similar to the research finding found by Anney and Mosha (2015) who investigated students' plagiarism practices in Tanzania higher learning institutions. Their research focused on investigating the plagiarism of participants' assignments, dissertations, and proposals.

While this research only focused on identifying plagiarism on undergraduate students' thesis. Anney and Mosha (2015) found that most types of plagiarism used by their research participants in their writing are the clone type. According to Turnitin (2012), the clone is reported as one of the plagiarism types conducted by students. Clone is defined as an act of submitting another's work, word by word, as one's own.

The second type of plagiarism that was used by the students was word switch plagiarism. This type of plagiarism has occurred when a student takes a sentence from the source then changed the few words without acknowledging the source. The researcher found that two participants used this type of plagiarism. Participant A added two words at the beginning of the sentence that she copied, while participant E deleted three words at the beginning of the sentence that she copied and replaced it with her own words. Both of them did not mention the original author or the source. This finding is similar to Ali et al. (2011) who investigated an overview and comparison of plagiarism detection tools. They

found that word switch plagiarism is one of the plagiarism types that were used by the students.

The third type that was used by the students is the 404 error type. According to Turnitin (2012), the 404 error type is reported as one of the ten types of plagiarism act conducted by students. The 404 error type is defined as plagiarism that is happened if a student does not use the real sources or links or provide source information incorrectly (Turnitin, 2012). For example, a student may say quote 1 is from author X while it is, in fact, that the quote from author Y. The researcher found that participant A used this type on their thesis from the tables in the research findings section.

Table 4.2. showed that participant A mentioned that the sentence was taken from Lene and Tanggaard (2007). While according to Turnitin, the sentence was taken from [www.wikipedia.com](http://www.wikipedia.com). Similarly, Table 4.3. clearly showed that participant A stated that the sentences were taken from Schneer, Ramanathan, and Morgan (2007), while it is in fact that those sentences were taken from [simple.wikipedia.org](http://simple.wikipedia.org). These findings are similar to Anney and Mosha (2015), who found that several of their research participants copied directly from another source but tried to change the position of authors cited.

For the second research question, the researcher found seven major factors that attract English education students to commit plagiarism based on the interview results. It is difficult to discover ideas, have a limitation of academic English vocabulary, lack of grammar knowledge, minimize prior knowledge, improper time management, poor paraphrasing skill, and internet access.

The first one is difficult in discovering ideas. From the interview results, all participants argued that the biggest problem in writing that encourages them to commit plagiarism is the difficulty of discovering ideas. This finding is in line with Darwish and Sadeqi (2016) who investigated reasons for college students to plagiarize in EFL writing. However, the focus of their research is on students' motivation to pass. They found that students committed plagiarism because they faced the stressful experience of starting helplessly at a piece of paper; they unable to think or put the words down a paper. They added that discovering ideas and choosing words to impress the readers is so difficult for students.

Consequently, EFL students commit plagiarism in order to pass the course and get good grades. But, the focus of their research is on students' motivation to pass. Based on this research finding, gaining and discovering ideas is so difficult, and it takes time, to save the time students choose to commit plagiarism on their writing.

The second one is having a limitation of academic English vocabulary. From the interview results, 3 participants stated that poor grammar knowledge encourages them to commit plagiarism. While two others have no problem with vocabulary, they said that it could be helped by using a dictionary. This finding is in line Greenberger, Hollbeck, and Dyer (2016) who discussed plagiarism due to misunderstanding based on the perceptions of online instructors.

They found that one of the factors that encourage students to commit plagiarism is the limitation of academic English vocabulary. They added that if a student is deficient in this era, their paraphrasing skill will also be poor. While

paraphrasing skill is so important in avoiding student to commit plagiarism. This is why the development of academic English vocabulary is very important.

The third one is lack of grammar knowledge. This finding is in line with Amin and Alamin (2012 as cited in Badi, 2015). They found that students are not confident to use their own words because they think it may lead them to make some mistakes in grammar, etc. Consequently, it can make them unwilling to paraphrase or summarize the work of others. Instead, they just copy and paste someone's work.

Similarly, Sukesi, Emzir, and Akhadiyah (2019) investigated the correlation between reading habits, grammatical knowledge, creative thinking, and attainment in academic writing. They found that the greater a student's knowledge of grammar, the better the expected outcome of learning academic writing. It can be concluded that the more grammar knowledge we have, the less likely we are to commit plagiarism.

The fourth one is the minim of prior knowledge, this finding similar to MacLennan (2018), who investigated student perceptions of plagiarism avoidance competencies. It was an action research case study. He found that one of the factors that encourage students to commit plagiarism is a minim of prior knowledge. His research participants also stated that undertaking an analysis of unfamiliar topics was very difficult.

Then, several of their participants mentioned that writing the literature review process, in particular, was particularly challenging (MacLennan, 2018) because the researchers should justify if the literature reviewed fits well with the

study being conducted. The researcher must be able to convince the reader that their research is worth conducting in light of what studies on similar topics previously (Zulfikar, 2020). Consequently, they commit plagiarism if they cannot handle those challenges.

The fifth factor that encourages students to commit plagiarism based on these research findings is improper time management. According to Akmal, Dahliana, and Fadhlia (2019), writing is one of the most difficult skills in English. They added that it requires someone to have enough time to think a good idea and think about what it is worth to write, while the duration of writing class is short; consequently, many students choose to commit plagiarism to complete the task on time.

This finding agrees with Rezanejad & Rezaei (2013) who investigated the case of plagiarism among Iranian language students. They found that one of the individual factors that encourage students to commit academic dishonesty is the lack of time to complete their writing. Based on the interview results, students were unable to complete their writing when the lecturer ask them to complete the task in the classroom because they face several difficulties related to their writing. Several research participants also mentioned that they were unable to manage their time well in completing their thesis. It is because the due date is very close and also because they have to deal with other challenges related to their thesis. Also, these findings is similar to Harris (2012), he adressed that many students have poor time management, they are just procrastinators. They do not understand he hourv required to develop a goog research paper, and they run out of time as

the due date looms. Thus, they are most tempted to copy and paste a paper when time is short and they have not yet started the assignment.

