# PLAGIARISM EXERCISE AND FINDINGS WAYS

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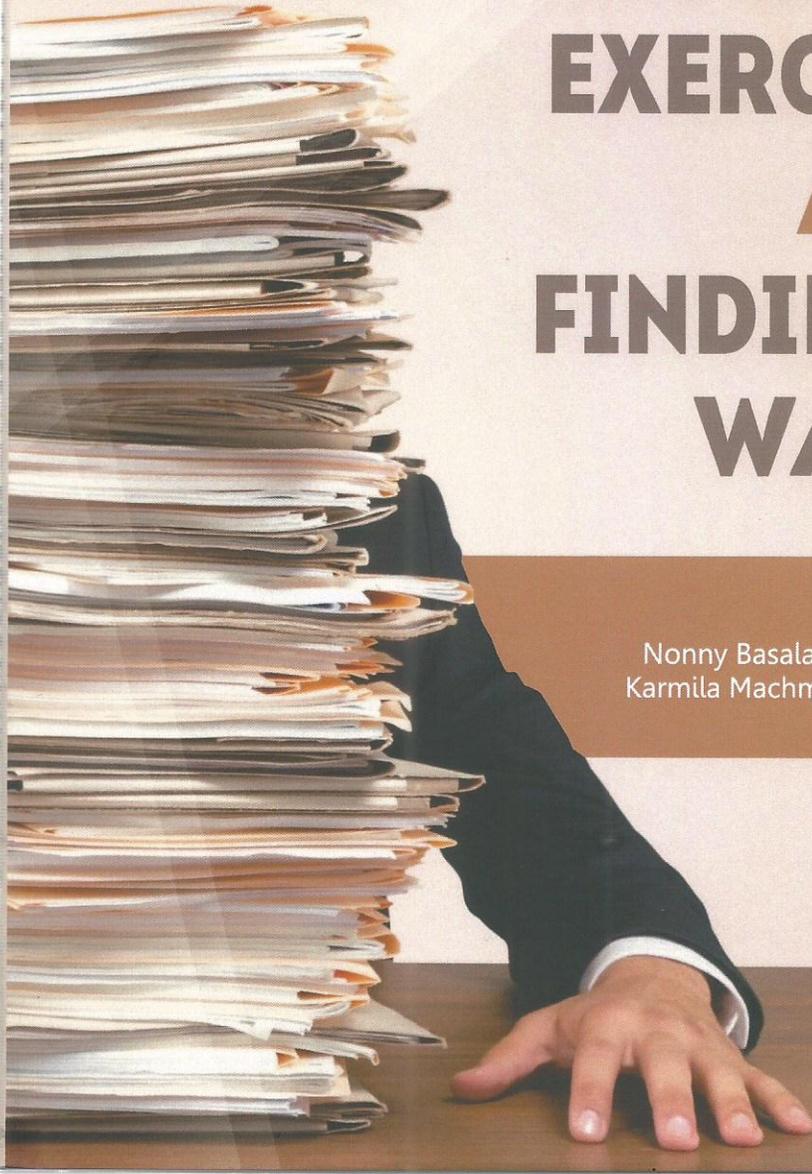
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# PREFACE

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 lecturersas intelectuals within their academic life circumstances. However, the current phenomenon showed that the results are not promising. In Gorontalo educational context in particular, the issue of plagiarism in the way of how people understand the border lines of what they need to acknowledge within their academic writing is more likely to be neglected and abandon (see Basalama's and Dama's 2011 study).

This book discuss about the writing academically, plagiarism practice, factors are behind it in Gorontalo context. This book also will further design the most suitable ways and strategies to offer the solution to the problems.

Our deepest gratitude goes to everyone is helpful in the finishing this book. Not with standing, it is realized that there are some aspects that have not been covered and analyzed, so further discuss in this theme need to be conducted.

