

**ACTS OF PLAGIARISM IN HIGHER EDUCATION: THE CASE OF
INDONESIAN EFL STUDENTS' ACADEMIC WRITING WORKS**

THESIS

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THESIS

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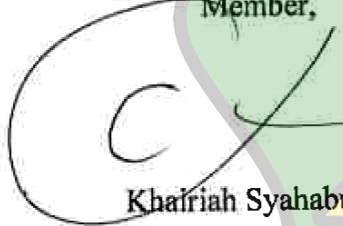
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SURAT PERNYATAAN KEASLIAN

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**Acts of Plagiarism in Higher Education: The Case of Indonesian EFL
Students' Academic Writing Works**

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

Banda Aceh, 3 April 2023

Saya yang membuat pernyataan,



Hayaturahmi

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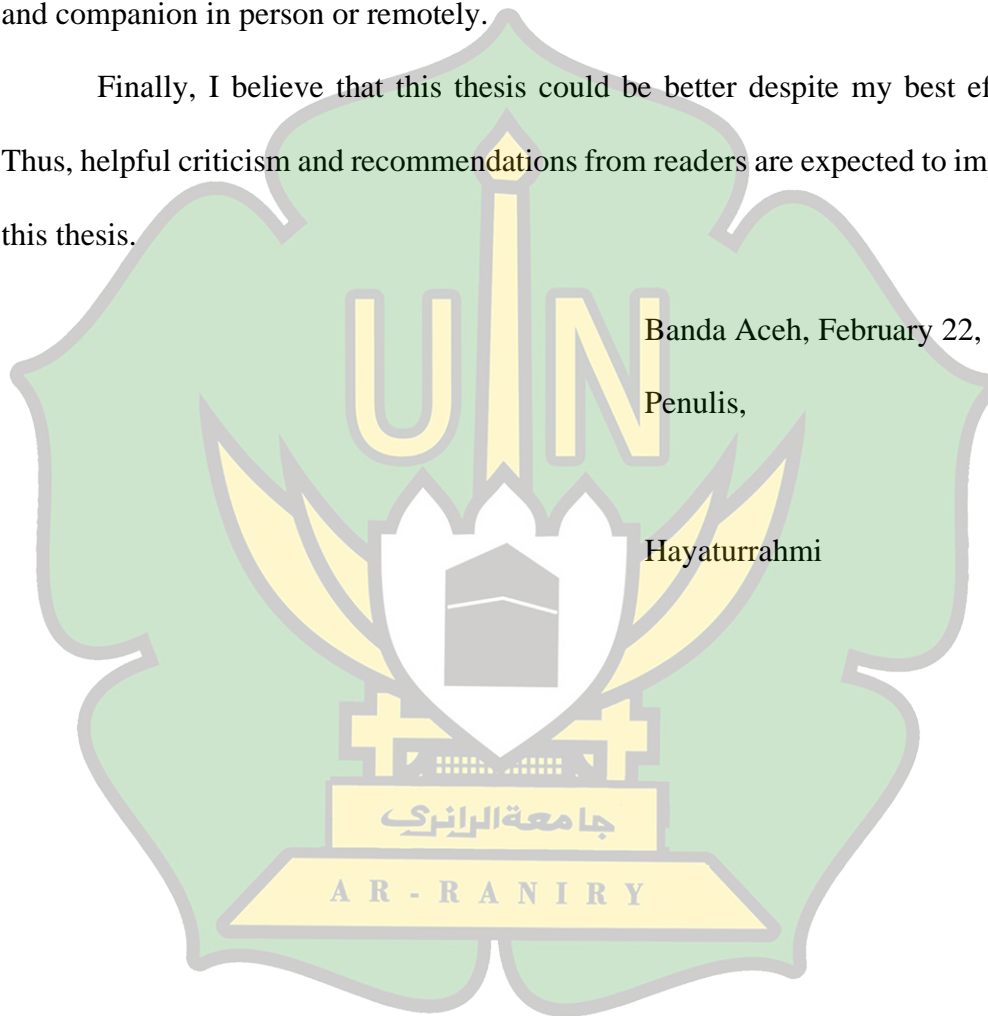
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Finally, I believe that this thesis could be better despite my best efforts. Thus, helpful criticism and recommendations from readers are expected to improve this thesis.

Banda Aceh, February 22, 2023

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ABSTRACT

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Plagiarism is a severe problem for higher educational institutions today. A substantial effort must be made to prevent students from committing plagiarism. This study investigated EFL students perceive of plagiarism and the type of plagiarism students committed when writing an academic paper. It applied the qualitative method with a case study involving a questionnaire, interview, and document analysis to collect the data. The participants were purposively invited; 50 students who attended online academic writing courses. The findings demonstrate that students can define plagiarism simply and believe it to be a negative behavior. However, plagiarism was still practiced by students, either intentionally or unintentionally. Furthermore, the result of document analysis reveals that eight types of plagiarism are detected in the students' academic writing works: retweet, "find and replace", clone, aggregator, ctrl+c, 404 error, hybrid, and remix.

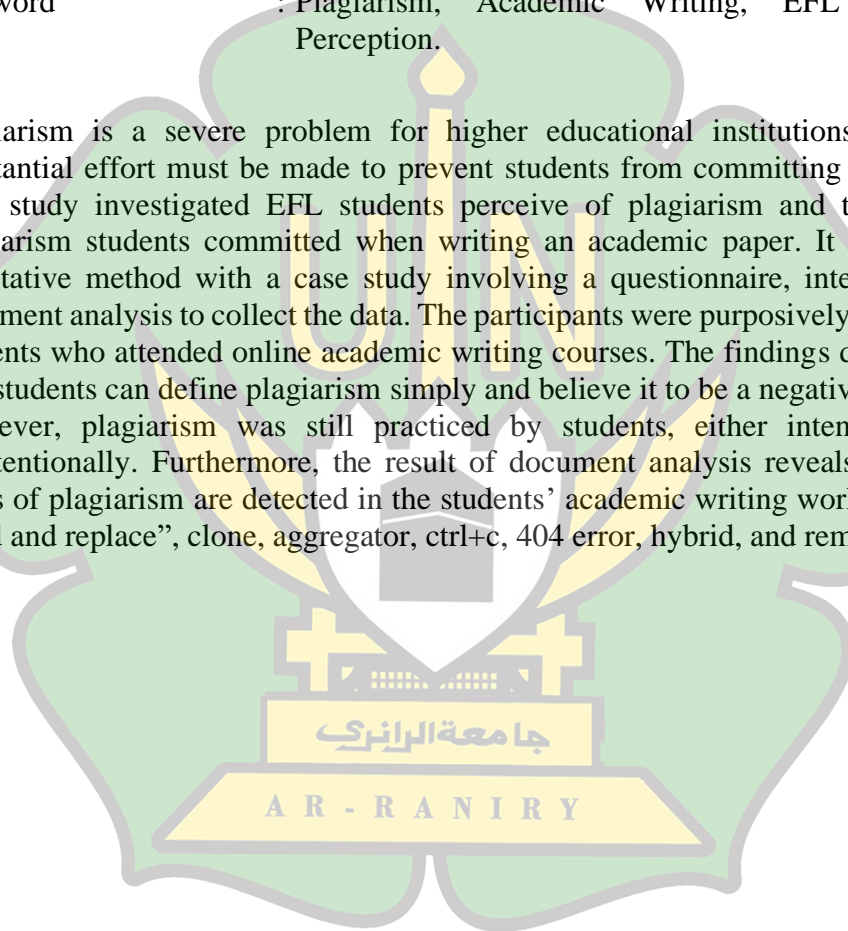


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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, the aims of the study, the significance of the study, and the study terminologies.

A. Background

Writing in English is crucial for students of English as a foreign language students. Students learn to practice their writing skills according to predetermined standards. Likewise, writing skills are needed to complete assignments given by the lecturers. With such skills, students can achieve their dreams in the future, such as getting a scholarship to pursue higher degrees or working abroad. Here, Taufik and Cahyono (2019) mention that English as a foreign language (EFL) learners should be able to comprehend and acquire writing skills to engage as effective communicators.

Writing is essential since it is used more frequently in business and in higher education. Additionally, writing is more important because most students study English for academic and professional purposes, which calls for sophisticated writing skills (Bhowmik, 2021). Learners cannot communicate effectively with anyone if they do not know how to express themselves in writing (Walsh, 2019). According to Anh (2019), writing is a fundamental component of language learning and a vital communication ability.

Writing is an important skill, particularly in an academic writing context. Since it can publish good research, schools and universities frequently use it.

According to Ratnawati et al. (2018), academic writing is a critical ability for EFL students to master in order to meet the academic demands of their university studies, including papers, assignments, research reports, and a thesis. However, students might run into issues with academic writing despite its being crucial in a classroom context. In the writing process, students must come up with, organize, and express their ideas that demonstrate their ability to succeed in different educational settings.

Since COVID-19, learning that was previously conducted in face-to-face sessions must be changed to online learning. Lectures should be held in a setting that prevent physical contact between students and lecturers and between students (Moore & Beyioku, 2020). This circumstance, requires lecturers and students to learn using various tools based on e-learning over an extended period. Pupils can learn through platforms supporting e-learning systems like Zoom, Google meets, Google Classroom or Edmodo.

Students majoring in English are typically assigned a topic or context suited for an academic writing course and then given a set amount of time to write as part of this learning process. Students' ability to write in academic genre style is demanded. Writing in an academic style requires students to utilize formal academic language, articulate their ideas critically, and cite the theories they used to support their arguments (Fatimah, 2018). The students then submit it by email, WhatsApp, or Google Classroom. The teacher also provides a Canvas platform where students can attach their assignments.

Students typically use current media and technology to access the internet more rapidly and effortlessly. When students can identify the source of information

and their understanding expands as more materials are gathered and read, this can positively impact them. Unfortunately, it has a negative effect because some students do not use technology to its full potential. They do not organize their ideas or summarize theories they have studied to enhance their writing. Instead, they simply copy and paste the work of others. Shahabuddin (2009) has confirmed that plagiarism is clearly a form of infringement deemed unethical and immoral and must be prohibited. Due to its harmful effects, plagiarism may lead to academic fraud, which would be problematic for the university. Furthermore, plagiarism is a form of academic dishonesty that can undermine academic integrity (George, 2022).

Based on experience, the researcher has discovered that students plagiarize when writing academically. They cut and paste from someone else's work to complete the duties assigned by their lecturers fast and without exerting much effort when writing. Additionally, with unrestricted access to reference sources, students are more likely to plagiarize, denoting that technology also increases plagiarism problems. According to Curtis and Tremayne's (2019) longitudinal research in 2004, 2009, 2014, and 2019. It was found that from 2004-2014 the trend of plagiarism had decreased, yet in 2019 plagiarism cases increased and were less noticed by students. As supported by Khathayut and Walker (2020), plagiarism issues in universities have risen rapidly over the last decade, which is potentially severe risk to scholarly integrity. From this phenomenon, I genuinely think the possibility of plagiarism cases is very rampant during assignment completion.

Several previous studies explored plagiarism in higher education (e.g., Muluk et al., 2021; Dias & Bastos, 2014; Nguyen, 2021; Akbar & Picard, 2019). According to Muluk et al. (2021), some aspects that cause students to plagiarize are time pressure on tasks, lousy time management, accessibility of online sources, an unawareness of plagiarism, and a lack of plagiarism practice comprehension. Dias and Bastos (2014) propose that teachers promote students' performance by providing more advice on the learning process to prevent plagiarism. Meanwhile, students must concentrate on the assessment of learning by improving their own thinking. Furthermore, educators and students should collaborate to lower plagiarism levels.

Differently, Nguyen (2021) explored the university students' attitudes, experiences, and understanding of plagiarism. It discovered that although students admitted to plagiarism, there was a different comprehension. In this case, they struggled to understand and oppose the meaning of plagiarism. Therefore, plagiarism detection software is recommended to prevent plagiarism. Research from Akbar and Picard (2019) clarify that plagiarism is still broadly defined in Indonesia. The extent and sanction of plagiarism are not explained in detail, which causes inconsistency in preventing plagiarism. As a result, it is necessary to define plagiarism in a relevant way in Indonesian higher education institutions.

Studies that have been reviewed previously focus more on plagiarism in academic writing. Research that attention to students' acts and the type of plagiarism that students commit when working on learning an academic paper is still limited. It is, therefore, essential to find the answer to this research gap while

considering the practical benefits the educators concerned can later take advantage of later. The study will be helpful as evaluation material for educational institutions to improve students' writing performance and help them avoid committing acts of plagiarism. Ultimately, this study is conducted to observe students' perceptions of plagiarism and determine the types of plagiarism committed. The proposed research focuses on English department students of a public Islamic university in Aceh, Indonesia. These students had taken an academic writing course before.

B. Research Question

This proposed search seeks to answer the following questions:

1. What do the EFL students perceive of plagiarism?
2. What types of plagiarism do EFL students commit when writing an academic paper in English?

C. The Aims of The Research

This proposed research aims to:

1. Scrutinize students' perception of plagiarism.
2. Find out the types of plagiarism that students commit when writing an academic paper in English.

D. Significance of Study

This study is significant because it expects to contribute to filling the research gap by appending the research on plagiarism issues under the students' acts of plagiarism. Further, it helps students develop an insight into plagiarism and awareness to avoid plagiarism while writing academically. The finding of this study expected can be useful to lecturers while teaching in all courses especially academic

writing courses. Since lecturers have a big role in responding to and educating students about plagiarism, lecturers should be aware of this issue.

E. Key Terms Used

To prevent misunderstanding, some key terms used in this study are explained in the following:

1. Plagiarism

Based on Oxford Advanced Learner's Dictionary (1995), plagiarizing means "taking somebody else's ideas or words and using them as if they were one's own." (p. 880). Meanwhile, the regulation of the Ministry of Education and Culture of the Republic of Indonesia (2010) on prevention and eradication of plagiarism in higher education refers to plagiarism as "intentional or unintentional acts to gain or to endeavor credits or marks from a scientific work by quoting others' work, either partially or completely, claimed as one's work without accrediting the source correctly and appropriately".

In this study, the term plagiarism is a sort of academic dishonesty. It is the act of purposefully or inadvertently stealing and claiming another exact person's ideas, opinions, phrases or work and presenting them as their own without citing any sources.