The sixth factor is the poor paraphrasing skill. As mentioned in the previous chapter that paraphrasing skill is very important in avoiding plagiarism in writing. Unfortunately, many students have poor paraphrasing skills. Based on the interview results, some of the participants have a problem in paraphrasing skills because difficult to combine their own idea with the original author's idea. In contrast, some of them have limited vocabularies.

This finding is quite similar to Rahmayani (2018) who investigated students' difficulties in paraphrasing English text. She found that there are six difficulties that students faced in paraphrasing English text. They are culture, difficult in changing structures of ideas, difficult in changing words, challenging in replacing the word order, difficult in changing sentence structures, and lack of vocabulary.

The last factor is the internet. All participants in this research agreed that the internet influence students' act of plagiarism. This finding is similar to Anney and Mosha (2015), who investigated students' plagiarism in higher learning institutions in the era of improved internet access. They found that most of their research participants chose the internet as the factor that attracts them to do plagiarism. They added that it happens because cutting and pasting the resources they need on the internet is easy for students.

Similarly, based on the interview result, the participants committed plagiarism because they were lazy to paraphrase someone's work/writing. They were lazy to express their ideas because it took a long time to do it. Consequently,

they just copy and paste someone's work on the internet because it is easy for them to do it.

Contrary to previous studies, all of the participants mentioned that they do not have difficulties in citation and referencing skills. They agreed that lack of citation and referencing skills have not become the factors that encourage them to commit plagiarism because they can easily search on the internet how to cite and make reference correctly. Some of them mentioned that they could download the APA referencing style guide from the website of PBI so it can help them in making reference or citation appropriately.

This finding does not fit with the research findings of Anney and Mosha (2015), Greenberger, Hollbeck, and Dyer (2016), and MacLennan (2018). They have found that most students have difficulties in referencing and citation skills. They found that most of the students unintentionally commit plagiarism because they do not know how to acknowledge the original author's information or source on their paper in the correct way.

Regarding students' knowledge of plagiarism, all of the participants do understand what plagiarism is; they know the proper definition of plagiarism. They had knowledge about plagiarism despite their work, especially their thesis, including materials from various authors/sources without acknowledgment but it does not help them to avoid plagiarism. This finding is similar to Harris (2012), he addressed that many students do not consider plagiarism as a wrong habit. They know what plagiarism is, but they have not awareness of avoiding it. Some of

them believe that the idea that copying from sources with a few words of one's own that is usually called as “patch writing” is a normal way to write.

It can be inferred that is very important to increase students' awareness about avoiding plagiarism. According to Harris (2012) teachers must provide an explicit definition for them. He added that it is very important to discuss with students why plagiarism is wrong way. Explaining for them that plagiarism is a combination between stealing and lying. Also, it is very important to tell them that whenever they cite a source, they are strengthening their writing. By quoting (and citing) writers who support the student's position, the student adds strength to the position. By responding reasonably to those who oppose the position, the student shows that there are valid counter arguments (Harris, 2012).



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions and offers some suggestions. This chapter is divided into two parts. The first part aims to conclude this research in investigating students' plagiarism in academic writing. The second part presents suggestions for further research on the related topic.

#### A. Conclusions

Plagiarism is a widespread problem today. Based on Silfiani, Aziz, and Daud (2018), plagiarism is a bad action that needs to be eradicated from students behaviour. The findings showed that students used various types of plagiarism; they are clone (copy and pasted plagiarism), 404 error, and word switch plagiarism. Furthermore, it showed that students are encouraged to do plagiarism because of seven major factors: 1) Difficult in discovering ideas; 2) Have a limitation of academic English vocabulary; 3) Lack of grammar knowledge; 4) The minim of prior knowledge; 5) Improper time management; 6) Poor paraphrasing skills; and 6) Internet access.

Other factors related to an academic skills, such as citation and referencing skills are not considered to be the factors that encourage students to commit plagiarism based on these research findings. This is an interesting finding as it is in contrast with the finding of similar research. However, it also indicates that students' knowledge of referencing and citation technique is good. Therefore,

more awareness and skills should be promoted in term of the factors reported previously.

## **B. Recommendations**

Some recommendations are provided based on the research results. This research is very useful for students in increasing their knowledge about plagiarism so that they can improve their awareness of avoiding plagiarism in their writing, especially on their thesis. Also, considering the results of this research, it is suggested that the lecturer should educate their students well about plagiarism. By knowing factors that encourage students to commit plagiarism, the lecture can offer a solution for their students on how to deal with those factors. The findings of this study are expected to be as a consideration for other researchers who plan to conduct the study focused on students' plagiarism. It is suggested that the researcher follow the study that focuses on different aspects of this research, for example: 1) Focusing on students' knowledge about plagiarism; 2) Students awareness of plagiarism; 3) Students' perceptions of plagiarism avoidance.

To enrich the findings, it also recommended for future researchers to expand the demography of the research participants, for example, including students from other universities or other majors. It is also possible for future researchers to conduct similar study using a quantitative survey to obtain a wider insight related to plagiarism among students.