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# CHAPTER I
# 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 lecturersas intelectuals within their academic life circumstances. However, the current phenomenon showed that the results are not promising. As we mentioned in our earlier study that whilst the plagiarism issue is more likely to say has been widely ignored and seemingly neglected in Indonesia context, in the Western educational context it is not the case (Basalama's and Dama's 2011 study). In Gorontalo educational context in particular, the issue of plagiarism in the way of how people understand the border lines of what they need to acknowledge within their academic writing is more likely to be neglected and abandon (see Basalama's and Dama's 2011 study). Conducted a study qualitatively for students in English departmen, in the state University of Gorontalo, Indonesia, our 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 to be able to write their work academically appropriate (see the discussion

of Basalama and Dama 2011 ). 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 our proposal. Drawing on that previous study as there is is no other  similar study or related study about plagiarism and its exercise within Gorontalo context, this current research focus on developing and instigating more the issues with the students and lecturers across departments in the faculty of letter and culture (FSB). More specially  the participants consisted of English department, Indonesian department, Tourism department and Art, Drama, and Music department. This study also will further design the most suitable ways and strategies to offer the solution to the problems and difficulties gathered from the first phase of data collection and analysis of this study, before then continued to implement the design through a model created during the process, which will be conducted at the second phase of data collection and analysis.

## *CHAPTER II*

# What is writing and Writing Academically

Writing as one of the language skills has a fundamental role andas an important tool for language learners and also for learners across disciplines to be able to express their ideas and feeling on one topic they like to develop both within their life and academic environment. A basic meaning and form of writing itself is a verbal communication and shaped by written form of expression. Manohar (2008, p.1) says that a writing is 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).

Meanwhile writing may be different from one language to another in terms of the systematic structure of one language. In other words, the similarity is in experiential and functional purposes whereas the diversity can be in grammatical or structural point of view.

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 intelectual in the process of building up the piece of their work. Academic writing consists of various forms of written works including essays, writing a research proposal and research report, a thesis and dissertasion, writing a bigliograpy and or a reference list (Arsyad 2012).

Having explained these all, we would like to highlight that as we are trying to explore and provide a clear perspective of the difficulties and causes faced by the faculty members in dealing with the issue of plagiarism and later create the suitable model for offering the solution, the form and kinds of academic writing we meant here are such as essays, students' research report, called as *skripsi*(a small thesis that students have to fulfill to graduate from the university as bachelor students or in Indonesia including in Gorontalo context), thesis ( a piece of research work belongs to the postgraduate students; called as S2 ( in the context of Indonesian postgraduate education). Some other scientific piece of works such as students' written assignment, articles and journals can also be included as academic writing in the purpose of this study.

## CHAPTER III

# Plagiarism; Its origin and the Types of Plagiarism

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. Nowdays, plagiarism itself is an issue which be widely understood by the people all over the world as cheating involving in the academic world. Plagiarism is a case that happened when someone took abruptly other's idea and claim as his or her without acknowledged that. In relation to this 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." Leonhard also 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. This also means that if one

is cheating from other's piece of work and pretending and claiming that as his or hers meant that the person has been plagiarizing other's work.

The practice of plagiarism is dominantly take place in Asian context. Introna (2003 cited in Yusof 2007) has studied about the Asian students who were dealing with plagiarism 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 show the originality of the statement. Later Introna (2003 cited in Yusuf 2003) argued that Asian culture have their own understanding in plagiarism that influence the way they learn and teach. Indonesian as part of Asian cultures is also included as the collectivist society where the sense of belonging in a group is very dominant in many aspects of their life, which can adversely impact to how the students deal with their academic work.

Particularly in educational context, Gunawan (2005) and Ubaya (2008) have argued that the collectivism culture which is illustrated as the group work, could become one of the factors that triggers 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.