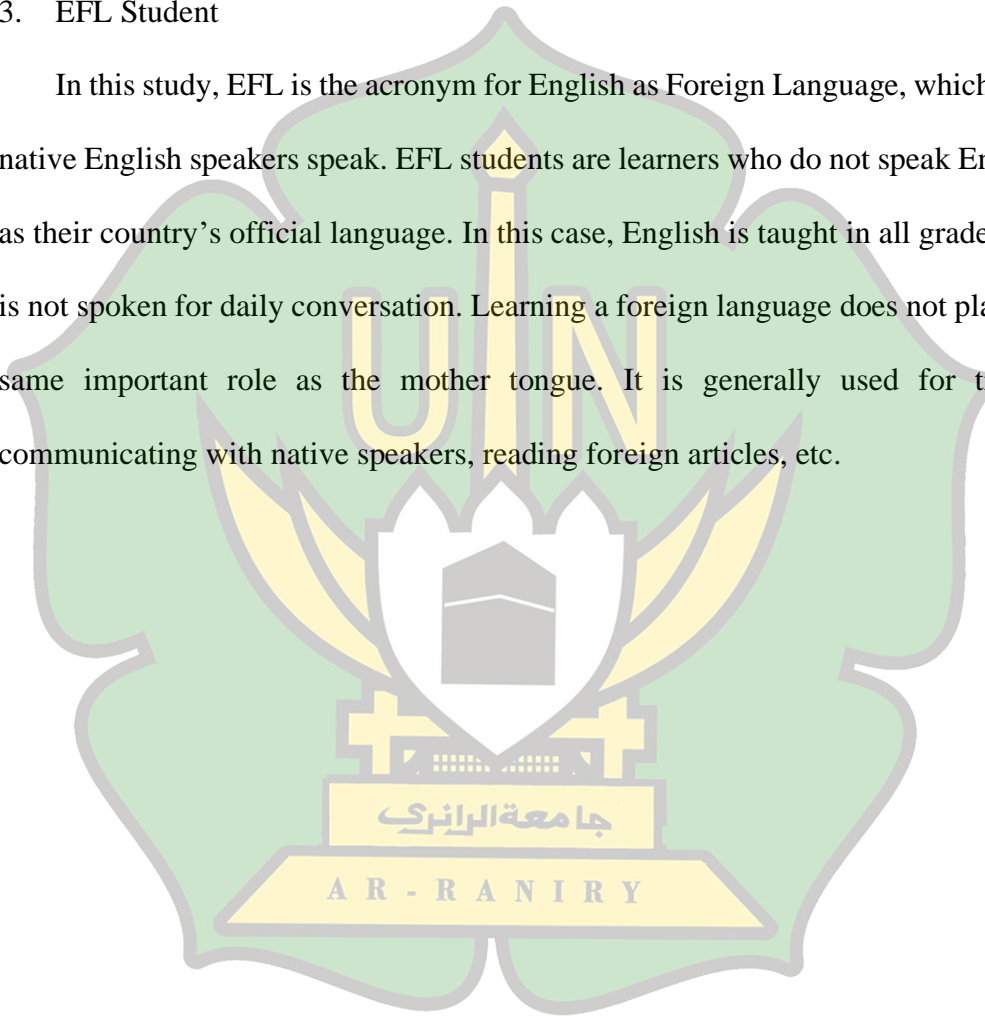
2. Academic Writing

According to Yakonthova (2003), as cited in Wirantaka (2016), academic writing is a style of writing that serves academic objectives. For instance, an academic writing course is available in fifth semester, essays, theses, articles, project reports, research papers, journal articles, etc.. It teaches an advanced level

of writing skills. The students learn to write appropriately and academically based on predetermined standards and formats. Some tough topics are how to write an introduction, literature review, paraphrases and summaries, analyze dangling modifiers and titles, and coherence and cohesion in academic writing.

3. EFL Student

In this study, EFL is the acronym for English as Foreign Language, which non-native English speakers speak. EFL students are learners who do not speak English as their country's official language. In this case, English is taught in all grades and is not spoken for daily conversation. Learning a foreign language does not play the same important role as the mother tongue. It is generally used for travel, communicating with native speakers, reading foreign articles, etc.



CHAPTER II

LITERATURE REVIEW

This chapter provides several theories used in the research. The focus of the study is plagiarism in higher education.

A. Plagiarism in Academic Writing

Writing skill is the ability to transmit information systematically, ensure that the reader comprehends the written report, impact the reader's mindset, and utilize the knowledge provided. Writing requires perseverance and abilities to ensure that written information is presented effectively and accurately. Fatimah (2018), asserts that a writer is must give proof for the concepts presented in an academic writing context. The writer provides all of this in straightforward and academically acceptable language. Good academic writing should be clear, understandable, coherent, cohesive, and systematic, use appropriate word choices, and follow standard rules. However, learning academic genre writing is not always simple for English language learners.

The context of plagiarism in academic writing has been explored in some studies (e.g., Murshidi, 2014; Silfiani et al., 2018; Hasna et al., 2021; Tran et al., 2022; Tayan, 2017). Murshidi (2014) highlights several difficulties students experience when writing in the academic genre. For him, students are hesitant in transfer their thoughts into sentences. Therefore, students are challenging to express their own words because they assume it will lead to grammatical errors.

The study carried out by Silfiani et al. (2018) looked into the perception of students' perspectives on plagiarism in English academic writing. The participant declared causes that are frequently linked to the practice of plagiarism, divided into internal and external. Internal factors include students' previous experiences, negative models from others, assuming no one will notice, low motivation, lack of understanding of plagiarism, and high ambitions and pressures to achieve a high grade without the need for maximum students' effort. Meanwhile, the external factors are the ease of getting information from the internet and lack of policies and sanctions. Based on the result, students were likely to download and copy the material on the internet rather than thinking originally or paraphrasing the sources.

Similarly, Hasna et al. (2021) studied academic writing course students' perception of plagiarism and how to face it. The result showed that students understood the definition of plagiarism, which was wrong, improper, and might be avoided. Students argued plagiarism undermines their writing confidence, making it difficult to generate ideas and disrespecting the original writer. Therefore, students applied three techniques to avoid plagiarism: they employed direct quotations with quotation marks, they referenced others' thoughts, and they paraphrased by searching for synonyms, switching the word class, word choice, diction, and grammatical structures.

Besides, Tran et al. (2022) observed the postgraduate students' awareness of plagiarism in a New Zealand university, involving two participants: EFL Vietnamese students and New Zealand students whose English as their first language. The finding indicated that most postgraduate students can differentiate

between plagiarism and authorized conduct. Students' negative attitudes regarding plagiarism include believing it constitutes cheating and theft, undermines the degree's value, and can deteriorate the teacher-student relationship. Personal issues like academic pressure, poor academic skills, inability to discriminate between plagiarism and non-plagiarism, and a lack of awareness of citations and references contribute to plagiarism.

Research on undergraduate students' attitudes, experiences, and opinions toward plagiarism and cheating in Saudi Arabian conducted by Tayan (2017) revealed that academic cheating and plagiarism were prevalent offences students committed. They remained to plagiarize during tests or on tasks assigned by lecturers. It was due to students' lack of awareness of the plagiarism concept and its characteristics. According to the findings, students had lack comprehensive insight into plagiarism. Furthermore, no punishment has been imposed by the university authorities. Most students claimed that the university never notified them about the consequences of academic dishonesty.

B. Students' perception of plagiarism

Plagiarism remains an important issue in academic life that must address immediately and seriously. Different attempts have been made to decrease the practice of plagiarism. In Indonesia, academic plagiarism is considered unethical. By regulation no. 17, the Ministry of Education and Culture (Kemendikbud) enacted a plagiarism policy in 2010. Students who are found to have plagiarized may be subject to various sanctions. It includes appeal warnings and written warnings, the suspension of some student rights, the cancellation of one or more

course scores, honorable or dishonorable dismissal from the student status, and the cancellation of diplomas for those who have already received their degrees.

Many related studies on students' perception of plagiarism in higher education have existed (Santosa et al., 2019; Batane, 2010; Apriliani, 2021; Tangkelangi & Upa, 2021; Farah, 2021). The existence of information on the Internet nowadays makes it simple for students to copy and paste. According to Santosa et al. (2019), the online world era tends to make plagiarism easier for students since the Internet provides any content, including articles students need. The study's findings showed that EFL students had a limited understanding of plagiarism. The students stated that taking sentences and changing some words without quoting a source was not plagiarism. They frequently shared their tasks with classmates, and each of them wrote their part. After finishing the assignment, they combined all the content together to submit as an individual assessment. As a result, EFL students did not consider their plagiarism behavior. Locating credible sources, paraphrasing opinions, and mentioning resources appear to be students' barriers in writing.

However, technological developments, especially in the World Wide Web networking, sometimes does not harm academic integrity. Someone can identify text that contains plagiarism or matches a source by using services available on the internet, such as Turnitin or Plagiarism Checker X. Interestingly, research conducted by Batane (2010) on the impact of Turnitin on preventing plagiarism among university students proved that at first, the percentage of plagiarism detected in students' assignments was 20.5%. Nevertheless, after students were exposed to

the Turnitin software and informed that it would determine their work, their task decreased by 4.3% of plagiarism level. Based on the result, it can be one of the students' strategies for preventing plagiarism.

Other surveys, such as Tangkelangi and Upa (2021) conducted in Indonesia, found that students understood the term plagiarism only superficially. The students' definition of plagiarism did not cover five elements based on the plagiarism policy in 2010, number 17. They only recognized the basic concept of plagiarism such as copying or modifying someone else's ideas without mentioning the source. As a result, students found it more difficult with intentional-unintentional and partly-wholly plagiarism, unattributed paraphrasing, and self-plagiarism.

The plagiarism practiced was investigated by Apriliani (2021). Based on lecturers' opinions, students rarely engaged in complete plagiarism; instead, they often rename other people's work to their name to receive a higher score. As for some of the practice students do when plagiarizing, they were rushed when finishing the assignments. Hence when searching for undetected references, they directly manipulated them. Sometimes college students would translate sources from other languages to cover up their plagiarism. For instance, translate the text directly from Indonesian journals into English.

Differently, Farah (2021) investigated pre-service teachers' honesty regarding cheating and plagiarism conducted at Indonesian Islamic University. Based on the findings, Muslim pre-service teachers maintained academic integrity by never hiring someone for a test, editing answers after they have been assessed, and rarely copying responses from others. However, pre-service teachers were

sometimes driven to cheat on tests because they wanted to assist their classmates and considered achieving high grades necessary. As a result, colleges must address issues such as preventing dishonest behavior in the classroom, with a particular emphasis on the use of technology and increasing students' integrity through their four-year studies.

C. The Type of Plagiarism

Previous studies have explored many types of plagiarism committed by higher education students. Depending on the regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 17 of 2010 about the prevention and countermeasures of plagiarism in higher education. Plagiarism is divided into five types;

1. Take terms, words, sentences, data or information from a source without mentioning the source in a citation or reference.

Copying stated detail in a passage, whether in words or sentence structure, without providing quotation marks and credit to the sources.

2. Quote randomly terms, sentences, data and information from a source adequately.

Using words from different sources, merge them into a paragraph, then organize how the way they are written to fit each other. On this type, the source is also incorrectly cited.

3. Use concepts, thoughts, viewpoints, or theories without properly citing the source.

In this type, writer quote writings, opinions, or stated details of other people obtained from sources such as the internet or books without mentioning in citation or reference.

4. Construct their own words from the original source without citing a good source.

Paraphrasing a text in their own language without including the source of the original text. So that the writing seems as if it came from the author.

5. Submit a scientific work created or published by someone else as his/her own without citing the origin source.

In this type, the writer takes other documents that has been published and changes their identity, so that pass it off as his works.

Differently, Turnitin plagiarism spectrum (2016) distinguishes ten different forms of plagiarized work. It is ordered from the most to the least severe. Those are:

1. Clone

It is complete plagiarism which presents a text or parts of it from the source word for word or exactly and then passes it off as one's own without acknowledgement.

2. CTRL C

Contain details or text considered important from one source without any changes. It is also copying someone's words, sentences or ideas verbatim without mentioning the source (Shkodkina & Pacauskas, 2017).

3. Find-Replace

“Find and replace” is understood as the act of rewriting or rephrasing texts or ideas from the original work without crediting the reference. However, it is an incomplete paraphrasing because it only changes keywords from a source but still maintains the main idea of the content (Harliansyah, 2017).

4. Remix

Collects the content from different sources and paraphrases it. Then combines them to fit each other without crediting the original source.

5. Recycle

It is also known as self-plagiarism. It occurs when someone repurpose their own existing work for other tasks and evaluations without referencing the sources.

6. Hybrid

A combination of correctly quoted sentences and copied sentences without mentioning the reference (Roka et al., 2017). In this type, someone cites sources of the information correctly, but without realizing it, the rest of the text contains clone plagiarism.

7. Mush up

This plagiarism occurs when someone copies words, sentences or text from several sources and links it to a complete text without quoting from the original text.

8. 404 Error

This is enabled by presenting inaccurate, wrong, or partial data from sources, so making it difficult to search and verify the original text. This is enabled by presenting inaccurate, wrong, or partial data from sources, making it difficult to search and verify the original text. According to Shkodkina and Pacauskas (2017), 404 errors, also known as invalid sources, give incorrect data in the reference list. An inaccurate source can be either an unintentional result of faulty research or a planned activity used to increase the list of references.

9. Aggregator

It occurs when someone cites and refers to all the sources appropriately in the paper but leaves out any original words, opinions or arguments. There are only facts or theories copied and pasted into a work.

10. Retweet

The act of quoting sources correctly, but still contains a lot of similarities in words, sentences, or structures from a source.

Sulaiman (2018) explored the form of plagiarism based on Indonesian regulations No. 17 of 2010 that were committed in 44 students' assignments. It found that type 1 (Take terms, words, sentences, data, or information from a source without mentioning the source in a citation or bibliography) was the most commonly used in students' papers, then followed by types 2, 3, and 4. However, the chapters that frequently occur in plagiarism were chapter 1 and chapter 2.

Another study was investigated by Hanifa (2021), who attentively focused on these plagiarism in the literature review chapter and its types of plagiarism. The participant engaged in five sorts of plagiarism: retweets, word switch plagiarism, 404 mistakes, word-for-word plagiarism, and clones. Students tended to commit retweets frequently than others. It proved that students understood plagiarism when copied the sentence verbatim without citation and reference. As a result, students paraphrased more frequently, yet their efforts were futile because the source content remained in the paraphrased lines.

Similarly, Rizqina (2020) examined the forms of plagiarism employed by English education students when writing the thesis. Five theses were analyzed and revealed that the students had engaged in three main forms of plagiarism: borrowing a sentence from the source rather than changing some words without citing the original sources, sending another's works and not accurate information sources.

D. The Level of Plagiarism

Plagiarism has several levels. Nevertheless, each college has its own set of acceptable similarity scores. This is because references, rules, and citations come in a variety of styles. However, Kasen (2021) says that Turnitin only generally accepts a similarity index of less than 15%. When sources or references are cited, the author will have a low level of plagiarism, between 5% and 10%. The similarity index is the percentage of the document in a checked paper and the sources used by Turnitin.

According to Tran et al. (2017), Turnitin software categorizes five levels of plagiarism. It is represented by five colors code to show the similarity index

percentage which matches the Turnitin database. Those are blue, green, yellow, orange, and red.

1. Blue (0%)

Blue indicates that the text does not have the slightest similarity in the source text. This can be interpreted as that the text does not use references or citations.