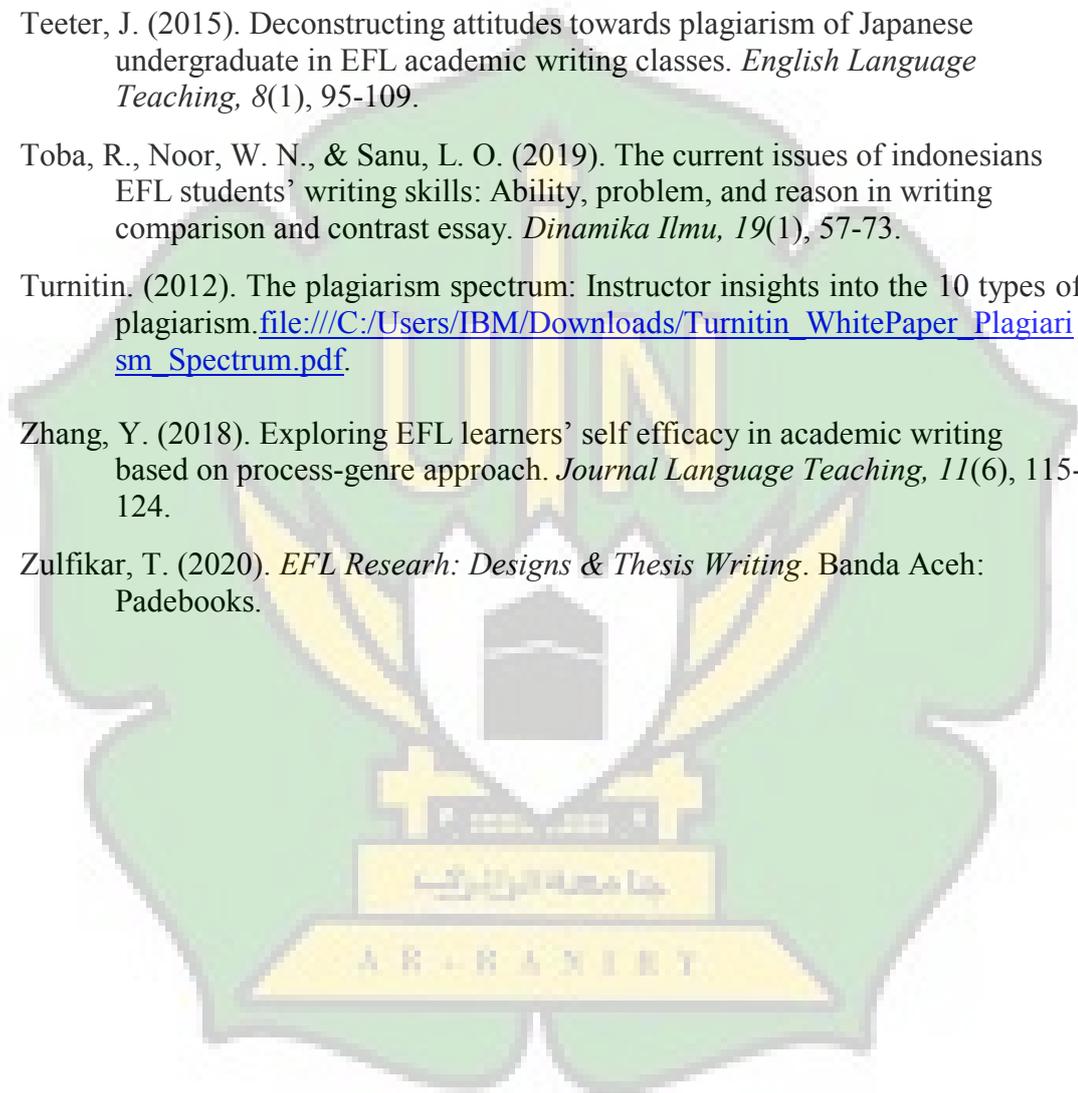
## REFERENCES

- Akmal, S., Dahliana, S., & Fadhlia, R. (2020). Cooperative assessment writing practices in an acehnese private university: Helping or troubling? *Jl3T (Journal Of Linguistics, Literature And Langugae Teaching)*, 5(2), 107-109. Retrieved from <https://www.journal.iainlangsa.ac.id/index.php/jl3t/article/view/1209>
- Anney, V. N., & Mosha, M. A. (2015). Student's plagiarisms in higher learning institutions in the era of improved internet access: case study of developing countries. *Journal of Education and Practice*, 6(13), 1-15.
- Arifin, Z. (2012). *Penelitian pendidikan: metode dan paradigma baru*. Bandung: PT Remaja Rosdakarya Offset.
- Badi, I. A. (2015). Academic writing difficulties of ESL learners. *The 2015 WEI International Academic Conference Proceedings*, 65-78.
- Bensal, E. R., Miraflores, E. S., & Tan, N. C. C. (2013). Plagiarism: Shall we turn to turnitin? *CALL-EJ*, 14(2), 2-22.
- Betts, L. R., Bostock, S. J., Elder, T. J., & Trueman, M. (2012). Encouraging good writing practice in first-year psychology students: An intervention using Turnitin. *Psychology Teaching Review*, 18(2), 74-81.
- Braun, V. (2011). Thematic Analysis. *International Qualitative Health Research Workshop: Challenges and Issues in Qualitative Studies*, 1-42.
- Bryman, A. (2012). *Social research methods*. United States: Oxford University.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> ed)*. Boston: Pearson
- Curasi, C. (2013). The relative influences of neutralizing behaviour and subcultural values on academic dishonesty. *Journal of Education for Business*, 88(3), 167-175.
- Darwish, A. S., & Sadeqi, A. A. (2016). Reasons for college students to plagiarize in EFL writing: Students' motivation to pass. *International Education Studies*, 9(9), 1-12.
- Eret, E., & Ok, A. (2014). Internet plagiarism in higher education: tendencies, triggering factors and reasons among teacher candidates. *Assessment & Evaluation In Higher Education*, 39(8), 1002-1016.
- Fadda, H. A. (2012). Difficulties in academic writing: From the perspective of king saud university postgraduate students. *English Language Teaching*, 123-130.

- Fish, R., & Hura, G. (2013). Students' perceptions of plagiarism. *Journal of Scholarship of Teaching and Learning*, 13(5), 33-45.
- Greenberger, S., Hollbeck, R., & Dyer, T. (2016). Plagiarism due to misunderstanding: Online instructor perceptions. *Journal of the Scholarship of Teaching and Learning*, 16(6), 72-84.
- Hasan, J., & Marzuki, M. (2017). An Analysis of student's ability in writing at Riau University Pekanbaru. *Theory and Practice in Language Studies*, 7(5), 380-388.
- Husin, M. S., & Nurbayani, E. (2017). The Ability of Indonesian EFL learners in writing academic papers. *Dinamika Ilmu*, 17(2), 237-250.
- Hussain, S. S. (2019). Strategies for teaching academic writing to Saudi L2 learners. *English Language Teaching*, 12(12), 1-11.
- Jones, D. (2011). Academic Dishonesty: Are more students cheating? *Business Communication Quarterly*, 74(141), 141-150.
- Kwak, S. (2017). Approaches reflected in academic writing MOOCs. *International Review of Research in Open and Distributed Learning*, 18(3), 1-18.
- Leung, C. H., & Cheng, S. C. L. (2017). An instructional approach to practical solutions for plagiarism. *Universal Journal of Educational Research*, 5(9), 1-7.
- Ligi, M. (2014). University students' reasons for committing academic dishonesty and knowledge about regulations. University of Tartu.
- Liyana, C. I., (2014). Cohesion and coherence in English education students thesis. *Englisia Journal*, 1(2), 281-286.
- MacLennan, H. (2018). Student perceptions of plagiarism avoidance competencies: an action research case study. *Journal of Scholarship of Teaching and Learning*, 18(1), 58-74.
- Maguire, M & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J)*, 8(3), 1-14.
- Manjet, K. M. S. (2015). International Graduate Students' Academic Writing Practices in Malaysia: Challenges and Solutions. *Journal of International Students*. 5(1), 12-22.
- McGee, P. (2013). Supporting academic honesty in online courses. *Journal of Educators Online*, 10(1), 1- 31.

