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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

**“ELT MATERIALS DEVELOPMENT IN ASIA
AND BEYOND: DIRECTIONS, ISSUES,
AND CHALLENGES”**

**CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN**

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Preface

This volume contains the written versions of the contributions presented during the 3rd UAD TEFLIN International conference which took place at the Cavinton Hotel, Yogyakarta, on 17-18 September 2014. The conference provides a venue for the presentation and discussion of current development in the theory and practice of Teaching English as a foreign language with a particular emphasis on material development and design. As many as 298 registered participants from 50 universities and educational centers across Indonesia and worldwide attended the conference where they had many fruitful discussions and exchanges that contributed to the success of the conference. The keynote speaker and the 4 invited speakers from 5 different countries made the conference truly international in scope; Prof. Brian J. Tomlinson and Dr. Hitomi Masuhara from England, Dr. Tan Bee Tin from New Zealand, Dr. Dat Bao from Australia, Prof. Jayakaran Mukundan from Malaysia, and Prof. Bustami Subhan and Flora Debora Floris, M.A-ELT from Indonesia.

In the call for papers, in addition to material design and development, we specified 15 different areas of English language teaching to cater for a wider range of interests from the participants who wish to contribute to the conference. These areas include technology, method, strategy, curriculum, teacher professional development, assessment, multiculturalism, character building, linguistics and literature in ELT. We received 219 manuscripts for review and of those submissions, eventually 147 papers were accepted upon single blind reviewing process by two reviewers who are expert in the area. At the conference, the presentations and discussions were organized into 1 keynote speaker's presentation, 5 plenary sessions, 2 parallel sessions, and 2 roundtable discussions. All of these contributions can be found in the following contents of these proceedings which are arranged according to alphabetical order. The keynote speaker's speech and the presentations by the invited speakers highlighted the conference and were very much anticipated by the conference participants. The parallel sessions and roundtable discussions were equally engaging with presenters and participants enthusiastically exchanging and sharing ideas. The 2-day conference concluded with a panel discussion in which all of the invited speakers emphasized the importance of learners' exposure to rich language input in L2 acquisition and made a strong call to design learning materials which can foster learners engagement and authentic language production instead of contrived and mechanical use of language. They all also agreed to look at language as functioning within social contexts and being embedded in our social practices, rather than language as merely segmented, and simplified rules to be taught and memorized by learners. We hope the ideas and innovations generated through these proceedings can truly have pedagogical implications in our practices as English teachers.

The 3rd UAD TEFL International Conference 2014

We would like to thank all participants for their contributions to the Conference program and for their contributions to these Proceedings. Many thanks go as well to the Cavinton Hotel who has put their best effort into providing the conference participants with superb service during the conference.

It is our pleasant duty to acknowledge the financial support from the English Department of UAD, the rectorate of UAD, faculty of teacher training and education, and the sponsors. Finally, but not least, support from the students of UAD was absolutely essential to the conference. The organizing committee dispatched about 35 students to serve as LO and secretaries.

We are looking forward to seeing you again at the 4th UTIC in two years' time

Organizing Committe

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Exploring Teachers Understanding on the issue of plagiarism

Nonny Basalama
Karmila Machmud

Abstract. As the plagiarism exercises are considerably thought as a current problem and has been quite phenomenal within Indonesia, we believe this academic misconduct need to be diminished and banned within the academic life circumstances. This paper in particular discuss the teachers' understanding on the issue of plagiarism across four departments; Indonesia, English, Performing arts, drama and music, and Tourism Department in Gorontalo Province, Indonesia. As a part of qualitatitave study, in depth interviews data was obtained from a 11 lecturers across departments. The discussion contributes to portray the lecturers' understanding on the issue and discovers what ways can be offered to face with the challenges and difficulties in diminishing the plagiarism exercise within academic environment.

Introduction

The ability to write academically and ethically appropriate is something considered as 'a must' than only an expectation, and this is an obligatory either for students or even for lecturers as intellectuals within their academic life circumstances. However, the current phenomenon showed that the results are not promising. In western educational context, the practice of plagiarism is highly recognized and labeled as academic crime with its consequences whereas in Indonesia appears to be neglected, and to some extend is more likely to be ignored. It may be true that to some extends some of the big universities in Indonesia might have been considered and implemented this issue seriously as where the plagiarator being punished academically or publicly reported. Yet the practice seems still obviously takes place in many institutions and multiple contexts in Indonesia(see also Basalama's and Dama's 2011 study for this discussion).