2. Green (1-24%)

It signifies that the text indication's similarity to the source is between 1% and 24%. A Green score implies that the material is acceptable. However, it is merely a representation of how much-matched text is. Thus, approximately 24% of the page could have been plagiarized without citing.

3. Yellow (25%-49%), Orange (50%-74%) Red (75%-100%)

Yellow is indicated as a medium level of plagiarism. Meanwhile, orange and red had a high similarity rate of greater than 50%. This is because it makes extensive use of direct quotes as a result of bad academic writing and quotes from other sources without referencing them.

Similarly, Darmansyah and Arman (2022) divide the four extents of plagiarism by the kind of similarity number applying the Turnitin test. Those are:

1. No similarity: Under 10%;
2. Low: Above 11-24%,
3. Medium: Above 25-49% similarity,
4. High: Over 50-74% or 75% similarity.

Looking closely at the plagiarism level, Tran et al. (2017) investigated the severity of the problem by comparing plagiarism between institutions using Turnitin and not. University that utilizes Turnitin has an academic integrity council that provides guidelines on academic integrity concerns such as plagiarism, fraud, cheating, etc. At another university, however, anti-plagiarism policies are applied just to graduation reports, with no additional guidelines. Researchers examined 1,434 graduation reports designed by undergraduate students from 2013 to 2015. The study identified that the average similarity index between the two universities was 32% (University using Turnitin) and 48.6% (University not using Turnitin software). It falls within the yellow range of the Turnitin category which places it at a medium level of plagiarism.

Similarly, Darmansyah and Arman (2022) intend to determine the extent of plagiarism and its relationship to the results of doctoral program's midterm and final online take-home exams. They point out that online examinations without sufficient control make it hard to prevent plagiarism. This study discovered that the level of plagiarism, as measured by an average similarity index, at mid-semester was at an intermediate level (38.44%), which can be categorized as follows: online resources at a medium level, publications at a low level, and student papers at an intermediate level. The final semester was shown at a medium level (31.53%). As a result, there was a decrease in plagiarism in the final exam compared to the middle exam.

Nevertheless, in the study of Muluk et al. (2021), one of the aims of the study was to figure out how much the extent of plagiarism in 10 theses. Using

Plagiarism Checker X, researchers analyzed chapters 1 through 5 of the theses. The ranges utilized to analyze the similarity index of student theses are 0-19% (showing a low level), 20-39% (representing a medium level), and over 40% (showing a high level of plagiarism). The study results indicated that six theses identified a low level of plagiarism with a range of 9%-19%. Meanwhile, the rest were found to have middle plagiarism levels of 20%-24%. It concluded that all the theses fell into low-level plagiarism, which is less than 30 percent and allowed based on university requirements.

E. Concluding the Previous Research

Plagiarism is a highly concerning issue that requires substantial effort to avoid and address. Several studies on this problem have demonstrated how students see plagiarism, trigger it, and face it. Some students in higher education are aware of the plagiarism practice. They understand that it is inappropriate and not allowed in a classroom setting. However, they seize the opportunity by trying to do it once. As a result, they get satisfaction quickly and try to do it again so that the practice of plagiarism becomes a habit and negative behavior.

Research on the plagiarism problem has shown several factors that influence students to demonstrate plagiarism. Nevertheless, it infers that plagiarism persists mainly at all stages of education, starting with bachelors until doctorate degrees. In minimizing plagiarism, it is necessary to provide caution and create a task that is difficult to search on the Internet so that students have fewer chances to plagiarize.

CHAPTER III

METHODOLOGY

This chapter covers the research method in this research. It presents the research design, research participants, data collection, and analysis.

A. Research Design

This study applied qualitative research to determine students perceive and plagiarism type. It is used to find a deep understanding and accurate information of the current plagiarism phenomena. According to Creswell (2014), qualitative research can explore and interpret the significance of a social or human problem that affects individuals or groups. In addition, the qualitative design used in this study was case study for gaining a comprehensive view and obtaining analytical insight on qualitative issues. A single case study utilized to emphasize research on a case unit only and facilitate rich understanding of the case in a group of people. Furthermore, a case study focuses on something useful in its entirety from various perspectives (Thomas, 2021). Therefore, it was suitable since this study investigate and understand more about the real-life context of one specific case of plagiarism.

B. Research Context

1. Location

This research occurred at the Department of English Education of a major Islamic university in Aceh, Indonesia. The location was selected because, as a student, I could get access to the English academic writing class offered by the English Education Department.

The English education department is one of the majors in the Faculty of Education and Teacher Training. It provides quality learning to have positive contributions that can be utilized in real terms by students in community life. This major not only focuses on 4 English language skills but also gives additional courses that can broaden students' insights.

2. Population

The population was students of the English education department who had taken an academic writing class. This was selected because I was acquainted with the learning situation in an academic writing class. It was also based on my experience as a Department of English education student, in which many students plagiarized while writing their final assignments. It is assumed that they were required to conduct a coherent and cohesive text which caused them to run out of ideas and find it difficult to paraphrase.

3. Sample

The participants were invited purposively to focus on specific goals. Based on the research criteria, the total sample was 50 students from the 2018 and 2019 academic years. First, the students attended online academic writing courses. Second, the students have written academic writing papers, including chapter 2 (literature review), during the learning process. The last, students were willing to submit their work and agree to be interviewed.

C. Data Collection Procedure

Data for this study was collected in various ways. Further details can be seen in the table below:

Table 3.1
Summary of Data Sources

No	Research Question	Informants	Method	Member of informants
1.	What do the EFL students perceive of plagiarism?	Students	Questionnaire	50
			Interview	10
2.	What types of plagiarism do EFL students commit when writing an academic paper in English?	Students' works	Document Analysis	10 Papers

Table 3.1 describes the procedures for collecting qualitative data. Every research question was addressed through a questionnaire, interview, and document analysis to acquire relevant data supporting the research question. The first research question on how EFL students perceive plagiarism was obtained through 2 methods: a questionnaire and interview. The questionnaire was distributed to 50 students who fit the criteria via a google form. The students were asked to select one of the multiple choices as the most appropriate answer regarding the statement provided in the questionnaire. The questionnaire used Five Likert Scale with a different statement level agreement in each part (*For further, see Appendix C: Questionnaire*)

Additionally, the interview was intended to enhance the data from informants. The informants were invited from 10 students who had filled out the questionnaire. The students would be asked 6 questions by the researcher. As the guidelines, the interview protocol (*Appendix D*) utilized three kinds of questions:

main questions, follow-up questions, and probes. The main questions were developed to focus on the research question. Meanwhile probes and follow-up questions delved deeper into the information. The interview became a document after it was recorded and transcribed and eventually turned into written form or script.

To answer the second question, I collected 10 students' academic writing pieces and submitted them to Turnitin. Corbin and Strauss (2008) and Rapley (2007) (as cited in Bowen, 2009) outlined that a systematic technique for analyzing or examining documents, including paper and digital content, is known as document analysis. It necessitates examining and interpreting data to extract meaning, acquire insight, and build empirical knowledge.

D. Data Sources

1. Questionnaire

The questionnaire was used to support the qualitative data. I analyzed the questionnaire statistically and interpreted it descriptively by explaining the result of the respondent in narration. It applied to know the frequency of students' perceptions and plagiarism behavior. The questionnaire was created from an existing questionnaire verified and utilized in a previous study examining the same issue. It was adapted by Nguyen (2021), who investigated undergraduate learners' understanding, attitudes, and behaviors toward plagiarism. The questionnaire applied close-ended questions with five Likert scales.

The respondents were expected to fill in three parts of the questionnaire. The first part included students' demography such as Name and student ID. In the second section, respondents were asked about their perception of plagiarism. They needed to express their understanding and opinion based on a five-point Likert Scale, ranging from "Absolutely Accepted", "Plagiarized but Accepted", "Not Decided", "Not Accepted" to "Absolutely Not Accepted". Meanwhile the last parts, involved several statements related to the students' plagiaristic behaviors. The respondents were asked to select one of the multiple choices as the most appropriate answer that applied to the statement according to five level agreement, including never, rarely, sometimes, and often.

2. Interview

The semi-structure interview was utilized to crosscheck and support the data from questionnaire. It was also intended to know more information from the students, especially about their perception of plagiarism when writing English academic works and how they define plagiarism. Adhabi and Anozie (2017) explained that this kind of interview involves a predetermined outline of issues and questions, but the researcher can add or delete the designed questions. The process depends on how the respondents reacts to the researcher's questions or topic. Despite having a set of leading questions, the researcher can ask more in-depth question than initially planned based on the subject's response. Participants were allowed to answer the questions in English or Indonesian to understand the topic better. Furthermore, all

interviews were recorded, and participants were assured of anonymity and confidentiality of their responses.

3. Document Analysis

The type of students' work plagiarism was discovered by using Turnitin. Turnitin is software to detect or check the percentage of plagiarism or similarity. Kostka and Maliborska (2016) stated that Turnitin compares writings to many other online texts in its repository, including internet sources, publications and student papers. It also shows the percentage of a paper that contains plagiarized text. Thus, Turnitin offers students better and quicker feedback as a result (Narasanaikar & Hangaragi, 2017). The participants who suited the criteria set were invited to obtain data through document analysis. The documents were analyzed to determine the type of plagiarism the students committed.

E. Data Analysis

The data that has been collected through many understandings were analyzed in three several ways. Qualitative data were derived from the questionnaire, interview, and document analysis.

1. Questionnaire

The questionnaire data was observed to acknowledge the information accurately and generally in the process of analyzing. First, the questionnaire filled out by the students were sorted to verify the data's credibility. Then, the data was combined and categorized into several parts. The questionnaire was elaborated by calculating the percentage of students' response to each statement. Finally, questionnaires were classified into tables with descriptions

to compare and contrast. Through this analysis step, students' tendency to perceive plagiarism and their plagiaristic behavior could be comprehended.

2. Interview

In analyzing the interview data, thematic analysis was applied. Clarke and Braun (2014) defined thematic analysis as finding and evaluating meaning patterns in qualitative data. This study used six steps in analyzing data as follows:

1. Familiarizing with data; getting familiar with the data collected and begin analyzing data. Majumdar (2018) described that the analytical method necessitates the researcher to complete active participation in the process. For instance, reading and reviewing the collected data in search of significance, patterns, and coding themes.
2. Producing initial code; In this step, the data was coded by highlighting the component theoretical review to answers the research problem question.
3. Identifying themes; According to Maguire and Delahunt (2017), a theme is a data pattern or a research topic that conveys something relevant. At this phase, the researcher looked for a suitable theme for the data. The data was sorted and analyzed based on the codes. Then it was combined into a single issue appropriate to the commonalities discovered.
4. Reviewing themes; In this step, a theme can be examined in two ways. First, check if the theme works with encoded data, and compare the final theme to the code. Second, examining the theme's applicability over the

complete data set by checking that each topic was consistent and significant with defined limits throughout the review process (Clarke & Braun, 2014; Majumdar, 2018).

5. Naming themes; The data was required to examine each theme in the complete data set thoroughly. It was to verify the topic consistent with the data's general theme, including the research problem (Majumdar, 2018).
6. Presenting final result; In the final phase, the data was presented and connected to the theme and code.

3. Document Analysis

In analyzing documents, several steps were applied. First, the student's academic writing works were uploaded to Turnitin software. The sentences indicated plagiarism were identified. Then, it was compared with the original source to determine the type of plagiarism based on the Turnitin spectrum as an indicator. At this stage, Turnitin displayed the students' works similarity index percentage, including internet sources, publications and student papers.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the findings and discussion of the study. The data were collected through three instruments. A questionnaire and interview were used to address the first research question. Meanwhile, document analysis was employed for the second research question.

A. Findings

1. Research question one: What do EFL students perceive of plagiarism?

a. An analysis of the questionnaire

From the questionnaire, I present the finding in three points. Those are; students' demography, students' perception of plagiarism, and students' plagiaristic behavior.

1) Students' demography

According to the data, 50 students responded to the questionnaire. By the year of enrollment, there were only seven students in batch 2019 and 43 students in batch 2018. In other words, 14 percent were students from batch 2019, and 86 percent were from batch 2018.

2) Students' perception of plagiarism

The first section of the questionnaire explored students' perceptions of plagiarism. This part has seven items with 5-point Likert options developed by Nguyen (2021). Students were asked if they accepted each of the following acts

of plagiarism based on their understanding: 1: absolutely accepted; 2: plagiarized but accepted; 3: not decided; 4: not accepted and 5: absolutely not accepted.

Table 4.1
Students' perception of plagiarism

No	Statement	1	2	3	4	5
1.	Copying someone's homework	2%	16%	10%	44%	28%
2.	Letting someone copy my work while taking a test	2%	10%	14%	36%	38%
3.	Doing an assignment for someone	6%	8%	32%	32%	22%
4.	Asking someone to do my task	10%	8%	28%	34%	20%
5.	Copying internet sources and making them my own work	10%	30%	16%	26%	18%
6.	Copying sentences and making small changes without mentioning references	6%	24%	18%	40%	12%
7.	Constructing my own word from the original text or source without mentioning the reference	5%	12%	13%	16%	4%

Table 4.1 demonstrates that there are several actions that students mostly choose. First, 22 participants (44%) did not agree with the act of copying someone's homework. Then, copying sentences and making small changes without mentioning references are also not accepted (40%). Lastly, letting someone copy work while taking a test is absolutely not accepted (38%). Meanwhile, copying and making internet sources as own work is a plagiarized practice but still acceptable (30%).

From the table, it can be concluded that students have different perceptions of several acts of plagiarism provided in the table. Students generally agree that the above actions are not authorized in academic writing. Still, copying and making internet sources as their own work is considered reasonable in academic writing, whereas it is plagiarism. Even if students think it is acceptable, it cannot be concluded that plagiarism is allowed because other

practices chosen by students emphasize that plagiarism is not accepted when writing academically.

3) Students' plagiaristic behaviors

This part investigated students' plagiaristic behaviors. It has the same eight items with 5-point Likert options. Students were observed if they experienced any of the following acts of plagiarism: 1: never; 2: rarely; 3: sometimes; 4: often.

Table 4.2
Students' plagiaristic behaviors

No	Statement	1	2	3	4
1.	I copy someone's work	18%	40%	40%	2%
2.	I take some paragraphs and pass them off as my own writing	16%	30%	38%	16%
3.	I use texts, information, data, and images in my work without mentioning citations or references	16%	32%	32%	20%
4.	I copy parts of paper from a variety of sources to submit a new assignment	12%	18%	48%	22%
5.	Most of my assignments came from Indonesian sources, which I translated into English without citing the sources	10%	42%	34%	14%
6.	I copy other people's text and change it with online tools to avoid plagiarism	14%	38%	28%	20%
7.	I copy the source text and paraphrased it without crediting the source	18%	24%	48%	10%
8.	I pay someone to do the work	80%	16%	4%	0%

Table 4.2 displays that all of the respondents admitted to plagiarizing. The most common act of plagiarism is copying parts of paper from various sources to submit a new assignment with a percentage (48%) and a frequency of 24 students. Followed by copying someone's work (40%), taking some paragraphs, and passing them off as their own writing (38%). The last act mostly not done by respondents is paying someone to do the work (80%).