- Moreno, A. I. (2011). English for research publication purposes and cross-cultural academic discourse analysis. In J. Ruano, M. Fernández, M. Borham, M. Díaz, S. Bautista, P. Álvarez, & B. García (Eds.), *Current trends in Anglophone studies: Cultural, linguistic and literary research*, 53-69.
- Narasanaikar, K. I & Harangaragi, K. B. (2017). Plagiarism: An electronic detection tool turnitin. *International Journal of Multidisciplinary Research and Development*, 4(12), 187-190.
- Nuraini. (2019). Students's difficulties in referencing of APA (A study to EFL students of UIN Ar-Raniry Banda Aceh). *Thesis Complete*. <https://repository.ar-raniry.ac.id/ideprint/10719>. 1-83.
- Olafson, L, Schraw, G, Nadelson, S, Kehrwald, N. (2013). Exploring the judgment–action gap: College students and academic dishonesty. *Ethics & Behavior*, 23(2), 148–162.
- Owen, G. T. (2014). Qualitative methods in higher education policy analysis: Using interview and document analysis. *Georgia Institute of Technology*, 9(26), 1-19.
- Parfitt, M. (2012). *Writing in response*. Bedford/St. Martin's, Boston, New York.
- Prihatmi, T. N. (2017). English academic writing bagi mahasiswa di Institut Teknologi Nasional Malang: Hambatan dan solusi. In *Seminar Nasional Inovasi dan Aplikasi Teknologi Industri*. Malang.
- Rahmatunisa, W. (2014). Problems faced by Indonesian EFL learners in writing argumentative essay. *Journal of English Education*, 3(1).
- Rahmayani, S. O., (2019). Students Difficulties In Paraphrasing English Text. *Thesis Complete*. <https://repository.ar-raniry.ac.id/ideprint/8440>, 1-81.
- Rezanejad, A., Rezaei, S. (2013) Academic Dishonesty at Universities: The Case of Plagiarism among Iranian Language Students. *J Acad Ethics*. 275–295.
- Sanu, L. O. (2016). The EFL students' narrative paragraph writing of the second semester students of State Institute Islamic Studies (IAIN) Samarinda: A Syntactic Analysis. *Script Journal: Journal of Linguistic and English Teaching*, 1(1), 36–45.
- Silfiani, Aziz. Z. A., & Daud, B. (2018). Plagiarism in english academic writing: Students' perceptions. *English Education Journal (RRJ)*, 9(1), 102-123.
- Sukesi, E., Emzir., & Akhadiyah, S. (2019). Reading habits, grammatical knowledge, creative thinking, and attainment in academic writing: Evidence from Bengkulu University, Indonesia. *Journal of Social Studies Education Research*, 10(3).

- Sulisworo, D., Rahayu, T., & Akhsan, R. N. (2016). The students' academic writing skill after implementing blended learning using facebook. *International Technologies and Learning Tools*, 176–191.
- Sutton, A., Taylor, D., & Johnston, C. (2014). A model for exploring student understandings of plagiarism. *Journal of Further and Higher Education*, 38(1), 129-146.
- Teeter, J. (2015). Deconstructing attitudes towards plagiarism of Japanese undergraduate in EFL academic writing classes. *English Language Teaching*, 8(1), 95-109.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of indonesians EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57-73.
- Turnitin. (2012). The plagiarism spectrum: Instructor insights into the 10 types of plagiarism. [file:///C:/Users/IBM/Downloads/Turnitin WhitePaper Plagiarism Spectrum.pdf](file:///C:/Users/IBM/Downloads/Turnitin%20WhitePaper%20Plagiarism%20Spectrum.pdf).
- Zhang, Y. (2018). Exploring EFL learners' self efficacy in academic writing based on process-genre approach. *Journal Language Teaching*, 11(6), 115-124.
- Zulfikar, T. (2020). *EFL Researh: Designs & Thesis Writing*. Banda Aceh: Padebooks.



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-17106/UN.08/FTK/KP.07.6/12/2019**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian ~~muqasyah~~ mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Oktober 2019

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
- |                              |                            |
|------------------------------|----------------------------|
| 1. Dr. Safrul Mukul, M. Ed   | Sebagai Pembimbing Pertama |
| 2. Dr.phil. Saiful Akmal, MA | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- |               |  |
|---------------|--|
| Nama          | : Aulia Rizqina  |
| NIM           | : 160203211  |
| Program Studi | : Pendidikan Bahasa Inggris  |
| Judul Skripsi | : Investigating English Students Committing Plagiarism in Academic Writing |
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 02 Desember 2019  
An. Rektor  
Dekan,



- Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
  2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
  3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
  4. Mahasiswa yang bersangkutan;
  5. Arsp.



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7272/Un.08/FTK.1/TL.00/07/2020  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AULIA RIZQINA / 160203211**  
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Tgk. Glee Iniem Gampoeng Barabung Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Investigating Student's Plagiarism in Academic Writing***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 29 Juli 2020  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 29 Juli 2021

M. Chalis, M.Ag.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.fbk@ar-raniry.ac.id. Website <http://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-237/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7272/Un.08/FTK.I/TL.00/07/2020 tanggal 29 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

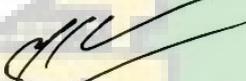
Nama : Aulia Rizqina  
NIM : 160 203 211  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

***“Investigating Student’s Plagiarism in Academic Writing ”***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## Interview Protocol

Project: Investigating Student's Plagiarisms In Academic Writing

Time of interview :

Date :

Place :

Interviewer : Aulia Rizqina

Interviewee :

Position of Interview : English Education Students in the final year of their study

This research is conducted based on the fact that plagiarism is one of the problems in academic writing among students nowadays. The purposes of this research are to investigate the types of plagiarism that commit by English education students and the factors that encourage them to commit plagiarism in academic writing, especially on their thesis. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the factors that encourage you to commit plagiarism in academic writing. The interview process will take approximately 20 minutes.