The conception of plagiarism itself defined by Leonhard (2002) as " a form of cheating that involves borrowing or paraphrasing ideas from another person without acknowledging the source" (P 222). In Gorontalo educational context in particular, Basalama and Dewi (2011) have started the study of students' perception on plagiarism issue. The study found that some of the critical causes which significantly influence the students do plagiarize are 'the minimal feedback' the students got from their lecturers, the lack of recognition' from lecturers towards their students' efforts in providing a good and ethically acceptable of their written work, lack of resources, and less of confidence, including less knowledge in plagiarism conception and how they are able to write their work academically appropriate. These factors are considered critical and

extremely important to be taken into account to further level of interest, and therefore have become the basis of the current research conducted. Whilst the bigger study covers developing and instigating more the issues with the students and lecturers across departments in the faculty of letter and culture of the State University of Gorontalo, this paper more particularly discuss about the lecturers' understanding on plagiarism issues across several departments in the faculty regarding the lecturers' view on the plagiarism and its practice in their academic context. The discussion contributes to portray the lecturers' understanding on the issue and discovers what ways can be offered to face with the challenges and difficulties in diminishing the plagiarism exercise within academic environment.

Theoretical perspectives

Several theoretical perspectives have helped us to understand more about the study and some conceptions such as the notion of academic writing, and the perspective of plagiarism and its practice in several context. Writing is important tool to facilitate the expression of one's idea and feeling, which is defined by Manohar (2008, p.1) as a communication in written form by using words. There are various forms of writing in the way how people would like to communicate their ideas and insights such as by letters/numbers, recording, drafting, computing, sketching, texting, marking paper with symbols, composing, typing and printing (Fowler, (1967); Manser, (1995); Tardif, (2003); Weber, (2003); Wehmeier, (2000) cited in Arsyad, 2012).

Narrowing to write academically, it is important to note that for one to being able to write is not an easy skill as for one to communicate in oral expression. In addition, academically write our ideas is also could reflect our standing point effectively as long as we always often practice our skill and pay attention of what steps need to be followed and applied to achieve our writing goal.

An academic writing is formed differently in terms of its organisation, content quality and the various kinds of writing involving the academic matter itself. According to Pecorari (2008) academic writing is a scientific writing that has special discipline to explore idea about the experts' theories based on their critical thinking without change what the experts mean in their words. This so clear to be understood that there are rules need to be logically accepted and fulfilled by an intellectual in the process of building up the piece of their work which otherwise one would be trapped in plagiarism exercise. Academic writing consists of various forms including essays, writing a research proposal and research report, a thesis and dissertasion. Some other scientific piece of works such as students' written assignment, articles and journals can also be included as academic writing.

The other theoretical perspective which has been useful in understanding our research is regarding the conception of what is plagiarism, its origin and the types

of plagiarism itself. The term of plagiarism is rooted from Latin and Roman definition. Gibaldi (1966) in *MLA Handbook for Writers of Research Papers* (2003) explained that plagiarism comes from Latin *plagiaries* which defining the meaning of the word as a “form of cheating” which according to Marsh, 2007 as taking other’s idea and claiming as ours. Plagiarism is a case that happened when someone took abruptly other’s idea and claim as his or her without acknowledged that. Neville (2010) highlighted the plagiarism exercise takes place when we take the other’s thought or ideas and claimed as ours. Neville would like to tell that plagiarism is like cheating. This theory also supported by Leonhard (2002, p.222) who said that “plagiarism is a form of cheating that involves borrowing or paraphrasing ideas from another person without acknowledging the source.” Further Leonhard added that that the form could come from people’s academic writing, such as essays, speeches, paragraphs, and other published or unpublished outlines that although one may have paraphrased the explanation of others but if there is no the clear identification where the idea come from, hence the exercise of plagiarism is taking place in that context.

Moreover, several previous studies have contributed to provide better understanding of plagiarism exercise and why this practice takes place for some cultures. The discussion in literature shows that the practice of plagiarism is dominantly taken place in Asian context. Introna (2003 cited in Yusof 2007) has studied about the Asian students who were dealing with plagiarism. Introna has discovered Asian students are categorised as one of the largest numbers of students who always do plagiarism. However, both Yusof (2007) and Introna (2003 cited in Yusof 2007) have similar results that the causes are not a simply as an issue about cheating or stealing other’s idea and work, but the different conception in understanding of the issue has become one of the underlying factor discovered. For the chinese culture for example. The students always rewrite some authors’ words without page or year when the words stated so long as the authors are the respected and famous person; they also think that a way to respect a theory is to show the originality of the statement yet in western culture this considered as plagiarism.