The data demonstrates that most students have committed plagiarism when writing scientific papers. This can be one of the most common actions practiced. Moreover, students' writing ability was far from what was expected. The students should be encouraged to use plagiarism detection tools to minimize plagiarism levels.

b. An analysis of the Interview

The interview data reveal the participants responded based on their experiences with the seven semi structure questions. The result was reported under the themes as follows:

1) Plagiarism as a negative attitude

The data of this part focus on how students judge plagiarism. The finding indicated that all participants believed plagiarism is a negative attitude. This negative view of plagiarism is evidenced in the following quote from participant IF. For her, plagiarism equates to stealing. She said, "it is negative because taking someone's work is the same as stealing." [Interview, December 12, 2022]

Besides, participant DF mentioned plagiarism could harm the original author and deceive readers. Her opinion states as follows:

"The practice of plagiarism is totally harmful since it involves taking someone else's thoughts and pasting them off into our words or writing. It would make the reader assume that the ideas are ours when we took someone's ideas." [Interview, November 24, 2022]

Participant DF mentioned that plagiarism directly disadvantages other authors whose work is copied. It can adversely affect readers, the public, and the

reputation of higher education. Additionally, participant DL confirmed, "...in the case if someone takes my idea or word without mentioning my name, I would definitely feel upset because I have tried my best to express the idea." [Interview, November 29, 2022]

Participant IJ noted another different opinion. She claimed, "of course, plagiarism is a negative activity that students may not do. Because plagiarism cannot increase our writing skills." [IJ, Interview, December 5, 2022] The argument from participant IJ depicted how plagiarism negatively affects someone's writing skills. This issue leads to decreased students' creativity and causes the writing that is supposed to be beneficial to others to be useless due to plagiarism.

Writing skills will develop if students often train themselves to write. But if students are accustomed to plagiarizing other people's work, their writing skills will stay the same, and they will find it difficult to express their ideas. Therefore, plagiarism does not enhance students' creativity when writing academically.

2) Students' perception of plagiarism

This part presents students' perception of plagiarism in terms of their definition of the terminology plagiarism. The participants had various ways of defining plagiarism, demonstrating their idea of what it means. The following statement of participant RJ indicated this. She said, "Based on my understanding, plagiarism is stealing someone's intellectual properties and writing without referencing or citing it, and it could be violence too." [Interview, November 29, 2022]

In a similar vein, participant M used words to describe plagiarism as taking and restating. According to her, plagiarism was conducted by reusing the sentences into a new file without giving any information about the author. As participant M noted, “The activity of taking information or restating someone’s work that we claim as our own by not including references and not paraphrasing.” [Interview, November 30, 2022] Based on participant RJ and M quotes, it emphasizes that referencing the original work and crediting the author are requirements that someone who use an idea or work that belongs to another person are expected to fulfill.

Interestingly, participant MR could describe the definition of plagiarism in detail version. She underlined plagiarism includes intentional or unintentional and partly or wholly. She defined it as “plagiarism is the intentional or unintentional act of taking someone else’s work partly or wholly and claiming it as one’s own without acknowledging the source.” [Interview, December 6, 2022] According to participant MR, the act of plagiarism can be through intentional or unintentional motives committed by students. Deliberate actions occur when someone directly copies and pasts the works without mentioning the source.

In contrast, accidental actions occur due to a lack of knowledge or understanding of plagiarism. The incident basically marks this unintentional plagiarism. For example, as provided by participant MR, when someone changed only a few words, the writer thought this is not plagiarism. But even though one word is changed, it is still included in plagiarism because the

sentence still has many similarities with the sources. Furthermore, copied sentences, whether partially or completely, are still classified as plagiarism as long as the author does not include the source.

The finding revealed that all of the participants could interpret a clear understanding of plagiarism. They could explain the definition of plagiarism and believed it improper when writing academic papers.

3) Students experiences on plagiarism

In this part, the participants were asked about the plagiarism practice when writing academic writing work. The finding revealed that 9 out of ten participants declared they had committed plagiarism with various actions, either intentionally or unintentionally. Following answers during interviews were also discussed in some themes.

a) Complete plagiarism

Students commonly practice complete plagiarism. Students admitted to plagiarizing the whole text because of poor time management. As evidenced by the statement of participant MR below:

“When I was in academic writing class, if there was an assignment that closes to the deadline, I would copy and paste the text directly without mentioning the reference. I have also taken several sentences from several sources and then combined them.” [MR, Interview, December 6, 2022]

The quote uttered by participant MR shows that when the lecturer sets a deadline for submitting an assignment, she begins to take someone’s work as her own and resubmit it under her name. In similar, participant MS asserted, “... it

needs much time for me to paraphrase, so I just plagiarize the whole text. [MS, Interview, November 30, 2022]

Apart from that, this complete plagiarism is also influenced by the ability to express ideas. As stated by participant IJ:

“Honestly, I have plagiarized entire texts. If I am working on an assignment quickly, I will copy and paste all the arguments into my work. Because it is difficult for me to convey the idea, instead, I use other people’s opinions without citing the source.” [IJ, Interview, December 5, 2022]

For participant IJ, explaining ideas in written text is hard. It will make her confused about how to arrange sentences correctly. In addition, she also has a target deadline for herself so that she can work on the task quickly. Hence, this triggers her to plagiarism the entire text.

b) Copying the important passage

Some students plagiarize by only taking the significant parts of a text. For them, this action is reasonable to do in spite it is plagiarism. As stated by participant RJ, based on her experience in the statement below:

“I have ever practiced plagiarism. What I did is I plagiarized just some of sentences that considered to be important and then I add my own word to it. So, I think it is not fully plagiarized to someone’s works.” [RJ, Interview, November 29, 2022]

Then participant IF had a different opinion on this practice. After taking the significant sentences from different references, she collected and combined them into writing. Participant IF explained, “When I wrote an academic writing

assignment, I have always copied the critical text from various sources and combined them in one document.” [IF, Interview, December 12, 2022]

c) Copying sentences and changing some words

Another plagiarism practice committed by students is copying passages and changing some words. Besides being aware of paraphrasing some words, this act still contains plagiarism because the structure was almost identical to the original text. This plagiarism practice is evidenced in the interview excerpt from participant M. He said, “Honestly, I plagiarized in my academic writing class by taking a sentence from one source and only changing some vocabulary.” [M, Interview, November 30, 2022] In this case, participant M renders someone’s text and rewrites it with other words or synonyms but keeps the idea of the original source without referencing source.

d) Translate the copied sentences into English

The next plagiarism practice students use is looking for Indonesian sources and translating them word for word or literally to the target language. As participant DF shared her experience below:

“I searched some sources from an Indonesian journal and then translated the copied text directly into English without mentioning the source. Because of the exchange language, the sentence is alike I wrote, so I no longer mention the source anymore.” [DF, Interview, November 24, 2022]

According to participant DF, After the translation, the copied sentences have changes in many elements, such as language, structure, grammar and wording, making it seem like the phrases are not copied.

e) Source plagiarism

Another plagiaristic behavior like source plagiarism also appeared. In this case, students utilize previous studies' citations but have acknowledged the source. The students choose an easy way to get lots of references without spending time reading them. This act of plagiarism is evidenced in the following quote from participant IF statement. She noted, "...if I found a good quote from someone that cited in the journal, I immediately take the citation without actually reading it." [IF, Interview, December 12, 2022] Based on the experience above, participant IF used a secondary source, while citing only the original reference contained in the secondary source.

f) Taking someone's idea

Plagiarism is also conducted by taking the author's idea. Idea plagiarism is a type of plagiarism in which someone else's views, ideas, conclusions, or recommendations are produced and published as one's own without proper attribution. It is highly challenging to detect and verify since ideas are abstract and may share similarities with those of others. Moreover, if students describe the copied idea in their own ways, it does not seem like it was taken from a source. Such participant MJ practiced, she only copied ideas and explained them in her own ways. As she said, "Sometimes I plagiarize only the ideas from the writer, and I describe it in my own language without mentioning the source." [Interview, December 27, 2022]

2. Research question two: What types of plagiarism do EFL commit when writing an academic paper in English?

This part presents the analysis of 10 students' academic writing works that indicated plagiarism. The data in the tables below were collected after ten students' papers were checked and the type of plagiarism found counted. Two ways used for the analysis, first utilizing Turnitin to detect the general similarity, comparing the uploaded file to the file discovered by the application, and manually reviewing by the researcher.

I provided examples of sentences from various sources identifying plagiarism in students' assignments. The sentences were compared with the original source by highlighting similar words or phrases. Based on the finding of document analysis, the types of plagiarism that appear in students' works were varied.

a) Retweet

A retweet is an act of quoting a source correctly yet still containing many similarities in the words or sentence structure of the referenced source. Retweets appeared in 33 cases in students' academic writing. I only attached one example for each source.

Table 4.3
Extract of plagiarized work from DF's document

Plagiarized work	Original work	Source
Brown (2001) says that, in fact, communication at the survival level can take place quite intelligibly when people simply string words together without applying any grammatical rules at all.	Brown (2001, p.377) states that, in fact, survival level communication can take place quite intelligibly when people simply string words together without applying grammatical rules at all.	https://repository.uin-suska.ac.id/25083/

Plagiarized work	Original work	Source
(Copied from Irvani, 2020) Fourthly, the stage of consolidation and extension relates to acquiring new vocabulary and incorporating it into the vocabulary structure of the learners (Grauberg, 1997).	Fourthly, the consolidation and extension stage refers to learning new vocabulary and its integration in the learners' vocabulary system (Grauberg, 1997).	https://www.scribd.com/document/438973150/6
(Copied from Afzal, 2019) Tozcu & Coady (2004) point out that vocabulary mastery is an essential aspect of the acquisition of foreign language development, academic achievement, and vital to the closely related mastering of English. (Copied from Rohmatillah, 2014)	Tozcu and Coady (2004) point out learning vocabulary is an important aspect of the language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked.	http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/520?cv=1

Table 4.3 demonstrated that participant DF already cited the source correctly, but the writing relied too closely on the original source. In this case, participant DF utilized citations from previous studies without actually reading them. The next table, 4.4 is plagiarized work from participant DL that also indicated retweet.

Table 4.4
Extract of plagiarized work from DL's document

Plagiarized work	Original work	Source
(Rahmawati, 2017) tried to research of teaching English using the Team-Game-Tournament Technique. The results from this research may benefit teachers with an effective technique for teaching speaking. The	The results of this study were aimed to enrich knowledge of teaching English using the Team-Game-Tournament Technique. The results from this research may benefit teachers with an effective technique for	https://jurnal.unsyiah.ac.id/EEJ/article/view/File/6124/5028

Plagiarized work	Original work	Source
study is expected to provide information for improving activities in teaching speaking and for teachers' understanding of the application of the Team-Game-Tournament technique through classroom action research.	teaching speaking. The study is expected to provide information for improving activities in teaching speaking and for teachers' understanding of the application of the Team-Game-Tournament technique through classroom action research.	

The extracted table 4.4 showed clearly that participant DL cited the source correctly, but the sentence structure and words were too similar to the original source.

Table 4.5
Extract of plagiarized work from IF's document

Plagiarized work	Original work	Source
In communication, both in a spoken or written form, language should be used as a medium to transmit information and to exchange ideas in a meaningful way (Richards & Schmidt, 2014). (Copied from Akmal et al., (2020)	In communication, both in a spoken or written form, language is used as a medium to transmit information and to exchange ideas in a meaningful way (Richards & Schmidt, 2014).	https://ojs.unm.ac.id/eralingua/article/view/13960/8442
Code switching as a linguist phenomenon has been considered and the empirical studies on bilingual children contain a broad range of literature (see Muysken 2000; Myers-Scotton 1997; Poplack 1980; MacSwan 2004). The two most important areas of bilingual and multilingual linguistic research involve learning the language, and	Code switching as a linguistic phenomenon has been taken into consideration and there is a large body of literature about code-switching from empirical studies on bilingual children (see Muysken 2000; Myers-Scotton 1997; Poplack 1980; MacSwan 2004). The other two most important areas of linguistic research on	https://www.slideshare.net/AlexanderDecker/students-attitudes-towards-code-switching-in-the-bilingual?cv=1

Plagiarized work	Original work	Source
<p>how bilinguals use their knowledge of two or more languages. Domain analysis by Fishman, Gumperz's range of bilingual code switching discourse functions, the "rational choice model" by Carol Myers-Scotton and the notion of "contenxtualization" are the most famous language theories used by speakers in code change. (Copied from Ma, 2014)</p>	<p>bilingual and multilingual concern the acquisition of linguistic knowledge, and how bilinguals put their knowledge of two or more languages to use. Fishman's domain analysis, Gumperz's range of discourse function of bilingual code-switching, Carol Myers-Scotton's "rational choice model" and the notion of "contenxtualization" are the most famous theories of speakers's language choice in code switching.</p>	
<p>According Keraf in Smarapradhipa (2005:1), providing two language understanding. The primary notion of language as stated means of communication between members of the general public within the sort of a signal of the sound produced by means of said human. Second, language may be a communication system that uses symbols vocal (speech sound) which are arbitrary. (Copied from www.coursehero.com)</p>	<p>According Keraf in Smarapradhipa (2005:1), providing two language understanding. the first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary.</p>	<p>https://www.coursehero.com/file/95500263/GEC5-Week-1-5-pdf/?cv=1</p>
<p>Linier believed that codes occur naturally during a conversation in this regard, Bhatti, Shamsudin and Mat Said (2018). (Copied from Abdulloh & Usman, 2021)</p>	<p>Linier to this, Bhatti, Shamsudin and Mat Said (2018) believed that the codes occur naturally during a conversation in this regard.</p>	<p>https://www.neliti.com/id/publications/376457/the-students-perception-towards-code-switching-and-code-mixing-in-sociolinguisti</p>

Similarly, in table 4.5 participant IF also quoted the sources correctly, but the wording and structure were almost identical to the original text. However, the citation was copied from prior research. In the same vein, table 4.6 also indicates retweet plagiarism.