The points covered in this research

1. Interviewee's problems and challenges in the academic writing class
2. Interviewee's knowledge of plagiarism
3. the factors that encourage interviewees to commit plagiarism in academic writing.

Title : Investigating Student's Plagiarism In Academic Writing

Resourced by : AuliaRizqina

### Consent form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

Please  
initial box

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with my research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purposes such as publications related to this study after the completion of the study.

I agree to take part in this interview:

RJ  
Participant's Name

23 July 2020  
Date

Riz  
Signature

AULIA RIZQINA  
Researcher's Name

23 July 2020  
Date

Aur  
Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : AuliaRizqina

Domicile : Gp. Barabung, Aceh Besar

Telp : 082369305696

E-mail : auliarizqinaa@gmail.com

Title : Investigating Student's Plagiarism In Academic Writing  
Resourced by : AuliaRizqina

### Consent form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please  
initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with my research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purposes such as publications related to this study after the completion of the study.

I agree to take part in this interview:

MI

Participant's Name

25 July 2020

Date

*M. I.*

Signature

AULIA RIZQINA

Researchers's Name

25 July 2020

Date

*A. Rizqina*

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : AuliaRizqina

Domicile : Gp. Barabung, Aceh Besar

Telp : 082369305696

E-mail : auliarizqinaa@gmail.com

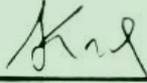
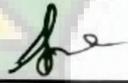
Title : Investigating Student's Plagiarism In Academic Writing

Resourced by : AuliaRizqina

### Consent form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

	Please initial box
I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions	<input checked="" type="checkbox"/>
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.	<input checked="" type="checkbox"/>
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that result from the research.	<input checked="" type="checkbox"/>
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that no one outside the research team will be allowed access to the original recording.	<input checked="" type="checkbox"/>
I agree that my anonymized data will be kept for the future research purposes such as publications related to this study after the completion of the study.	<input checked="" type="checkbox"/>
I agree to take part in this interview:	

<u>KR</u> Participant's Name	<u>26 July 2020</u> Date	<u></u> Signature
<u>AULIA RIZQINA</u> Researcher's Name	<u>26 July 2020</u> Date	<u></u> Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : AuliaRizqina  
Domicile : Gp. Barabung, Aceh Besar  
Telp : 082369305696  
E-mail : auliarizqinaa@gmail.com

Title : Investigating Student's Plagiarism In Academic Writing

Resourced by : AuliaRizqina

### Consent form for Participant In Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please  
initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purposes such as publications related to this study after the completion of the study.

I agree to take part in this interview:

AZZ

Participant's Name

28 July 2020

Date

[Signature]

Signature

AULIA RIZQINA

Researchers's Name

28 July 2020

Date

[Signature]

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : AuliaRizqina

Domicile : Gp. Barabung, Aceh Besar

Telp : 082369305696

E-mail : auliarizqinaa@gmail.com

Title : Investigating Student's Plagiarism In Academic Writing  
Resourced by : AuliaRizqina

### Consent form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions  Please initial box

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with my research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purposes such as publications related to this study after the completion of the study.

I agree to take part in this interview:

DI 24 July 2020 .Def  
Participant's Name Date Signature

AULIA RIZQINA 24 July 2020 Ae  
Researchers's Name Date Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : AuliaRizqina  
Domicile : Gp. Barabung, Aceh Besar  
Telp : 082369305696  
E-mail : auliarizqinaa@gmail.com

## INTERVIEW GUIDELINE

Project : Investigating Students' Plagiarisms in Academic Writing

Interviewer : Aulia Rizqina

Interviewee : Participant A

Interviewee : Student of PBI

1. Q : What are the problems/challenges that you faced in the academic writing class?

A : Aaa.. may be minim of idea, difficult to arrange sentences. Then, sometimes like paraphrasing skill, grammatical rules, and punctuation become the problems, but just a little, they are not a big problem for me here.

2. Q : What are the problems/challenges that you faced in writing your thesis?

A : For me, the problems in completing my thesis is minim of my knowledge too, and also about the sentences, the arrangement may be. Like I said before, I feel difficult in arranging sentences and also the idea, that is my problem. Then, I think the time is short, the time for completing our thesis is not long, because the deadline is very close, so I just do what I can do to my thesis to make it complete on time.

3. Q : In your opinion, what is the definition of plagiarism?

A : I think plagiarism is when we quote something, without putting the name of the writer.

4. Q : Do you think the problems that you faced in the academic writing class and in your thesis are the factors that attract you to commit plagiarism? Why?

A : Yes, because thesis is an academic writing product, so I got the same problem, like I said before for example, the problem is when getting the idea. Sometimes, I will use my own words and my own idea, but then, if I lost my mind, I just take all the sentences of the other's work.

5. Q : Do you think poor academic writing skills such as lack of knowledge about citation and referencing skills are the factors that encourage you to commit plagiarism? Why?

A : Hmm.. for me not, because in the Internet, we can browsing how to make reference in a correct way, and also how to cite the source of someone's writing. So I think it is not a problem. But I do not know with other students.

6. Q : Do you think lack of paraphrasing skills encourage you to commit plagiarism? Why?

A : I think yes, paraphrasing can be the problem here, because we need to combine our own sentence with other sentence, and it is a bit difficult.

7. Q : Do you think internet influences students' act of plagiarism? Why?

A : Yes, because in the internet we can find like word may be, references, resources

## INTERVIEW GUIDELINE

Project : Investigating Students' Plagiarism in Academic Writing

Interviewer : Aulia Rizqina

Interviewee : Participant B

Interviewee : Student of PBI

1. Q : What are the problems/challenges that you faced in the academic writing class?

A : Okay my problem when I was in academic writing class, I got the problem, I feel difficult in finding the main idea, I mean the idea, not the main idea. I got confused in getting idea. Sometimes, I got the idea, but I do not know how to write it down. The idea is just like gone. You know, I just like got nothing. Then, like vocab, I have lack of academic vocabularies, but that is not a big problem for me, because I can open the dictionary to see the appropriate vocabs I want to put in my writing.