Adiningrum and Kutieleh (2011) similarly explored the practice of plagiarism between East and West cultures. This study found that some people who belong to eastern culture do plagiarize due to the different ways of their understanding about what is learning and how people learn.

Furthermore, Gunawan (2005) and Ubaya (2008) have argued that the collectivism culture which usually work in a group, and this can influence students to be involved in plagiarism exercise without the students themselves realised that problem. For example, in the running on discussion, it will be possible that a group will discuss the topics, finding the answer, giving what they

think and their ideas to each other. Later then they shape their discussions as their word, and write the answers together. One might say that there is nothing wrong with those all as that is the way how a discussion is running. Whilst the argument might be true, it is critical to be highlighted that the situation and the claim the students have made can become influential factors for shaping their understanding that explaining all the things including the ideas and concepts from experts as their own without making proper acknowledgement are certainly appropriate.

Narrowing down to the context of Gorontalo as one province in Indonesia, Basalama and Dama (2011) in their preliminary study on exploring students' perceptions on the issue of plagiarism at English department of UNG (briefly discussed in earlier section), found that students exercised the academic misconduct because of many factors such as 'the dateline pressures' of the assignments, 'the minimal feedback' the students got from their lecturers on their written assignment and 'the lack of recognition' from some lecturers towards their students' efforts for being independently and confidently write by their own of their written work. These might create the dissatisfaction to the good students and hence will stop to continue their hardwork of writing ethically right.

- 1.1 Organising your ideas, paraphrasing others and citing the sources are also extremely important for one to being able to write well and ethically right. Meyers (2005, p. 3) highlights that there is a series of activities that writers generally do in writing such as exploring ideas, pre-writing, organizing, writing first draft, revising, and producing the final draft. Meanwhile, Oshima and Hogue in their book *Introduction to Academic Writing* (1997) more specifically discuss about the importance of paragraph organising and building in an essay which they termed as 'outlining'. They briefly state: "*The outline is a helpful guide for you to use as you write your paragraph. In an outline you list the main points in the order in which you will write about them. This will help you to organize thoughts. To help you to stay with the topic, look at your outline as you write your paragraph* (Oshima and Hogue 1997, p 67)".

Moreover, during the process of writing up, a student also should be knowledgeable for the importance of 'paraphrasing point' and 'citing the sources' well. The ability to paraphrase an expert's idea or notion in appropriate way is extremely important and more likely to be classified as an 'obligatory' than only as an 'expectation', for one who deals with academic writing which otherwise one can be trapped into plagiarism exercise without the person realized that. However, to be able to paraphrase it can be as daunting task as one needs to carefully follow some rules involved. In relation to this, Leonhard (2002) has explained that paraphrasing is reformulating people's words with ours but we

have to be careful because it has some rules and strategies to rewrite that statement without change its meaning. Further, Leonhard (2002) offers six ways in paraphrasing process whereas the grammar aspects and sentence accuracy are also need to be seriously taken into account by the writer. The six ways or strategies of paraphrasing meant by Leonhard(2002) are changing the sentence/s by using synonyms, changing word forms, changing direct quotation to indirect quotation, changing voice, changing clauses and phrases and changing the word order. In addition, Oshima and Hogue (2006, p. 129) suggested three key points to create a good paraphrase which is using your own words and your own sentence structure, making your paraphrase approximately the same length as the original, and being careful to keep maintaining the meaning of the original.

Another aspect which considered critical and important for the students to learn and to be taught is how to appropriately citing their sources so that not being accused as a plagiarist. To be able to cite their sources well, one needs to know about the various kinds of referencing style such as APA style, HARVARD style, MLA style and CHICAGO (or also called as TURABIAN) style (Lipson 2010). Each referencing style has its own characteristic and form and needs to be consistency followed in its usage, which otherwise, a writer can be accused exercise plagiarism in their written work.

Methodology

As a part of larger qualitative study, the data were collected in two phases including the in- depth interview data obtained from 11 lecturers of four departments in the Faculty of letters and Culture of the state University of Gorontalo (also known as UNG). There are approximately the total of 85 lecturers across the four department but only 11 lecturers being able to be interviewed due to their time availability and willingness to become participants in this study. The lecturers are varied across gender and apartments in the faculty, and in order to preserve the harmony values among the staffs in relation to data analysis and interpretation, we would not reveal the department belong to each lecturer.