Table 4.6

Extract of plagiarized work from IJ's document

Plagiarized work	Original work	Source
The presence of song bring class to the enjoy atmosphere as stated by Saricoban (2000) that utilizing song in the class environment amuses students, help them to feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song. (Copied from Keskin 2011)	Besides, utilizing songs in class environment amuses students, helps them to feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song (Saricoban, 2000).	http://docplayer.net/24726666-Using-songs-as-audio-materials-in-teaching-turkish-as-a-foreign-language.html?cv=1
According to Orlova (2003) these are some of the advantages for working in class with songs: 6.Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc. (Copied from Riatin, 2019)	According to Orlova (2003) these are some of the advantages for working in class with songs: 6.Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in writing skills.	http://repository.ikipgribojonegoro.ac.id/482/
..... which sum that using songs in learning process especially in listening class makes students can	Using songs in the learning process especially in the listening lesson, it makes the students can improve their	http://ejournal.ihdn.ac.id/index.php/JOELE/

Plagiarized work	Original work	Source
improve their listening skill.	listening skill as one of their meaningful strategies to overcome their problem in listening skill.	article/view/1024?cv=1

Table 4.6 demonstrated that participant IJ credited the source appropriately in sentences but only changed several words and kept the sentence structure similar to the sources.

Table 4.7
Extract of plagiarized work from M's document

Plagiarized work	Original work	Source
Picture is used as a medium in conveying a subject matter not only interesting, but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002: 54). (Copied from Utami, 2016)	The use of picture as a media or means of delivery of the lesson, not only interesting, but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002: 54).	https://adoc.pub/the-use-of-picture-as-a-media-to-improve-students-reading-co.html?cv=1
.... They found that a pictures is an effective technique used to improve writing skill of the students of Junior High School. The students are able to gain the ideas in writing a composition especially writing a descriptive text by looking and understanding the pictures which are given by the teacher. Pictures also helps them with the vocabularies.	Based on those finding, it can be concluded that a pictures is an effective technique used to improve writing skill of the students of Junior High School, especially for the second year students of SMPN 1 Siak Hulu. The students are able to gain the ideas in writing a composition especially writing a descriptive text by looking and understanding the pictures which are given by the teacher. Pictures also helps them with the vocabularies.	https://www.neliti.com/publications/200172/pengaruh-penggunaan-gambar-dalam-mengajar-menulis-deskriptif-teks-siswa-tahun-ke?cv=1

Plagiarized work	Original work	Source
.... She found that the use of picture media could improve class VIIB students' writing descriptive text ability and students' active participation or involvement in the teaching learning process of writing descriptive text at SMP Al Badri Gumuksari-Jember.	It can be concluded that the use of picture media could improve class VIIB students' writing descriptive text ability and students' active participation or involvement in the teaching learning process of writing descriptive text at SMP Al Badri Gumuksari-Jember.	http://digilib.unmuhjember.ac.id/files/disk1/59/umj-1x-nellyhasny-2938-1-artikel-1.pdf

Table 4.7 above also presented that participant M already acknowledged the original author, but the wording and sentences closely rely on the source. More examples can be found in table 4.8

Table 4.8
Extract of plagiarized work from MJ's document

Plagiarized work	Original work	Source
Inceçay (2015) uses a metaphor to investigate the tacit knowledge and beliefs of a pre-service English instructor during an intense teaching course. It was discovered that teachers might use metaphors to explain their ideas and views about their practice. (Copied from Farah & Sholikhah, 2021)	A similar research of metaphors is from Inceçay (2015) who examines the tacit knowledge and beliefs of a pre-service English teacher during intensive teaching course through metaphors. It was revealed that teachers could express their ideas and beliefs about their practice.	https://eprints.umm.ac.id/82319/1/Farah%20Sholikhah%20-%20COVID-19%20Online%20learning%20EFL%20learners%20Metaphor%20analysis.pdf?cv=1
They received 358 answers from Chakraborty, Mittal, Gupta, M.S., Yadav, S., and Arora, A. (2021) Students believe they learn better in actual classes (65.9%) and MOOC (39.9%) than they	We received responses from 358 students. The students felt that they learn better in physical classroom (65.9%) and by attending MOOCs (39.9%) than through online education. The students, however, felt	https://www.mendeley.com/catalogue/1ab246ec-dc71-3287-81f0-f141a6476a2b/?cv=1

Plagiarized work	Original work	Source
do online. The pupils, on the other hand, believe that the instructor had enhanced their skills. The software and online study resources utilized to assist online education were well received by the students.	that the professors have improved their online teaching skills since the beginning of the pandemic (68.1%) and online education is useful right now (77.9%). The students appreciated the software and online study material being used to support online education.	

The extract in table 4.8 indicated that participant MJ paraphrased the passages by including citation. Somehow the passages were too similar to the original sources.

Table 4.9
Extract of plagiarized work from RD's document

Plagiarized work	Original work	Source
Adnan et al (2020) identified issues with the implementation of entrepreneurship education.... (teachers of entrepreneurship courses), lack of funding to support the implementation of entrepreneurship education, program failure, and limited creation of entrepreneurship education-based programs, lack of facilities and infrastructure, lack of leadership commitment, and lack of parity (foreign language skills). (teachers of entrepreneurship courses), lack of funding to support the implementation of entrepreneurship education, program failure, and limited creation of entrepreneurship education-based programs, lack of facilities and infrastructure, lack of leadership commitment, and lack of partners and limited ability to create networks, lack government is from government financial support or programs, the and the constrained mastery of general	http://ejournal.radenintan.ac.id/index.php/tadris/article/view/7264

Plagiarized work	Original work	Source
<p>Mahendra, A. M., Djatmika, E. T., & Hermawan, A. 2017. Examine about the effect of Entrepreneurship Education on Entrepreneurial Intention Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. This research aim is to investigate the effect of entrepreneurship education on entrepreneurial intention among college students enrolling in the Department of Management. The study found that entrepreneurship courses did not directly affect students' intentions to become entrepreneurs. The study found that the contribution of entrepreneurship education was able to increase students' motivation and entrepreneurial attitude. It is this entrepreneurial motivation and attitude that plays a direct role in students' entrepreneurial intentions.</p>	<p>competencies (foreign language skill).</p> <p>This research investigates the effect of entrepreneurship education on entrepreneurial intention among college students enrolling in the Department of Management, Faculty of Economics, State University of Malang..... It is found that the contribution of entrepreneurship education is able to enhance both students' entrepreneurial motivation and attitude.</p>	<p>https://www.ccsenet.org/journal/index.php/ies/article/view/67155</p>

Furthermore, participant RD also committed retweet plagiarism in which the sentences structure and wording were almost the same as the sources.

Table 4.10
Extract of plagiarized work from RJ's document

Plagiarized work	Original work	Source
Extrinsic or environment is the factors of writing anxiety such as fear of negative evaluation, time pressure, pressure for perfect work, and high frequency of writing assignment. Whereas the intrinsic factors form of the students itself, such as low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, and lack of experience or insufficient writing practice. These problems can be solved by the students itself. Others or environment may help the anxious students but it does not help a lot.	The first is from the students itself, such as low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, and lack of experience or insufficient writing practice. These problems can be solved by the students itself. Others or environment may help the anxious students but it does not help a lot. The second is from environment, such as fear of negative evaluation, time pressure, pressure for perfect work, and high frequency of writing assignment.	https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/333?cv=1

In table 4.10 above showed that participant RJ replaced several words at the beginning of the passage, and it included citations. However, the passages were too similar to the original.

Based on the data, most students committed retweet plagiarism when working on learning academic writing work, namely DF, DL, IF, IJ, M, MJ, RD, and RJ.

b) Find and Replace

According to Anney and Mosha (2015), “*find and replace*” is the act of modifying keywords and phrases in writing while keeping sources’ main ideas. In this type, the author only changes some keywords and does not acknowledge the

original author. This type appeared in 31 cases in students' academic writing. Here, I only provide one copied sentence from each source as an example. The example can be seen in the table below.

Table 4.11
Extract of plagiarized work from DF's document

Plagiarized work	Original work	Source
Vocabulary cannot be rejected in learning English, not only in listening and speaking abilities, but also in reading and writing, because vocabulary is one of the most important elements in improving the ability of the learner to speak English.	The mastery of vocabulary cannot be denied in learning English, not only learners' listening and speaking skills, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English skills.	https://repository.uinsuska.ac.id/25083/
It helps to speak, listen, read, and write because the learners pronounce words correctly by distinguishing sounds and recognize them when they read or hear them.	It helps in speaking, listening, reading, and writing because by distinguishing sounds and letters, the learners pronounce words correctly and understand them when they read or hear.	https://www.scribd.com/document/438973150/6?cv=1
For people learning English as both a foreign language and as a second language, vocabulary is very important.	Vocabulary learning is very important for people who learn English as both foreign language and as a second language.	http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/520?cv=1

Table 4.11 demonstrated that the students copied sentences and paraphrased them incompletely. Participant DF only changed keywords from the source and maintained the sentence structure and main idea. The next table, 4.12 is plagiarized work from participant DL that also contained "find and replace".

Table 4.12
Extract of plagiarized work from DL's document

Plagiarized work	Original work	Source
Pronunciation is the way for speaker to produce clearer language when they are speaking.	Pronunciation is the way for students to produce clearer language when they are speaking.	https://scholar.google.com/scholar?hl=en&assdt=0%2C5&q=A+Descriptive+Study+of+Speaking+For+Informal+Interactions+Anxiety+of+First.+Semester+Thai+Students+at+English+Language+Education+of+Iain+Surakarta.&btnG=

Table 4.12 indicated that participant DL took a sentence from google scholar and changed the “students” word into “speaker” without acknowledging the source.

Table 4.13
Extract of plagiarized work from IF's document

Plagiarized work	Original work	Source
Having said that, we are proceeding to give a quick overview of the study's focus language, namely code switching.	Having said that, we are now moving on to provide a quick overview of the focus language of this study, namely Sigulai language.	https://ojs.unm.ac.id/eralingua/article/view/13960/8442
Code switching is a practice of moving back and forth at a time between two or two dialects or registers or when in one conversation a speaker alternates between two or more languages (or dialects or language variations).	Code switching is the practice of moving back and forth at a time between two languages or between two dialects or registers of the same language.	https://coratcoretku.wordpress.com/2016/06/05/sociolinguistic/?cv=1

Similarly, participant IF also plagiarized from the internet by copying exact passages and changing some keywords without modifying the main portion of the text. More examples are shown in table 4.14

Table 4.14
Extract of plagiarized work from M's document

Plagiarized work	Original work	Source
Being a professional and affective English language teacher must be able to master the material to be taught and be able to develop the knowledge, skills, and understandings intended by curriculum objectives, create an instructional climate that causes students to develop positive attitudes toward school and self, adjust instruction so that all students learn.	Effective teaching involve the ability to provide instruction that helps students to develop the knowledge, skills, and understandings intended by curriculum objectives, create an instructional climate that causes students to develop positive attitudes toward school and self, adjust instruction so that all students learn.	https://www.mcser.Org/journal/index.Php/jesr/article/view/965
A good English as foreign language teacher is an important factor when students are learning English as a second language or as a foreign language. As a general consensus, students say that great teachers are those that remember what it was like to be a student and treat students as equals.	A good TEFL teacher is an important factor when students are learning English as a second language or as a foreign language. As a general consensus, students say that great teachers are those that remember what it was like to be a student and treat students as equals.	https://articlesbase.com/careers/
Descriptive Text is a type of text in English that describes the form and properties attached to something, be it humans, animals, plants or inanimate objects. The purpose of this text is to	Descriptive Text is one type of text in English that clearly describes the properties attached to something, it can be humans, animals, plants or inanimate objects. The purpose of this text is to	https://pantrywparea.blogspot.com/2021/04/?cv=1

Plagiarized work	Original work	Source
provide clear information about the object being depicted to the reader.	provide clear information about the object being described to the reader.	

Table 4.14 revealed that participant M wrote sentences almost the same as the original source and tried to paraphrase some keywords without adding the original author's information.

Table 4.15
Extract of plagiarized work from MJ's document

Plagiarized work	Original work	Source
Distance education, computerized electronic learning, online learning, internet learning, and many more words are used to describe learning that is given online, via internet.	Distance learning, computerized electronic learning, online learning, internet learning, and many more words are used to describe learning that is given online, via the internet.	https://www.mendeley.com/catalogue/1ab246ec-dc71-3287-81f0-f141a6476a2b/?cv=1

Table 4.15 presented that participant MJ took a sentence from a website, replaced only one keyword, and was no citation.

Table 4.16
Extract of plagiarized work from MR's document

Plagiarized work	Original work	Source
Listening skill is the fundamental for learning since they enable the students to comprehend insight and information, also to obtain success in communicate with others. Existence within and outside the school or other place contribute many listening opportunities, but some students in Indonesia had fail to capture them because they	Listening skill are important for learning since they enable the students to get insight and get information, also to obtain success in communicate with others. Existence within and outside the school or other place give many listening opportunities, but some students had fail to capture them because they let their mind going	http://eprints.ums.ac.id/57744/3/CHAPTER%201.pdf?cv=1

permit their mind going wander or they may only focus on what they desire to say rather than listen to what speaker saying.	wander or they may only focus on what they want to say rather than listen to what speaker saying.
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Table 4.16 showed that participant MR committed “*find and replace*” plagiarism. It can be seen that the copied paragraph is taken from one source then MR made some changes to the content without crediting the original author. Similarly, MS participant work also contained “*find and replace*” the type of plagiarism. (see table 4.17)

Table 4.17
Extract of plagiarized work from MS’s document

Plagiarized work	Original work	Source
Anxiety that happen when faced with specific situations is called state anxiety.	Anxiety that arises when confronted with specific situations is called state anxiety.	http://repository.uinbanten.ac.id/4001/1/Farhan%20Muhammad152301914AN%20ANAYSIS%20OF%20STUDENTS%20SPEAKING%20ANXIETY%20IN%20AN%20ENGLISH%20AS%20FOREIGN%20LANGUAGE%20%EFL%29%20CLASSROOM%20%A%20CASE%20STUDY%20AT%20MAN%20%20PANDEGLANG%29.pdf?cv=1

To summarize, students’ academic writing work contains “*find and replace*” plagiarism, namely DF, DL, IF, M, MJ, MR, and MS. “*Find and replace*”

happens when the author takes exact passages or entire works and paraphrases only the keywords without crediting the reference.

c) Clone

Clone is copying someone's work verbatim without alteration and mentioning the reference. Examples of this type of plagiarism can be seen in the table below.

Table 4.18
Extract of plagiarized work from DL's document

Plagiarized work	Original work	Source
Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people.	Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people.	http://eprints.walisongo.ac.id/id/eprint/11211/
The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate. Communication is a dynamic process in which the changing situation affects what you say and how you say it.	The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate. Communication is a dynamic process in which the changing situation affects what you say and how you say it.	https://scholar.google.com/scholar?hl=en&assdt=0%2C5&q=A+Descriptive+Study+of+Speaking+For+Informal+Interactions+Anxiety+of+First.+Semester+Thai+Students+at+English+Language+Education+of+Iain+Surakarta.&btnG=
Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers.	Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers.	https://repository.uir.ac.id/5477/5/BAB%20II.pdf

Plagiarized work	Original work	Source
	speakers. (Nunan. 1989:27)	
Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors.	Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors.	https://www.researchgate.net/publication/315790125 TECHNOLOGY INTEACHING SPEAKING SKILL
Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption.	Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption.	https://repositorio.ulatina.ac.cr/handle/20.500.12411/1652
Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people.	Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people (Spratt, Pulverness, and William, 2005).	https://eprints.uny.ac.id/20464/1/Ira%20Pratiwi%2007_202244021.pdf

Table 4.18 showed that participant DL copied the exact passage or entire sentence word by word directly from various sources without mentioning the

references in the citation. Another example can be found in table 4.19 from participant IJ's academic writing work.