2. Q : What are the problems/challenges that you faced in writing your thesis?

A : Because the topic of my thesis is suggested by my supervisor, you know, I actually want to discuss another topic, but my academic supervisor suggest the other. Then, it makes me have no idea in starting the sentences of my thesis, because i do not know anything about that topic before, so I got confused with it. But, after asking my friends' opinion, and also the advice form my supervisor, then it help me to write my thesis step by step. Also i have difficult in finding resources that is related to my topic. So, because my topic thesis is about the internship. The internship rules in every place is different. For

example, rules or the practicum in Aceh is different to the rules and practicum in places outside of Aceh, even in another countries, and it makes me confused to dicide the scope in literature review, and that is my problem.

3. Q : In your opinion, what is plagiarism?

A : So based on me, plagiarism is someone error or mistake, fatal mistake, because we put someone's work, then we refill it, or we write it down into our own work, then mark it as our own work and this is a fatal mistake.

4. Q : Do you think the problems that you faced in the academic writing class and in your thesis are the factors that attract you to commit plagiarism? Why?

A : Yes, but my big problem is only lack of skill to get the idea and organizing the idea. Because it is so difficult to think what I want to write in my thesis, because I have no idea, to solve this problem, I try to look at some journals or articles that is related to my topic, I mean I see somone's writing, then I copy and paste it on my writing.

5. Q : Do you think poor academic writing skills such as lack of knowledge about citation and referencing skills are the factors that encourage you to commit plagiarism? Why?

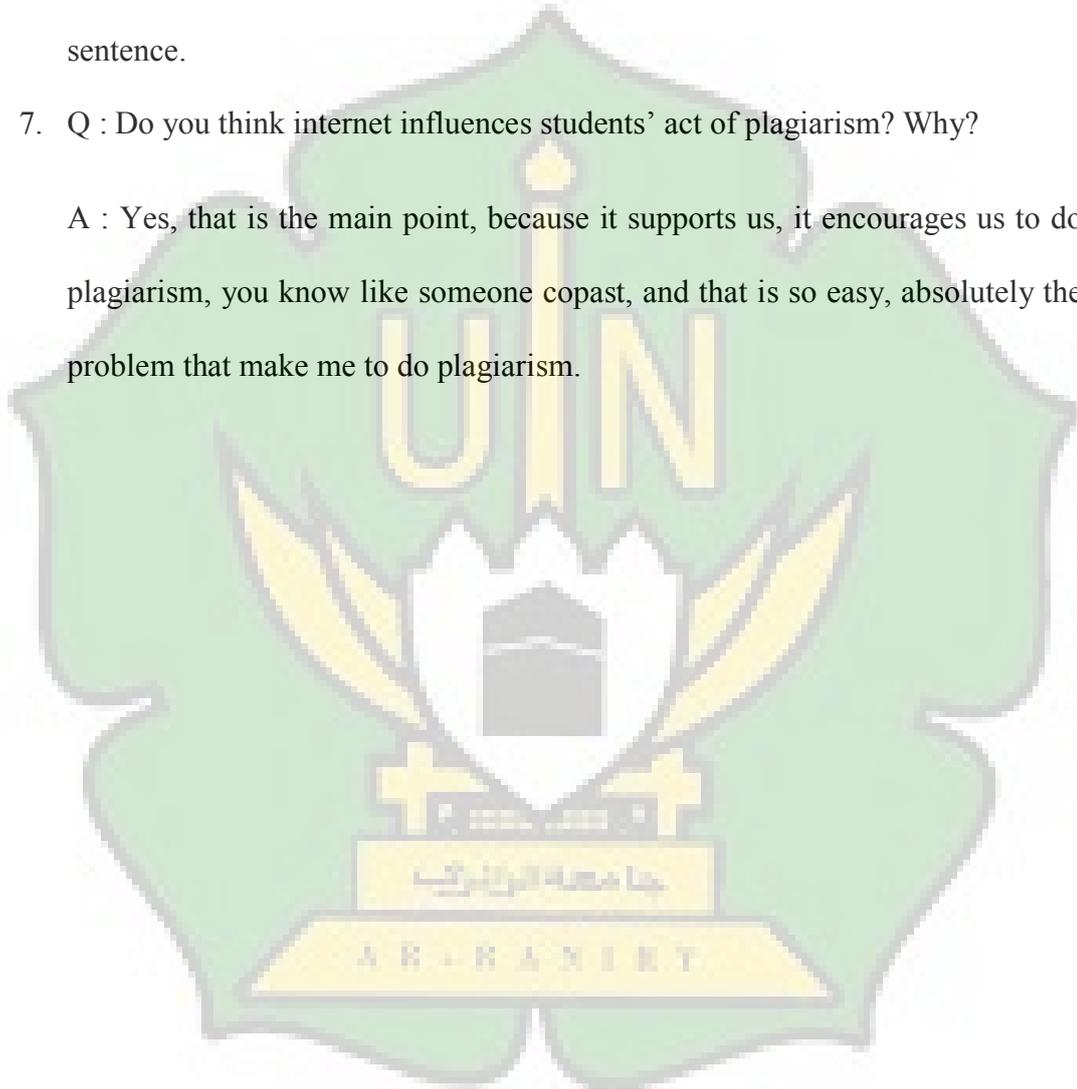
A : Hmm... I think not, because we can see the guidance how to cite and how to make a reference appropriately on the Internet, we can see the guidance, even the website of our prodi have provided a guide to referencing using APA 6th style, we can easily download it.

6. Q : Do you think lack of paraphrasing skills encourage you to commit plagiarism? Why?

A : Sometimes I think yes, sometimes I also feel difficult in paraphrasing someone's writing, because we need to change the sentence using our own vocabularies, but it is not a big problem for me as I said before, because I can see the dictionary to look at some synonym vocabulary to change the sentence.