Data analysis systematically followed steps suggested by Seidman (1998). The interview material was marked and tagged, and in the discussion the teachers' recollections are presented in narratives. In addition it is critical that the identities of the lecturers are remain anonymous in order facilitate the comfortable feeling for the participants to freely express their thoughts in order to enrich data gained. Therefore pseudonyms were used to describe the lecturers' narratives on the issue.

Research Finding and Discussion

This section in particular highlights to understand the lecturers' perspectives on the issue of plagiarism in their academic life context. Through all the data classification and analysis , some key points are highlighted as follows.

The recollections of the lecturers' understanding on what it counts as plagiarism are varied. While some lecturers (Naima, Davis, Amrin, Hilman and Kasma) seemed to be understood that to take other's work without acknowledgement is inappropriate and should not be allowed in the first place, others (Nadia, Maya, Mufina) are still blurred in the way of how they perceive one has plagiarized or not. For example Maya said that if someone has paraphrased the work she or he cannot be categorized exercising plagiarism even though the source would not be clearly stated in their writing. Moreover, In Nadia's point of view the theory which is originated from the text book [means primarily] resources or secondary resources is acceptable to be adopted by one in their skripsi or other scientific writing as long as the theory is also suit and useful to be used in the research. However, the person would not allow to cite the discussion and analysis parts of the other's skripsi (or research report) as she strongly perceives those parts contain the other's thought (the writer's thoughts, and it is inappropriate wrong to copy that).

Without making any judgment of the lecturers' view on the issue, we would like to highlight that their understanding representing their lack of knowledge on the issue discussed. Perhaps it might show that the lecturers have less reading knowledge on what is plagiarism and what it counts as plagiarism exercise. Subsequently, the lack of knowledge of each lecturer on what is appropriate and inappropriate to be acknowledged in a piece of writing can become extremely crucial influencing their own writing practice as well as their students' written work.

The next important point discovered in the interview is also regarding some influential reasons and factors of why students do plagiarizing others' work. Some lecturers believe that the students do not have enough ideas to write, minimal readings resources, and the time restriction for the datelines of written assignment (Maya and Nadia), the negative impact of the unlimited internet access (Naima, Kasman, Mufina, Maya and Armin) while others point for the lack of academic writing skill, the different standard and view of their colleagues who are holding powerful position in their workplace regarding the indicator of successful learning (Inayah, Yasmin, Kasman, Davis and Hilman), as well as the absence of the standard needed and required as one way to stop the spreading of plagiarism exercises within their context (all the interviewees).

Among several factors raised by the interviewees above, we would like to further discuss about different standard of the successful of learning and teaching indicator holding by others colleagues in the power position as described above. The recollections of the five lecturers (Inayah, Yasmin, Kasman, Davis and Hilman)

showed that they have different versions of the story. We highlight the recollections of Kasman and Hilman below:

Translated literally into English

...I got experienced to be out by my team teaching because I did not pass many students whom I strongly believed exercising plagiarism in their written assignments. It was apparent they took from internet just copy paste as it was so I failed them. I remembered I taught about three classes which each class consist of 40 to 50 students, and it was only about 10 students passed in each class. Therefore the faculty to where I taught the class had got rid of me from their team teaching so I have no longer teach the subject in the Faculty (Kasman, Interview October 2012).

Translated literally into English

...I always checked the students' assignments even in the midnight...If I found they plagiarized of course they would fail the subject! But it is difficult here if we want to be discipline and teach our students to be honest and can be independently write their work well and is ethically right. I meant there would be interference we experienced from the top people in our study program because they are holding different belief of successful class. I experienced that so at the time I had to change my decision ...it is so disappointing because they are the ones who supposed to support us in doing the right thing! [the interviewee mentioned a name who was in power and in position that for the person was possible to call and impose the power he has to achieve his goal for the failed students to be paased]...akhirnya ya apa boleh buat mereka di luluskan! kami benar benar kecewa!(Hilman, Interview October 2012).