Table 4.19
Extract of plagiarized work from IJ's document

Plagiarized work	Original work	Source
Listening to familiar songs can help motivate students to learn; songs from other countries and cultures can help improve students' awareness of different ways of thinking, while also helping them to understand and properly use diction and idioms in the target language.	Listening to familiar songs can help motivate students to learn; songs from other countries and cultures can help improve students' awareness of different ways of thinking, while also helping them to understand and properly use diction and idioms in the target language.	https://hrcak.srce.hr/132483

Table 4.19 presented that participant IJ copied and pasted the whole sentence from the original text, and there was no citation to credit the source. The following table presents the writing from participant M that also identified clone plagiarism.

Table 4.20
Extract of plagiarized work from M's document

Plagiarized work	Original work	Source
There are many ways to characterize the components that make up an effective teacher. These components include content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational ends, purposes, and	There are many ways to characterize the components that make up an effective teacher. These components include content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational ends, purposes, and values, and knowledge of	https://www.mcser.org/journal/index.php/jesr/article/view/965

Plagiarized work	Original work	Source
values, and knowledge of educational contexts.	educational contexts. (Clark and Walsh, 2002)	
Picture is a visual media that produced from photograph.	Asnawir stated picture is a visual media that produced from photograph.	http://repository.uinsu.ac.id/7678/

Table 4.20 indicated that participant M took sentences from someone's writing verbatim without proper attribution to the sources. The next table, 4.21 is plagiarized work from participant MR that also contained plagiarism word by word.

Table 4.21

Extract of plagiarized work from MR's document

Plagiarized work	Original work	Source
Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension.	Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension.	https://moam.info/learners-listening-comprehension-difficulties-in-english-language-5b8bef32097c4704758b4759.html?cv=1

Table 4.21 demonstrated that this plagiarized work acquires clone plagiarism because the participant MR copied whole sentences from Gilakjani and Sabouri's (2016) research without mentioning the reference. More examples are presented in the next table.

Table 4.22

Extract of plagiarized work from MS's document

Plagiarized work	Original work	Source
Reading is a process of how to get information from what we see. For	Reading is a process of how to get information from what we see. For	http://repositori.uin-alauddin.ac.id/16067/

Plagiarized work	Original work	Source
example text and symbol. Reading can be taught as a way to draw information requires the work of brain actively. As we know, reading is very useful in human life. Because by reading, someone would know about the world without have to go abroad.	example text and symbol. Reading can be taught as a way to draw information requires the work of brain actively. As we know, reading is very useful in human life. Because by reading, someone would know about the world without have to go abroad.	1/Ahmad%20Hanafi.pdf?cv=1
Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.	Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.	http://repository.uinbanten.ac.id/4001/1/Farhan%20Muhammad152301914AN%20ANAYSIS%20OF%20STUDENTS%20SPEAKING%20ANXIETY%20IN%20AN%20ENGLISH%20AS%20FOREIGN%20LANGUAGE%20%28EFL%29%20CLASSROOM%20%28A%20CASE%20STUDY%20AT%20MAN%20%20PANDEGLANG%29.pdf?cv=1

It revealed clearly that participant MS copied several sentences from multiple sources without leaving out any original ideas and putting the information of the original writer. Table 4.23 below also shows that participant RJ took two sentences directly from a source with no citation.

Table 4.23
Extract of plagiarized work from RJ's document

Plagiarized work	Original work	Source
One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on the content of essay.	One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on the content of essay.	https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/333?cv=1

From these data, it can be concluded that most students committed clone plagiarism, namely DL, IJ, M, MR, MS, and RJ. In short, the clone occurs when an author copies and pastes someone else's words or sentences directly word by word without any changes and claims it as their own writing, and there is no citation.

d) **Aggregator**

Aggregator occurs when a writer includes proper citations to sources, but the paper contains only some original work (Turnitin, 2012). For example, participant A took a passage from an article and already cited the source appropriately. However, the writer needed to include original ideas and new information. There was only fact copied and pasted into the writing. There were 29 aggregator type appeared in students' academic writing. Here, I only provide one copied sentence from each source as an example. The example can be seen in the following tables.

Table 4.24
Extract of plagiarized work from DL's document

Plagiarized work	Original work	Source
<p>There are scientific data about the effects of music on the functional condition of the person; on the other hand the image of the direct effect of music on the processes of thinking and learning in general is ambiguous. At the same time, numerous works confirmed the possibility of the effective use of music when learning a foreign language by taking into account psychophysiological and emotional state of students, as well as the appropriate use of teaching methods in lesson planning (Akhmadullina & Abdrafikova, 2016).</p>	<p>On the one hand, there are scientific data about the effects of music on the functional condition of the person; on the other hand the image of the direct effect of music on the processes of thinking and learning in general is ambiguous. At the same time, numerous works confirmed the possibility of the effective use of music when learning a foreign language by taking into account psychophysiological and emotional state of students, as well as the appropriate use of teaching methods in lesson planning.</p>	<p>https://eric.ed.gov/?q=he+Use+of+Music+as+a+Way+of+Formation+of+Communicative+Skills+of+Students+in+Teaching+English+language+&id=EJ1114401</p>

The extract work in table 4.24 found in DL's document showed that participant DL cited sentences from Akhmadullina and Abdrafikova (2016) without paraphrasing or adding any original thoughts. The next table, 4.25 is plagiarized work from participant IF that also indicated aggregator.

Table 4.25
Extract of plagiarized work from IF's document

Plagiarized work	Original work	Source
<p>Code-switching is defined as the spontaneous switching from one language to another or mixing elements from two languages within a single</p>	<p>Code-switching is more precisely defined as the spontaneous switching from one language to another or mixing elements from two</p>	<p>https://ruor.uottawa.ca/handle/10393/40810</p>

Plagiarized work	Original work	Source
speech event (Appel & Muysken, 1987). (The sentence was copied from Yim, 2020)	languages within a single speech event (Appel & Muysken, 1987).	
Linguistically speaking, the study about the sentence of languages is called syntax (Tallerman, 2014; Denison, 2014). (The sentence was copied from Akmal et al., (2020)	Linguistically speaking, the study about the sentence of languages is called syntax (Tallerman, 2014; Denison, 2014).	https://ojs.unm.ac.id/eralingua/article/view/13960/8442

Table 4.25 demonstrated that participant IF properly cited all sources in her work but contained very little of her work. In this case, participant IF used citations from previous studies without reading them.

Table 4.26
Extract of plagiarized work from IJ's document

Plagiarized work	Original work	Source
According to Jensen (2000), many teachers do not have sufficient knowledge about music and teacher-training do not involve anything regarding how to utilize music in language teaching. (The sentence was copied from Keskin 2011)	According to Jensen (2000), many teachers do not have sufficient knowledge about music and teacher-training programs do not involve anything regarding how to utilize music in language teaching.	http://docplayer.net/24726666- Using-songs-as-audio-materials-in-teaching-turkish-as-a-foreign-language.html?cv=1
Tim Murphey (1990) cites three very good reasons why song lyrics are appropriate for teaching foreign languages to both adults and children: they tend to be simple in both grammar and vocabulary, conversational in style, and interesting in subject matter. People enjoy doing things they do well;	Tim Murphey (1990) cites three very good reasons why song lyrics are appropriate for teaching foreign languages to both adults and children: they tend to be simple in both grammar and vocabulary, conversational in style, and interesting in subject matter. People enjoy doing things they do well;	https://hrcak.srce.hr/132483

Plagiarized work	Original work	Source
popular songs are written to be clear, catchy, and memorable, so with a little practice they are easy to master, and the results are easy to hear. (The sentences were copied from Kennedy, 2014)	popular songs are written to be clear, catchy, and memorable, so with a little practice they are easy to master, and the results are easy to hear.	
Listening is the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992). Bird (1953) found that female college students spent 42 percent of their total verbal communication time in listening while they spent 25 percent in speaking, 15 percent in reading, and 18 percent in writing. (The sentences were copied from Trang, 2019)	Listening is the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992). Bird (1953) found that female college students spent 42 percent of their total verbal communication time in listening while they spent 25 percent in speaking, 15 percent in reading, and 18 percent in writing.	https://lib.hpu.edu.vn/bitstream/handle/123456789/32170/Bui-Thi-Thuy-Trang-NA1802.pdf?cv=1&isAllowed=y&sequence=1

Table 4.26 indicated that there were three cases of aggregator plagiarism. Participant IJ copied sentences and pasted them with in-text citations without making any changes to the copied sentences. On the other hand, the participant applied quotations from the sources without actually analyzing them.

Table 4.27
Extract of plagiarized work from MS's document

Plagiarized work	Original work	Source
Ismail (2015) in his research entitled Secondary School Students' Reading Anxiety in a Second Language. He investigated second language reading anxiety 19 of secondary school students in United	Ismail (2015) in his research entitled Secondary School Students' Reading Anxiety in a Second Language. He investigated second language reading anxiety 19 of secondary school students in United	http://repositori.uin-alauddin.ac.id/16067/1/Ahmad%20Hanafi.pdf?cv=1

Plagiarized work	Original work	Source
<p>Arab Emirates University, Al-Ain. He found out the factors of anxiety. Generally, the results of the study reported that students' major sources of anxiety are related to both strategies and language problems, such as the lack of vocabulary and grammar background knowledge.</p> <p>(The sentences were copied from Hanafi, 2018)</p>	<p>Arab Emirates University, Al-Ain. He found out the factors of anxiety. Generally, the results of the study reported that students' major sources of anxiety are related to both strategies and language problems, such as the lack of vocabulary and grammar background knowledge.</p>	
<p>According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heartbeat, sweaty palms, and tightness in the stomach.” Futhermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.</p> <p>(The sentences were copied from Musthachim, 2014)</p>	<p>According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heartbeat, sweaty palms, and tightness in the stomach.” Futhermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.</p>	<p>https://123dok.com/document/ky62vwnz-students-anxiety-learning-english-study-grade-south-tangerang.html</p>

Similarly, table 4.27 above also presented that the participant MS mentioned the source in-text citation. However, the citations were copied from several previous studies without reading them. A further example can be seen in table 4.28 below.

Table 4.28
Extract of plagiarized work from RJ's document

Plagiarized work	Original work	Source
Furthermore, according to Rezaei and Jafari (2014), there is a high level of anxiety among Iranian EFL students with cognitive anxiety as the dominant type. Meanwhile the main causes of writing anxiety are fear of teachers' negative feedback, low of self-confidence and poor of linguistic knowledge.	The finding of the mixed method shows that there is a high level of anxiety among Iranian EFL students with cognitive anxiety as the dominant type. Meanwhile the main causes of writing anxiety are fear of teachers' negative feedback, low of self-confidence and poor of linguistic knowledge.	https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/333?cv=1

The extract work in table 4.28 identified that participant RJ took sentences from Rezaei and Jafari (2014) and mentioned them in in-text citations. Nevertheless, the participant did not paraphrase it or add any original thought.

This data indicated that participants DL, IF, IJ, MS, and RJ committed aggregator types of plagiarism.

e) CTR+C

Ctrl+c refers to copying a significant part of text from any single source without alteration or making minor changes to the copied sentence to create smooth change. Hence it seems as though the content is not taken, even if the source is not cited. The examples are presents in the following.

Table 4.29
Extract of plagiarized work from DF's document

Plagiarized work	Original work	Source
The students were unable to identify the pronunciation of the sound.	The students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphthong of the words.	https://repository.uin-suska.ac.id/25083/

Table 4.29 demonstrated that participant DF copied just an essential portion of the text and made small changes by changing not able into unable and sounds into sound. Furthermore, the participant did not cite the source. Similarly, table 4.30 below also contains ctrl+c plagiarism.

Table 4.30
Extract of plagiarized work from DL's document

Plagiarized work	Original work	Source
Technology consists of manufactured objects like tools (axes, arrowheads, and their modern equivalents) and containers (pots, water reservoirs, buildings).	In the narrowest sense, technology consists of manufactured objects like tools (axes, arrowheads, and their modern equivalents) and containers (pots, water reservoirs, buildings).	https://www.coursehero.com/file/77589833/CARTECIANO-ELLA-MERYL-M-IA-1doc/?cv=1
Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. It is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be	Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus when teaching vocabulary the teacher have to make sure that... Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure	https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=A+Descriptive+Study+of+Speaking+For+Informal+Interactions+Anxiety+of+First.+Semester+Thai+Students+at+English+Language+Education+of+Iain+Surakarta.&btnG=

Plagiarized work	Original work	Source
said that one key the success in communicative, which is the power of words.	and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.	

The extracted table of 4.30 indicated that participant DL copied the exact sentences without crediting the original author. The following table 4.31 is plagiarized work from participant IJ that also indicated ctrl+c plagiarism.

Table 4.31
Extract of plagiarized work from IJ's document

Plagiarized work	Original work	Source
Also songs help motivating the learners as they provide a pleasant atmosphere. The students are encouraged to actively involve in the learning process by making use of their musical knowledge.	Songs also help motivating the learners as they provide a pleasant atmosphere. The students are encouraged to actively involve in the learning process by making use of their musical knowledge.	http://docplayer.net/24726666-Using-songs-as-audio-materials-in-teaching-turkish-as-a-foreign-language.html?cv=1

Table 4.31 presented that participant IJ took a written piece that included essential text from a single source. Then, the participant changed the sentence structure at the beginning of the text. More examples can be seen in the table below.

Table 4.32
Extract of plagiarized work from MS's document

Plagiarized work	Original work	Source
Educators and psychologists differ as to what should be included in the definition of reading.	This skill was as important as the other language skills. But, in developing reading skills, what must teachers teach? Opinions among educators and psychologists differ as to what should be	http://repositori.uin-alauddin.ac.id/16067/1/Ahmad%20Hanafi.pdf?cv=1

Plagiarized work	Original work	Source
	included in the definition of reading.	
From the definition explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.	From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.	https://123dok.com/document/ky62vwnz-students-anxiety-learning-english-study-grade-south-tangerang.html

From table 4.32 above revealed that there were two cases of copy-paste plagiarism. For the first passage, the participant MS just copied the significant sentence without any changes. In the same vein, in the second passage, the participant copied the sentence from a website and made a minor alteration by changing “definitions” into “definition.” A further example can be found in the next table.