7. Q : Do you think internet influences students' act of plagiarism? Why?

A : Yes, that is the main point, because it supports us, it encourages us to do plagiarism, you know like someone copast, and that is so easy, absolutely the problem that make me to do plagiarism.



## INTERVIEW GUIDELINE

Project : Investigating Students' Plagiarism in Academic Writing

Interviewer : Aulia Rizqina

Interviewee : Respondent C

Interviewee : Student of PBI

1. Q : What are the problems/challenges that you faced in the academic writing class?

A : The problem I faced in academic writing may be the way I organize the idea, sometimes I feel difficult to connect the idea and getting the idea, and I also got some problem in grammar. I actually know the grammatical rules, but I do not know how to transfer it on my writing. Yeah..also the vocab, you know... it is really hard to think and use academic vocab, because I do not know much about the vocab.

2. Q : What are the problems/challenges that you faced in writing your thesis?

A : Well, first I think it is quite hard for me to find the proper literature review for my thesis, and the source for my thesis, you know my supervisor ask me to find the source that was established at least from 2000 until now, while many sources that I found are under 2000 year, mostly. Also the second problem is my writing is not good. Then, also I have lack of academic vocabularies, that is also my problem in writing my thesis. Another problem is the deadline, I have difficult in completing my thesis well because the time is not enough I think, the due date is too close, then I feel like not maximal in completing my thesis.

3. Q : In your opinion, what is the definition of plagiarism?

A : Plagiarism is when we take someone idea, but we don't write the sources on it.

4. Q : Do you think the problems that you faced in the academic writing class and in your thesis are the factors that attract you to committ plagiarism? Why?

A : Yes, sure. Because you know, academic writing and thesis is similar, thesis is one of the examples of academic writing, so the problem is almost exactly similar, you know what I mean. Then, this problems encourage me to do plagiarism, for example like I said before, I have difficulties in getting ideas, organize it, and connect the idea, and I got some problems in grammar, and you know my writing is not good. Because of that problems, I chose to do plagiarism, because it make me easy to write my thesis.

5. Q : Do you think poor academic writing skills such as lack of knowledge about citation and referencing skills are the factors that encourage you to commit plagiarism? Why?

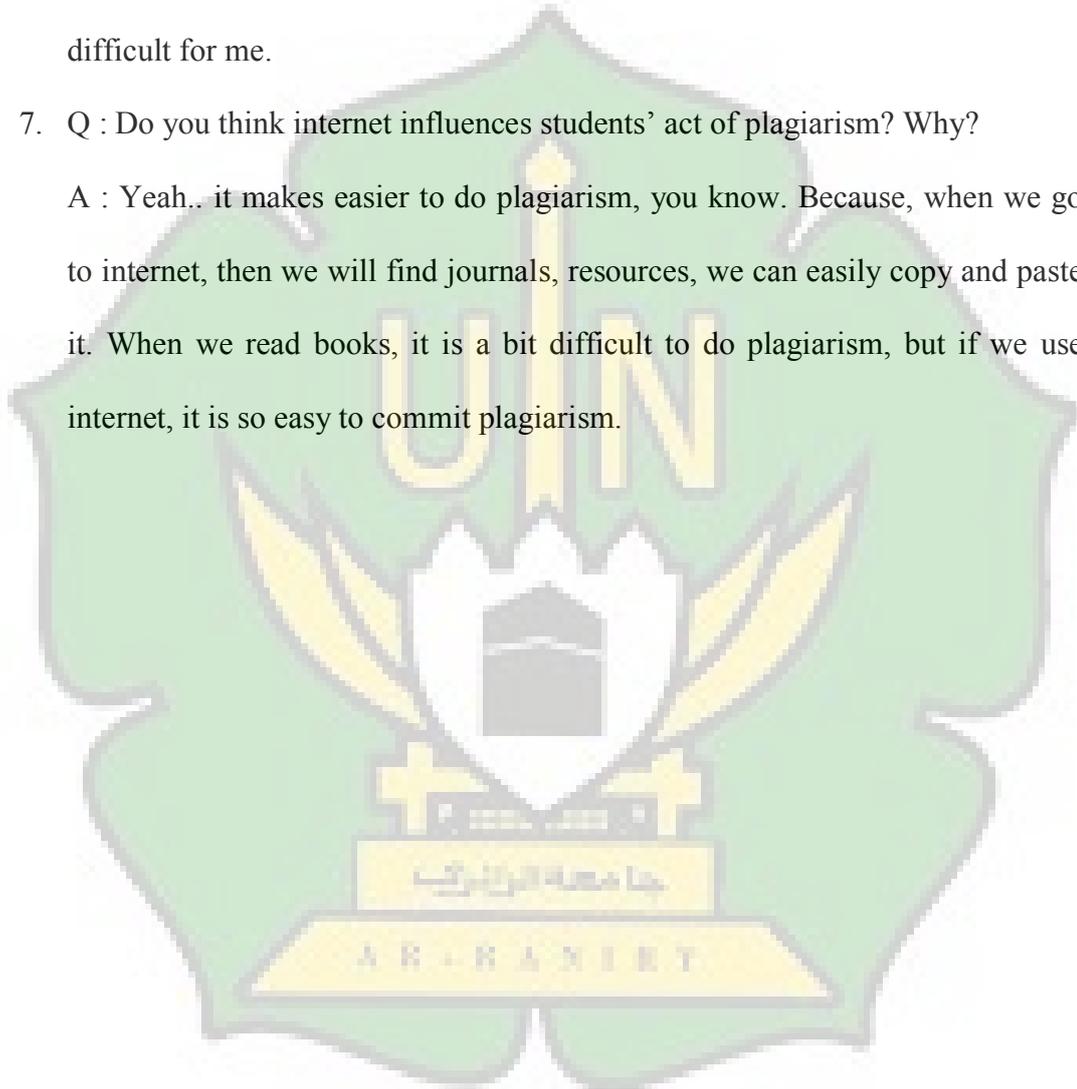
A : Hmm.. okay, I think it is not really a problem here. At first, this is a problem for me, because I do not at all about how to referencing, especially using APA style. But, after I know there many sources about how to reference in the internet, this is not a problem for me anymore. Then, we also can reach the format of APA 6th style on the website of our major, we can download it there.