The case of Kasman and Hilman are absolutely a sad story for the value of future education and the national mission of building up the strong and competitive character for both as social and intellectual identity. We argue that it is such a cultural belief influencing certain people including some educators and practitioners. For those people the indicator of succesful learning is shown by the amount of students to be passed regardless of what is the underlying reason for one to be able to pass a course. Thefore when they found out there were certain number of students did not pass a course (the case of Kasman and Hilman above), they were being affraid to be evaluated or judged by the other party/ies who are in higher position, or by people who were in charge for assesing the learning and teaching success running by a department or a faculty. What have been happening to the lecturers above is an irony, where people responding akwardly towards learning. Instead of being grateful and highly appreciated such consequences given by the lecturers as educators who have been working hard and being such committed persons in providing a fair treatment for their students, they are in fact

facing the reactions that what they have done is an indicator of failure rather than a success. the beliefs of the more students passed, the better the reputation they performed is certainly inappropriate of the case above.

We would like to stress that if this attitude derived from the beliefs of such people would not be changed, the character damaged and the character killing for our students would be inevitably happened, and would gradually developed across time. This subsequently also has become one of the constraints took place, and hence become a big problem and barrier to diminish and bann the practice of plagiarism in the first place. 'For the students, they would never come to the understanding of whatthey did as cheating and stealing other's work from other sources including from the internet, is wrong and thus fail to meet the expectation of great learning for being great learners, and the process is vital, facilitated and encouraged rather than a product or a score.

The other disadvantage the students faced is they would never being experienced to become a skillful writer and being proud of their piece of work because there is no opportunity to do so. By getting rid of lecturer Kasman due to the majority of their students did not pass the subjects, and imposing the change of score lecturer Hilman gave to the failed students so that they could pass, are strongly inappropriate and unethical.

In the case of lecturer Kasman, probably it is true that the people who were getting rid of Kasman from team teaching, did not go further and discover reasons of why there were majority of the students failed, but the decision to get rid of Kasman was extraordinary a shocking and discouraging response among educators and teaching practitioners. Again we would like to send a message for any parties who are responsible for providing and facilitating better future education for the youth. It is our responsibility to educate people, and it is in our hand to facilitate and motivate the learning process despite various limitations we are facing for, so that students will learn from the mistakes they made, and thus later enabling to elevate themselves in developing a strong identity to face with challenges put upon them.

The unavailability of the clear guideliness has also become influential point to be brought into discussion. All the eleven interviewees have raised this issue. Here are some examples of the lecturers' views.

Literally translated into English:

That's why...it is hard to only blame the students because there is no guideliness which has a clear lines which ones are categorized as plagiarism, which are not . Therefore students keep doing this practice, and also some students take the advantage of this context in the datelines pressure for the big events. For example the final skripsi examination where there is a dateline pressure both for the students to finish and also

for the department to fulfill the expectation from the university level in relation to graduation...(Rahul, Interview October 2012).

There is no certain format to rule the plagiarism matters so confusing and also among our colleagues we are different in the way of assessing the students work which ones are involving and which ones are not(Mufina, Interview October 2012).

Overall the eleven lecturers in this study highlight similar case of the absence of the standard available. It seems to be the most critical factor should be taken into action by the policy makers in various level of the university. There is no clear parameter established which can be used and followed if someone involved in plagiarism practice. Consequently this can negatively contribute to the spreading of plagiarism exercise within the environment.

Meanwhile, all the interviewees point out their awareness of plagiarism exercised by their students. They explained that it is easy for students doing the 'copy paste' for their written assignment. However, the interviewees are seemingly holding optimistic attitudes and beliefs that the amount of the practice will be diminished significantly in the future. They pointed out some actions which they believe are the positive movements to ban the practice.

Some of the recollections we highlight below:

There is no law or regulation covering about the plagiarism but there have been some activities or movements which were not existing in the past time. In various meetings, the issue of anti-plagiarism has been touched and spread which I think they are all good. This is because there is a term or an expression saying that the importance there is a sound or a propaganda first..so even only just to spread the knowledge(Mufina, Interview October 2012).

Alhamdulillah I feel grateful because nowadays there have been a lot of movements and voices raised against the plagiarism exercise. In the past time...say about two three years ago this hardly being touched. Then I think starting from last year perhaps there were one or two lecturers have started to raise their voices regarding plagiarism [he mentioned the names]...also the English department has started to do the 'Anti Plagiarism' campaign and talk more about the issue though the clear format I mean guidelines about the punishment and reward for example from the faculty or our study program are not available yet(Armin, Interview October 2012).