Especially in Gorontalo, plagiarism itself is still become the new issue that students always do in the university. In our previous study (Basalama and Dama2011) that conducted an exploration of the students' perceptions on the issue of plagiarism at English department of UNG ( briefly discussed in earlier section), we found that students fell in doing the academic misconduct because of many factors such as '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 dissapointment to the good students and hence will stop to continue their hardwork of writing ethically right. For some, the dissapointment they experienced may even cause them to start plagiarize other's work as some good students have pinpointed the issue (see the discussion of Basalama and Dama 2011 ).

Interestingly to note is the availability of the internet nowdays is also has become influential factor for students to plagiarize. Many confessed that they do that due to the lack of their understanding on the plagiarism practice as they also pointed out that only few lecturers are aware and bring the issue to the classroom discussion. Others are just less care and even worse because required the students to submit the asssignment, yet there is no feedback or even no news of what they are doing with the assignments. The other point come out is for some students, even they do know copying and pasting from the internet is unacceptable, they still do the practice because of many reasons such

as it is easier and free to access many resources they need for their academic assignment, the 'dateline pressures' of the assignment also might be the case, as well as the less caring and minimal feedback they got from the lecturers who have given them the assignments so that there is no point to invest their time and energy to put efforts in doing good job. In our understanding as researchers as well as university scholars, these all are very critical and serious problems which need to be looked for the solution immediately. Having revealed the data, however we would like also to extend our highly appreciation for some lecturers who have been appointed by the students as caring, hardworking, commitment, and are motivated figures for them (discussed more in the next paragraph), the problems we believe need to be brought into serious discussion and ways to offer the solution in order to minimalise all the adversely effect within the academic environment and atmosphere both in the planning of short and long term efforts. And one of those is this development study we would like to conduct.

Whilst many of the participants in the previous study appear to be feel down by the situation and factors explained above and therefore influence them to do plagiarism practice, there were few students, however explained that since UNG recently promotes anti-plagiarism movement as well as a few actively English lecturers roles in fighting the plagiarism exercises including together with the students doing 'anti plagiarism campaigns', these students started make a huge change in coming across to avoid the academic misconduct (Basalama and Dama, 2011).

Considering all of these findings in the previous research, this current study attempts to find out to whether all of these understanding and factors which may or may not cause plagiarism exercise also take place with students in other departments across faculty. Then afterwards, this study continues to further understand

the lecturers understanding and views on the issue explored which obtained from the data of in depth interview (discussed in more detail in Methodology and discussion chapters). Issues brought up into discussions are the key factors that obtained through the data collection, analysis and interpretation. These all will be further explained in detail in the part of data collection process of methodology chapter.

Another theme that we would like to critically review in this chapter is the various types  and classifications of plagiarism from the experts' conceptualizations (for example**,** Hamp-Lyons & Courter 1984, and Gilllett 2012, Lucas cited in Singh, Fook and Sidhu. The key points we underlined here are one can be accused to plagiarize one's work for not only copying, taking others' work without and or less acknowledged them in a whole part of a work, but also for even taking  'one word' which considered substantial in bringing up meaning and form, and invented by a scholar for the sake of their study or insight on something with no acknowledgement from where the word taken or adopted.

In addition, there are conscious and unconscious plagiarism practice. This is worthy to be counted in the data collection because one can be felt and accused have been plagiarizing other's work with or without the person realised what he has done. This theme of various types and classification of plagiarism from various related literatures is  further developed and critically discussed along this study.  The following section which brought up the discussion about writing and its form academically is considered critical because it is related to the skill of writing needs by one which also thus enabling the person to write well and consider the related factors need to be paid attention in order to avoid  the practice of plagiarism on his or her written piece of work.