6. Q : Do you think lack of paraphrasing skills encourage you to commit plagiarism? Why?

A : Yes, absolutely yes. Because in paraphrasing skill we need to use our own sentence, I mean the vocab, we need to use different vocabularies, the sentence must be look difference from the original sentence. Even some times, we need to combine our idea with the original author ideas, and this is so difficult for me.

7. Q : Do you think internet influences students' act of plagiarism? Why?

A : Yeah.. it makes easier to do plagiarism, you know. Because, when we go to internet, then we will find journals, resources, we can easily copy and paste it. When we read books, it is a bit difficult to do plagiarism, but if we use internet, it is so easy to commit plagiarism.



## INTERVIEW GUIDELINE

Project : Investigating Students' Plagiarism in Academic Writing

Interviewer : Aulia Rizqina

Interviewee : Participant D

Interviewee : Student of PBI

1. Q : What are the problems/challenges that you faced in the academic writing class?

A : The problems or challenges that I faced in academic writing may be the idea, how to write it down, it makes me difficult in academic writing, and also limited vocabulary, I mean academic vocabularies, that is also one of the problems for me. Yeah.. grammar is also become the problems for me.

2. Q : What are the problems/challenges that you faced in writing your thesis?

A : Okay.. As I said before, it is so hard when we start to write, we need our own idea, express our own idea, and may be also the problem in organizing the sentences and paragraph, arranging the discussion from general to be more specific discussion. We also need to consider about the vocab that we use and also the grammar must be correct. And also the deadline. I feel difficult in managing time because the duadate is too close, so it encourages me to commit plagiarism ro save the time. But I know, this is my fault why I do not start to write my thesis earlier.

3. Q : In your opinion, what is plagiarism ?

A : Aaa.. plagiarism, for me yeah, plagiarism is when we take someone source without putting the authors name, or even when we take someone's references we are not paraphrasing it.

4. Q : Do you think the problems that you faced in the academic writing class and in your thesis are the problems that attract you to committ plagiarism? Why?

A : Yes...I think yes, the problems that I faced in the academic writing class and in my thesis sometimes encourage me to do plagiarism. For example, idea, because I do not have any idea that I want to write, then I just choose the easy one, that is plagiarism. Then, like said before, I also have lack of academic vocabulary. Yeah...that is my problem But I always try to avoid it first.

5. Q : Do you think poor academic writing skills such as lack of knowledge about citation and referencing skills are the factors that encourage you to commit plagiarism? Why?

A : I do not think so, because we can see it in the internet. I can search how to cite and reference in a correct way in the Internet. So I think it is not going to be the problem for me.

6. Q : Do you think lack of paraphrasing skills encourage you to commit plagiarism? Why?

A : Yes, absolutely. Because I have lack of vocabulary, so I have lack of paraphrasing skill. Because in paraphrasing someone's writing, we need to use

our own vocab but in a correct way, we need to choose the proper words I mean the proper vocabulary in our writing.

7. Q : Do you think internet influences students' act of plagiarism? Why?

A : Absolutely, yes. Because I think the internet make us easily to do plagiarism. But, it does not mean by using book as the source make us impossible to do plagiarism I mean by using internet in this era, plagiarism is easier to do plagiarism.



## INTERVIEW GUIDELINE

Project : Investigating Students' Plagiarism in Academic Writing

Interviewer : Aulia Rizqina

Interviewee : Participant E

Interviewee : Student of PBI

1. Q : What are the problems/challenges that you faced in the academic writing class?

A : Aaa.. okay, the academic writing class. I took the class that was taught by one of senior lecturers in our program study, I thought that if the class is taught by a senior lecturer, then the knowledge that we will get be better than others. And then, yeah.. the level of academic writing is higher than the previous writing class that I took. And the general problems that I found is how to say like, in writing, we have to order the article, the phrases, the sentences, and in should be in academic writing form. Then we have to provide the supporting idea, statement of an expert or something like that. And sometimes when we practice in the class, we have no enough time to think in a long time about the task that given by the lecturer. Sometimes, if we want to write in academically, we still use our usual language, the informal vocabs, sometimes we just focus on the grammar, on the spelling, without really care about the academic sentence or what the proper academic words should be put there. Different to when we write the writing outside the class, the language more casual, and the time is longer to finish it.

2. Q : What are the problems/challenges that you faced in writing your thesis?

A : So, in conducting the writing thesis. The problems are finding the source, I mean finding the article, the journal that are related to my thesis. Even in the internet, I did not get it much in the internet, so I have limited resources.

3. Q : In your opinion, what is plagiarism?

A : Okay.. in opinion, plagiarism is the practice we do, when we take other authors work, became ours, without any changing in the form, the language, the sentence, but then we just delete the original authors, and then replace it with our name.

4. Q : Do you think the problems that you faced in the academic writing class and in your thesis are the factors that encourage you to commit plagiarism?

A : Yes, I do, because the most problem for me is have limited time. Because, just for information, my supervisor really limits in doing bimbingan, eventhough the deadline of the examination is on August, she only want to do consultation until July. And it makes me really difficult in managing the time. So, to save the time, I do copy and paste of someone's writing on journals or articles. Then, I like said before, the words that we used, we need to used the formal vocabulary in our thesis, and this is so difficult to consider about that.

5. Q : Do you think poor academic writing skills such as lack of knowledge about citation and referencing skills are the factors that encourage you to commit plagiarism? Why?

A : No, I do not think so. We have thought by our lecturer in previous semester about how to cite and how to referencing in a correct way. Then, we

also can download the guidance of using APA style in the website of our prodi. It is not supposed to be one of the problems actually.

6. Q : Do you think lack of paraphrasing skills encourage you to commit plagiarism? Why?

A : I think yes, because like i said in previous question. In academic writing, paraphrasing is very important to avoid plagiarism act. If we do not know to Sparaphrase properly, then plagiarism will be happenend intentionally or unintentionally.

7. Q : Do you think internet influences students' act of plagiarism ? Why?

A : Yes, absolutely yes. Because that is really simple to do it, how to cite, how to take others idea. In doin my thesis, I really try to not doing plagiarism, then if I am really getting stuck, then i forced to do it.