The lecturers' perspectives indicated that there has been a new movement begun in their academic circumstances manifesting through various activities. It appears consequently these all have created and developed their awareness and concerns on the issue. Having illustrated these, our discussion and analysis will further

highlight some strategies and ways offered by the participants in a way to diminish the practice across department and faculty, and thus later can be broadly extended to the University level.

Some of the interviewees believe that the unclear lines of this plagiarism characteristics within their academic surroundings have caused adversely effects for the spreading of plagiarism practice. Here are the examples of the lecturers' thoughts:

Literally translated into English:

First, It needs to be clear what it counts as plagiarism practice and how one is identified has applied this practice. I meant something like the characteristic of plagiarism itself in our environment. It should be clear. Why I said these because if we are not clear about that, probably what we meant by plagiarism, would not be the same as the other lecturers do. Here in our environment is still unclear. There are still a lot of variety of this distinction. I believe it would be difficult if we do not firstly distinguish it. I meant it is like the academic ethic committee (Hilman Interview October 2012).

I mean if lecturers are confused and do not have the same understanding of what is plagiarism and what it counts as plagiarism, it will be difficult to provoke the anti plagiarism exercise ...I believe there should a clear standard of the term in terms of its understanding, and how one is classified as exercising the plagiarism... (Armin, Interview October 2012).

That's why...it is hard to only blame the students because there is no guidelines which has a clear lines which ones are categorized as plagiarism, which are not. Therefore students keep doing this practice, and also some students take the advantage of this context in the deadline pressure for the big events. For example the final skripsi examination where there is a deadline pressure both for the students to finish and also for the department to fulfill the expectation from the university level in relation to graduation...therefore there should be a clear standard which otherwise when checking the student's work, lecturers would be confused which ones contains the practice of that crime and which ones are not (Rahul, Interview October 2012).

Drawing on the insight from the analysis of lecturers' perspectives of what factor needs to be firstly established and thus will limit the practice of plagiarism, we argue that there should be a certain standard which can be used as a parameter for students and academic staffs including other scholars in this regional context. This should be brought up into attention and some depthly discussion among the policy makers in multiple level of the university so that the parameter needed would be succeeded.

The other point suggested derived among the participants is the university must have plagiarism software detection after formulating and establishing the standard needed. The software would be useful because of many different languages used. They believe that the university needs to facilitate this through the center of technology and communication board of the university (known as Pusdikom) so that every lecturer in the university will get the benefit to be able to use this software in the process of assessing their students' assignment, and or even their own writing before sending for publication.

Other strategy offered by the participants is the clear regulation that covers about punishment and reward given. Some of the interviewees believe that it is crucial to establish regulation capturing what kind and level of punishment given to students or anyone including lecturers who being caught do plagiarized. As emphasized in Rahul's collection: *"the consequences should be clear which in consequence the punishment given will also clear"* (Rahul, Interview October 2012).

In accordance with the views, we would like to stress that it is true that there has no clear distinction made by the university regarding the regulation and policy of the plagiarism exercise. Whilst It is true that there is a central government regulation ministry of education and culture regulation number (which is known as PP) no 17 year of 2010 which capturing the distinction of plagiarism and some details of that issue including the punishment involved if one being caught exercising the practice, we strongly suggested that it is necessary for the university to elaborate and develop more of its regulation in the field.

In addition, the majority of the participants have pinpointed and come with the suggestion that the parameter and implementation of the standard needed should be initiated and built up from the small unit first, which is department. The example of Armin's recollection is highlighted below:

I meant if the lecturers themselves are still confused and do not the same understanding on what plagiarism and its matters, the students also would end up with confusion. I believe there should a certain standard in explaining the issue and its distinction ... and I think it should be firstly initiated by the department because it would be easy in controlling the standard used and the building up the motivation to approaching, embracing the change and implementing the change...(Armin, Interview October 2012).

Conclusion

To sum up, sustainable efforts should be conducted in order to avoid and banned plagiarism practice. First of all, lecturers should be facilitated and encouraged to

add more knowledge about plagiarism, so that they will be able to conduct some valuable efforts for themselves and from classroom level in a way to guide and motivate their students for being able to write well and academically ethical. Secondly, the availability of regulation and guidance against plagiarism practice is vital to be soon established in order to provide and facilitate a clear guideline for anyone. We believe that this guidelines will be extremely useful in facilitating the story of one's writing journey and its development both in and off campus. More discussion of the ways and strategies needed are necessary to be further developed among scholars in the multiple level of universities, faculties and departments so that the practice of plagiarism can be soon diminished in the lecturers' academic environment.

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