Table 4.33

Extract of plagiarized work found in RJ's document

Plagiarized work	Original work	Source
<i>Lack of topical knowledge.</i> The low level of topical knowledge causes the students may experience anxiety. Therefore, the lack of knowledge greatly affects the occurrence of writing anxiety among the students.	Lack of topical knowledge. The low level of topical knowledge causes the students may experience anxiety. For instance, when the learners are introduced by lecturer..... they have to think something..... Therefore, it means that the lack of knowledge greatly affects the occurrence of writing anxiety among the students.	http://repositori.uin-alauddin.ac.id/16067/1/Ahmad%20Hanafi.pdf?cv=1

Plagiarized work	Original work	Source
The writing process contributes to the development of the ability of the students to obtain the strategies needed in their learning processes.	The writing process contributes to the development of the ability of the students to obtain the strategies needed in their learning processes, such as analysis, synthesis, and inference (Bacha, 2002).	https://123dok.com/document/ky62vwnz-students-anxiety-learning-english-study-grade-south-tangerang.html

Table 4.33 indicated that participant RJ copied the important passages without paraphrasing them and claimed them as her own work. To summarize, participants' DF, DL, IJ, MS, and RJ academic writing work contained ctrl+c plagiarism.

f) 404 Error

“404 error” is the act that does not include sufficient citations and references, so that the sources are inaccurate. There were 12 “404 error” appeared in students' academic writing. Here, I only provide one passage from each source as an example. The example can be seen in the following table.

Table 4.34

Extract of plagiarized work from DF's document

Plagiarized work	Original work	Source
From Bring forth and Brown (2012), the other meaning of vocabulary states that vocabulary refers to a list or collection of words for a particular dialect or a list or set of words that can be used by dialect speakers. (The sentence was copied from Irvani, 2020)	The other definition of vocabulary states from Hatch and Brown (1995, p.1), vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might used.	https://repository.uin-suska.ac.id/25083/

Table 4.34 presented that participant DF took a sentence from Irvani (2020) and copied the citation in the journal. Whereas the citation cited was an error in the name and year of publication.

Table 4.35
Extract of plagiarized work from DL's document

Plagiarized work	Original work	Source
<p>Their purpose is either to enhance human capabilities (e.g., with a hammer you can apply a stronger force to an object) or to enable humans to perform tasks they could not perform otherwise (with a pot you can transport larger amounts of water; with your hands you cannot). Engineers call such objects "hardware". Anthropologists speak of "artifacts" (Arnulf, 2003).</p>	<p>Their purpose is either to enhance human capabilities (e.g., with a hammer you can apply a stronger force to an object) or to enable humans to perform tasks they could not perform otherwise (with a pot you can transport larger amounts of water; with your hands you cannot). Engineers call such objects hardware. Anthropologists speak of artifacts.</p>	<p>https://www.coursehero.com/file/77589833/CARTECIANO-ELLA-MERYL-M-IA-1doc/?cv=1</p>
<p>Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Amalia, 2015).</p>	<p>Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.</p>	<p>http://eprints.walisongo.ac.id/id/eprint/11211/</p>
<p>Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Shiamaa, 2006)</p>	<p>Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983:3)</p>	<p>https://repository.uir.ac.id/5477/5/BAB%20II.pdf</p>
<p>Halliday said that it is wrong that written language is highly organized, structured, and complex while spoken is</p>	<p>Complexity, Halliday (1985:85) it is wrong that written language is highly organized, structured, and complex</p>	<p>https://scholar.google.com/scholar?hl=en&assdt=0%2C5&q=A+Descriptive+Study+</p>

Plagiarized work	Original work	Source
disorganized, fragmentary, and simple. (The sentence copied from Kasor & Zainal, 2019)	while spoken is disorganized, fragmentary, and simple.	of+Speaking+For+Informal+Interactions+Anxiety+of+First.+Semester+Thai+Students+at+English+Language+Education+of+Iain+Surakarta.&btnG=

Table 4.35 showed there were four cases of 404 errors. Participant DL quoted Arnulf (2003) for the first passage as an in-text citation. Differently, based on Turnitin, the sentence was copied from www.coursehero.com. Then for the second passage, she mentioned Amalia (2015) as an in-text citation, but the sentence was more similar to Shafuan (2019). In similar, in the following passage, she also cited Shiamaa (2006); however, the citation was inaccurate because the sentence relied too closely on Brown and Yule, 1983:3. Meanwhile, for the last passage, the participant included Halliday as an in-text citation that copied from Kasor & Zainal (2019). In this case, the participant should have mentioned the source accurately.

Table 4.36
Extract of plagiarized work from M's document

Plagiarized work	Original work	Source
According to Purnomo (2014: 13-14), language feature of descriptive text consists of: a. Using adjectives and compound adjectives. Examples: A five hundred seated football stadium b. Using Linking Verb/Relating Verb	a. Using adjectives and compound adjectives. Examples: 1. A five hundred seated football stadium, 2. A beautiful ancient Roman opera house b. Using Linking Verb/Relating Verb Examples: 1. The temple is so magnificent. 2. The	https://adoc.pub/the-use-of-picture-as-a-media-to-improve-students-reading-co.html?cv=1

Plagiarized work	Original work	Source
<p>Examples: The temple consists of five terraces.</p> <p>c. Using Simple Present Tense Example: the hotel provides 450 rooms and a large swimming pool</p> <p>d. Using degree of comparison Example: Bogor has the same weather as Ungaran (The sentences were copied from Utami, 2016</p>	<p>temple consists of three terraces.</p> <p>c. Using Simple Present Tense Examples: 1. The museum houses hundreds of Greek statues. 2. The hotel provides 450 rooms and a large swimming pool.</p> <p>d. Using degree of comparison Examples: 1. The weather in Jakarta is hotter than Bandung. 2. Bogor has the same weather as Ungaran. (Purnomo, 2004: 13-14)</p>	
<p>The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and Purpose (Regina and Mary, 1976: 69) (The sentences were copied from idr.uin-antasaria.ac.id)</p>	<p>The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and Purpose (Michael and Jean, 1996)</p>	idr.uin-antasari.ac.id

The extracted table of M's work presented two cases of 404 errors, both of them copied from previous studies without actually reading them. In the first case, the participant did not mention the citation year correctly. Thus, the source was inaccurate. Meanwhile, participant M wrote Regina and Mary (1976: 69) as in-text citations for the second plagiarized passage. Still, according to Turnitin, the

sentences were more similar to idr.uin-antasari.ac.id, which cited Michael and Jean (1996). More examples can be found in the table below.

Table 4.37
Extract of plagiarized work from RD's document

Plagiarized work	Original work	Source
Ayu and Luthfi (2020) examined the effects of entrepreneurship education on students' intentions to become entrepreneurs. It investigates the link between entrepreneurship education, self-efficacy, motivation, and entrepreneurial goals.	The conceptual framework developed in this study was to answer the relationship between entrepreneurship education, self-efficacy, motivation, and students' entrepreneurial intention.	http://es.revistaes.pacios.com/a20v41n09/20410904.html?cv=1

Table 4.37 demonstrated that participant RD made an error in citing. The participant cited a passage from Ayu and Luthfi (2020). However, the citation needed to be more accurate since there were three writers in the research: Purwati, Astri Ayu; Hamzah, Muhammad Luthfi; Suhermin, Suhermin. Therefore, the citation should be Ayu et al. (2020). Based on the data found indicated that participants DF, DL, M, and RD committed 404 errors.

g) Hybrid

Hybrid occurs when the writer combines the cited source with copied sentences in a passage without crediting the original author. The example can be seen in the following table.

Table 4.38
Extract of plagiarized work from MR's document

Plagiarized work	Original work	Source
According to Underwood (1989), speed can create	According to Underwood (1989), speed can make	https://moam.info/learners-listening-

listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.	listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.	2comprehension-difficulties-in-english-language-5b8bef32097c4704758b4759.html?cv=1
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Table 4.38. above demonstrated that participant MR cited the source correctly, but the rest of the sentence was copied without being attributed to the original author. So, there is a combination between cited source and copied sentence. The following table 4.39 shows plagiarized work from participant MS that also identified hybrid plagiarism.

Table 4.39
Extract of plagiarized work from MS's document

Plagiarized work	Original work	Source
The topics which are not interesting or difficult for readers may lead to reading anxiety. According to Kuru-Gonen (2009) found uninteresting topics a source of foreign language reading anxiety caused by reading text. In such way, unfamiliar topic was allocated as a source of reading anxiety in a foreign language.	The topics which are not interesting or difficult for readers may lead to reading anxiety. According to Kuru-Gonen (2009) found uninteresting topics a source of foreign language reading anxiety caused by reading text. In her qualitative.... In such way, unfamiliar topic was allocated as a source of reading anxiety in a foreign language.	http://repositori.uin-alauddin.ac.id/16067/1/Ahmad%20Hanafi.pdf?cv=1

Table 4.39 showed that participant MS quoted the source correctly, but at the beginning passage, the sentence was copied without providing the citation.

More examples of hybrid can be found in table 4.40

Table 4.40
Extract of plagiarized work from RJ's document

Plagiarized work	Original work	Source
Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001). (The sentences were copied from Wahyuni & Umam, 2017)	Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001).	https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/333?cv=1
Moreover, in language learning the terms of anxiety can lead to weakening the potential of students to learn a second language (L2) or a foreign language (FL) from the students' psychological aspects. Fear, anxiety, and worry will make it difficult for them to concentrate (Marwan, 2007; Voorhess, 1994; Wei, 2012). (The sentences were copied from Salikin, 2019)	In language learning, anxiety can lead to weakening the potential of students to learn a second language (L2) or a foreign language (FL) from the students' psychological aspects. Fear, anxiety, and worry will make it difficult for them to concentrate (Marwan, 2007; Voorhess, 1994; Wei, 2012).	https://ejournal.upi.edu/index.php/IJAL/article/view/20229?cv=1

Table 4.40 asserted that participant RJ combined copied a sentence without citation with the perfectly cited source. From the data found, it can be concluded that participants MR, MS, and RJ committed a hybrid type of plagiarism.

h) Remix

Remix occurs when a writer collects information from various sources and arranges it together as his or her own writing without credit to the original author.

The example can be found in table 4.41 below.

Table 4.41
Extract of plagiarized work from MR's document

Plagiarized work	Original work	Source
Listening is often considered as the most difficult skill. The learner cannot get the listening achievement which is the most important aspect in listening comprehension, especially in English because English is included in a foreign language which is difficult to learn. Tutor have to show the way how to comprehend listening so the learners can understand the listening material given. In addition, listening is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.	Listening is often considered as the most difficult skill. The learner cannot get the listening achievement which is the most important aspect in listening comprehension, especially in English. They have to show the way how to comprehend listening so the learners can understand the listening material given. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.	http://eprints.ums.ac.id/57744/3/CHAPTER%201.pdf?cv=1 repo.uho.ac.id

The extracted table of plagiarized work from MR's academic writing paper revealed that the participant took sentences from different sources and paraphrased them in the middle of the passage. Then the sentences were arranged to complement each other.

B. Discussion

This section discusses the findings based on research questions by revisiting and comparing them with the previous studies.

1. What do EFL students perceive of plagiarism?

This research question is answered by using the finding of the questionnaire and interview. The data analyzed regarding perception can be understood that there are two main factors, well-perceived and wrongly perceived. First, well perceived, the result of interviews demonstrated that all students considered plagiarism a negative attitude. They associated the term plagiarism with the issue of morality as stealing and public deception and viewed it as inadequate.

This finding is supported by the previous study investigating the same issues in various contexts. As yielded in the study by Hasna et al. (2021), students understand plagiarism is wrong, improper, and must be avoided. Waltzer and Dahl (2020) note that the students generally think plagiarism is unethical. However, most participants needed clarification about what constitutes plagiarism and whether the copying is wrong. On the other hand, Khuzaini et al. (2020) reveal that some students assume plagiarism as positive behaviour since it helps them to finish their thesis quickly. Therefore, they believe that plagiarism is not a big problem.

In addition, students hold diversified views surrounding the definition of plagiarism. The students are competent in providing and explaining the terminology of plagiarism. However, most of the students simply defined this term. Only one student can describe plagiarism in detail, including “intentional

or unintentional” and “partly or wholly.” Tangkelangi and Upa (2021) demonstrate that unintentional plagiarism will always be ignored if students do not consider some elements of plagiarism. Therefore, students must acknowledge the “intentional-unintentional” and “partly-wholly” features of plagiarism to eliminate cases of plagiarism associated with these two features.

Second, wrongly perceived. The students’ responses to the questionnaire showed they could recognize various plagiarism practices. However, there is a misunderstanding about plagiarism. It can be seen in table 4.1, for students, copying and presenting internet sources as their own work is still reasonable to do even though it is classified as plagiarism. This misunderstanding also relates to the finding of Nguyen (2021), which presents that students’ attitude on copying internet sources is plagiarism but reasonable in writing. Hence, students struggle to understand and oppose the meaning of plagiarism.

It is also consistent with the research of Santosa et al. (2019), shows that copying sentences and making small changes without citing the source is not a kind of plagiarism. As a result, EFL students have relatively low knowledge about plagiarism. Moreover, Tayan (2017) find due to the lack of information and awareness about what constituted practices of plagiarism, students will sometimes engage in plagiarism during assessed assignments.

Subsequently, though students had a clear attitude toward the unethicity of plagiarism, yet it did not raise students’ awareness to minimize the practice of plagiarism. The students admitted to practicing some kinds of plagiarism. The most common plagiaristic behavior is copying sentences from various

sources to submit a new assignment, with a percentage of 48% (*for further, see table 4.2*). Other acts of plagiarism experienced by students are complete plagiarism, taking important passages, copying sentences and changing some words, translating the copied sentences into English, source plagiarism, and taking someone's idea.

This plagiaristic behavior also similar to study of Dias and Bastos (2014), they note that copying several texts from books and internet without including references is students' most common behavior. Other researchers, such as Apriliani (2021), demonstrate that students often copy the text without mentioning references, paraphrase without proper acknowledgement, and translate the text directly from Indonesian journals into English.

2. What types of plagiarism do the EFL commit when writing an academic paper in English?

Concerning the types of plagiarism committed by students participating in this research, Turnitin software was used to detect plagiarized parts of students' work and match the sources. Based on document analysis, it was discovered that students conducted various types of plagiarism when working on learning academic writing papers. Those are retweet, "*find and replace*", clone, aggregator, ctrl+c, 404 error, hybrid, and remix. Retweet was the most dominant type of plagiarism compared to others. There were 33 cases of retweet plagiarism conducted by students. A retweet is taking sentences and citing the source appropriately. Nevertheless, the phrases and the structure rely too closely

on the source. Hence, it indicated that the students did not know how to paraphrase well.

It aligns with a research by Hanifa (2021), who found that students frequently employed retweet type when writing an academic paper. It implied students recognized that copying and pasting without citing the sources was a practice of plagiarism. As a result, students more often paraphrased, yet the paraphrase was rejected because they only changed several words and left the rest of the text similar to the sources.

This finding contrasted with the result of the previous study (Anney & Mosha, 2015; Rizqina, 2020). They found that clone was the most dominant type committed by higher-education students when writing assignments or academic papers. Rizqina (2020) states that carelessness in paraphrasing is one of the reasons why students copy and paste verbatim without acknowledgment since doing so is not waste much time and exerts much effort. According to Muluk et al. (2021), word-for-word and mosaic types of plagiarism appear in EFL students' theses. Word for word, also known as copy-paste or clone, takes every word from the source without acknowledging the original author. Meanwhile, mosaic plagiarism is understood as copying sentences from the original text and then changing or adding some words without citing the source. It is the same as find and replace plagiarism.

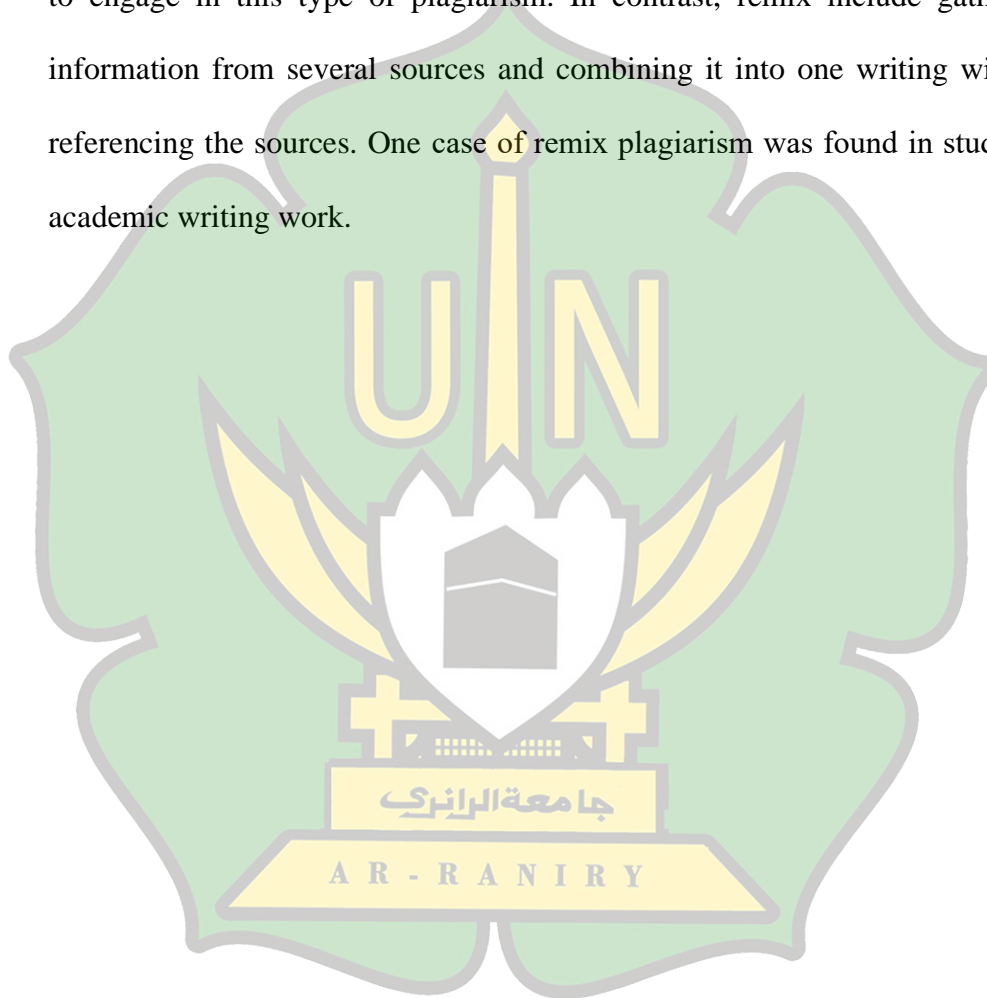
The second plagiarism type conducted by students was "*find and replace*". From the ten academic writing works analyzed, there were 31 cases conducted. Ahlgren and Liedke (2023) mention that "*find and replace*" involves rewriting

the content's keywords with other words, usually synonyms and phrases, while keeping the main elements of the source. In this case, students copied the exact sentences and replaced some keywords without citing the source where the information originated.

A clone is the fourth type that appears in students' academic writing work. Turnitin (2012) researched higher and secondary education to discover how common and problematic plagiarism is among students. Based on a survey of 879 respondents showed that the clone type seemed to be the most common and also problematic. The next one is the aggregator, which found 29 cases in ten academic writing works. An aggregator happens if there is a proper citation, but it lacks originality because the sentences and structure are the same as the original. Here, most students utilized the citations from previous studies without actually reading them. According to Meo and Talha (2019), when someone uses a secondary source but purposefully cites only the primary one within the secondary, it is secondary source plagiarism.

Furthermore, the plagiarism type committed by students was ctrl+c. In this way, students copied only the important passage without alteration or just made little changes to the copied passage. Somehow, ctrl+c is copying and pasting plagiarism (Shkodkina & Pacauskas, 2017). The "404 Error" type appeared in 12 cases. 404 Error occurs when students reference an incorrect or nonexistent source in the citation or reference list. Hafsa (2021) says that though a 404 error results from unconscious plagiarism, it can be an attempt to add to the list of references and hide inadequate research.

The types that students least perform are hybrid and remix. Students conducted a hybrid by combining properly acknowledged sources and copying sentences from sources without reference. Turnitin (2016) reports that the hybrid type is at the lowest prevalence, which shows it is difficult for students to engage in this type of plagiarism. In contrast, remix include gathering information from several sources and combining it into one writing without referencing the sources. One case of remix plagiarism was found in students' academic writing work.



CHAPTER V

IMPLICATIONS, CONCLUSIONS, AND SUGGESTIONS

This chapter discusses implications, and conclusions and also offers some suggestions. The conclusions and implications are obtained based on the previous chapter's findings. The suggestions are provided for further research on the related topic.

A. Implications

The findings have indicated that plagiarism is a complex phenomenon and a severe problem for higher educational institutions today. EFL students' perception of this issue has implied their understanding of plagiarism as academic dishonesty. However, they have not stopped doing acts of plagiarism.

One strategy to minimize plagiarism is to inform students about what constitutes plagiarism and the consequences of doing so. As a result, there is an increase in students' awareness of this issue. Moral values implemented in a higher education context are also crucial for teacher education programs. Assuming that pre-service teacher graduates are likely to put into practice what they observe, acquire, and learn from lectures. Thus, lecturers are mainly responsible for introducing morality among students who will become candidate English teachers in the future.

B. Conclusions

After analyzing and discussing the findings, this study come up with several conclusions. First, there are two main factors of students' perception of

plagiarism. Regarding well-perceive, students have a negative attitude toward plagiarism and most of them provide a brief definition of plagiarism in a simple way. Whereas wrongly-perceive, plagiarism is still practiced by students, either intentionally or unintentionally when doing the assignments. Students can recognize several acts of plagiarism, but there is a misunderstanding about presenting sentences from internet without acknowledgement.

Second, the students commit several types of plagiarism: retweet, “*find and replace*”, clone, aggregator, ctrl+c, 404 error, hybrid, and remix. Of the eight types, students primarily conduct retweet type and the least is a remix.

C. Suggestions

Based on the findings, students still keep doing plagiarism and some need to understand what constitutes plagiarism properly. As a result, this study offers some suggestions. First, during the orientation program, new students should be simultaneously informed about plagiarism, such as its negative impact and how to avoid it. Furthermore, plagiarism topic is also expected to be explicitly introduced by the lecturers in academic writing classes.

Second, the lecturers can use Turnitin software as a tool for learning to reduce the possibility of plagiarism. Additionally, despite the difficulty working schedules, lecturers should assign scarce time to check the assignment for plagiarism. So, it is expected to improve the quality of academic work students submit. Third, EFL students should be aware of plagiarism issues, especially when writing academically. They need to learn how to cite appropriately and avoid any plagiarism cases.

Ultimately, this study was limited to only 50 students who attended online academic writing courses. For a better understanding of the acts of plagiarism, further research is necessary to be conducted on a larger scale to reach more generalizable findings. EFL lecturers' strategies to keep students from plagiarism might also be explored in the forthcoming studies. In this way, it can help students prevent plagiarism cases from various academic viewpoints.



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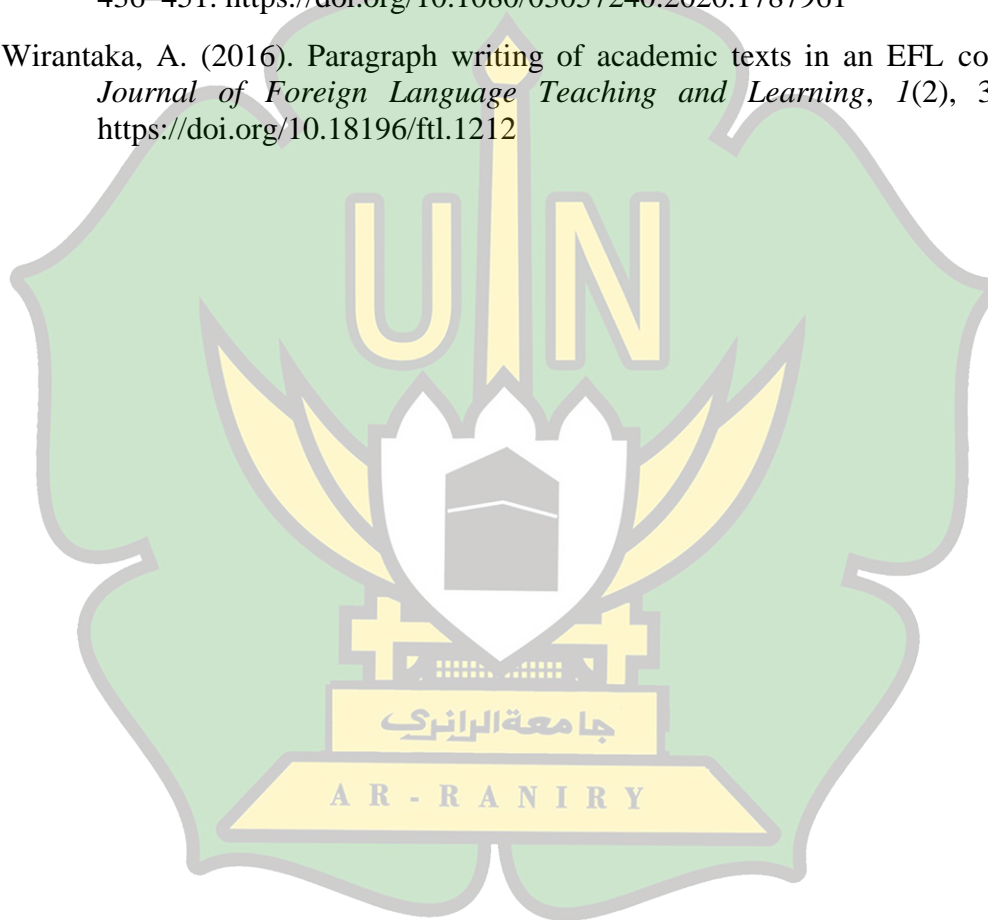
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APPENDICES

Appendix A Appointment Letter of Supervisors


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14084/U.a.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR U.a.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-9581/U.a.08/FTK/KP.07.6/8/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

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 Presiden RI Nomor 64 Tahun 2011, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 24 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Maximal Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

MEMUTUSKAN

Menetapkan : **PERTAMA** : Menetapkan Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-9581/U.a.08/FTK/KP.07.6/8/2022 tanggal 5 Agustus 2022

KEDUA : Memerujuk Saudara:

1. Dr. Jarjani, S.Ag., S.ti., M.Sc., M.A. Sebagai Pembimbing Pertama

2. Falsafah Zakaria, M.A., Ph.D. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi

Nama : Hayaturrahmi

NIM : 180203041


Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Acts of Plagiarism in Higher Education: The Case of Indonesian EFL Students' Academic Writing Works

KETIGA : Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2024 dengan Nomor: 025.04.2.421925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KELIMA : 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: 11 November 2022
Dekan

Saifuddin Yusuf

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan)
2. Ketua Prodi PW Fak. Tarbiyah dan Keguruan
3. Pembimbing yang bersangkutan untuk ditaburkan dan dikembalikan
4. Mahasiswa yang bersangkutan

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



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

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

Nomor : B-14804/Un.08/FTK.1/TL.00/11/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **HAYATURRAHMI / 180203041**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Langugob Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Acts of Plagiarism in Higher Education: The Case of Indonesian EFL Students' Academic Writing Works*

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

Banda Aceh, 15 November 2022

an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan.

A R - R A N I R Y



Berlaku sampai : 15 Desember
2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C

Questionnaire

A. Students' Demographic

1. Name
2. Student ID
3. Gender
4. Year of Study
5. Phone Number

B. Students' perceive of plagiarism

Absolutely Accepted (AA), Plagiarized but Accepted (PBA), Not Decided (ND), Not Accepted (NA), Absolutely not Accepted (ANA)

No	Statement	AA	PBA	ND	NA	ANA
1.	Copying someone's homework					
2.	Letting someone copy my work while taking a test					
3.	Doing an assignment for someone					
4.	Asking someone to do my task					
5.	Copying internet sources and making them my own work					
6.	Copying sentences and making small changes without mentioning references					
7.	Constructing my own word from the original text or source without mentioning the reference					

C. Students' plagiaristic behaviors

No	Statement	Often	Sometimes	Rarely	Never
1.	I copy someone's work				
2.	I take some paragraphs and pass them off as my own writing				
3.	I use text, information, data, and images in my work without mentioning citations or reference				
4.	I copy parts of my paper from a variety of sources to submit a new assignment				
5.	Most of my assignments came from Indonesian sources, which I translated into English without citing the sources				

6.	I copy other people's text and change it with online tools to avoid plagiarism				
7.	I copy the source text and paraphrased it without crediting the source				
8.	I pay someone to do the work				



Appendix D

Interview Protocol

Project : **Acts of plagiarism in higher education: The case of Indonesian EFL students' academic writing works**

Time of interview : -

Date : -

Place : -

Interviewer : **Hayaturrahmi**

This research describes students' perception of plagiarism, the level and the type of plagiarism that students committed while completing academic writing papers for an academic writing course. The sources were obtained through documents and interviews. The interview lasted approximately 20 minutes for each interview. The researcher will record and take notes of the points conveyed by the interviewee as data to be inputted into the research result. All participants' personal information is classified and kept confidential.

Questions:

The following is a list of questions used in the semi-structure interview:

1. Have you ever received information about plagiarism in an academic writing class?
2. What do you know about plagiarism? Is that positive or negative? Why?
3. Have you ever received information about plagiarism policies? If yes, what do you think?
4. Have you ever practiced plagiarism when writing academic writing work? If yes, how you did it? For example, plagiarize the whole text, or take sources from other languages and translate the text into English without paraphrasing it.
5. What do you think the factor triggered you to plagiarize?
6. Are there any strategies you used to avoid plagiarism?