# CHAPTER IV

# ORGANISING YOUR IDEAS, PARAPHRASING OTHERS AND CITING THE SOURCES

To be able to write well and scientifically accepted is including how one can organise what they are going to write and how they will write it. The idea of organizing also is inseparable with planning and several process involved from the beginning to the end. 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. In addition, 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)". Derived from these ways required, it is considered crucial to explore more in this study whether the students have learnt and being equipped the same guidelines and directions so that they will be skillfully equiped and thus represent the quality of the students in university level. If it is the case, it is important to note that the lack ability of organising

and planning their writing can be vital and influence a student in doing 'shortcut' or in other words stealing the other's work. To steal other's work and idea's and submit as his or her own might become the student's choice in this situation. Therefore to reveal factors that may have caused the difficulties and problems to whether students can and cannot write appropriately are going to be our attention and highlighted seriously in this study.

Moreover, during the process of writing up, a student also should be knowledgeable for the importance of 'paraphrasing point' and 'citing the sources' well. Further on, 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. However, to be able to paraphrase 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) highlighted 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.

There are some rules also need to be paid into attention when one do paraphrase activity. Leonhard (2002, p. 231) divided eight rules including do not use " I think" or other wording to imply that the idea has been derived from you, and also do not claim the author's idea as your own even if you agree with the author. Meanwhile, Oshima and Hogue (2006, p. 129) suggested three key points to create a good

paraphrase which are use your own words and your own sentence structure, make your paraphrase approximately the same length as the original, and do not change 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 end to be accused as a plagiarist without the person realised that. The detail reviewed in this section will be further developed and discussed during the process of this study. This study also is going to reveal the students' knowledge and skill of these various referencing styles and what style required for them and so forth. In addition to that, we firmly believe that the sense of agency and empowerment is extremely important and critical for one to be powerful in starting and continuing doing their personal, social, and academic life and activities including for this issue discussed. Hence the following section will discuss it.

## CHAPTER V

# The sense of agency and empowerment in language learning

The learner's role as an agent in taking action and putting effort and commitment into learning the language is crucial to success. Recent important studies on the socio-cultural dimension of second language learning (Lantolf and Pavlenko 2001; Lin et al 2002; Pavlenko 2002) have recognized the critical role of the learner in the process of learning a language. This section aims to review two things: the conceptual understanding of agency and empowerment, and how these concepts may specifically apply to students as learners over their learning writing experiences.

A sense of agency is considered to be embedded in human beings and has been widely recognized in past research to distinguish persons and animals. For example, Taylor (1977) posits that human beings are able to self-reflect and perform self-evaluation which does not occur in animals. Bandura (1997) further explains that this sense of agency begins in early infancy. Agency is demonstrated by being able to act on something and have control of it. Through the development process, the infant must gain self-recognition in that they can reflect upon what they can and cannot do and any resulting consequences of their action. According to Bandura the nature of a sense of agency is an intentional action of an individual

in order to achieve his or her goal. This implies that the human sense of agency is a person's capacity to act; it is being empowered to do thing. Clark, Hong and Schoeppach (1996) in their review of the term empowerment say that this term has experienced a wide range of shifting interpretations. Historically, the meaning of empowerment originated from the historical view of the word 'power'. The idea of Kreisberg (1992) is that a common understanding of an individual possessing power is 'power over', thus representing an individual, institution or group's domination over another in terms of having power to control others' thoughts, beliefs and values (Clark et al 1996:596). They further conclude that this kind of relationship is structured by unequal social position, such as from a superior to their subordinate.

The interpretation then moved to an understanding of empowerment that referred to one's own capacity to act on something. For example, Ashcroft (1987) has referred to agency in this sense – as an individual's power to do something, citing the idea of Dewey's (1916) that individual power refers to one's ability to act on something. Ashcroft (1987:143) then concluded that, "an empowered person …would be someone who believed in his or her ability/capability to act, and this belief would be accompanied by able/capable action". In addition, Lightfoot (1986) aligns the concept of empowerment with opportunities to exercise autonomy; a person does something, is responsible towards it, has a choice to do it and has authority over it (see also Clark et al 1996 for this discussion). This new perspective of a human being as an agent suggests that the term 'empowerment' can now refer to an individual's personal capacity to do something.

The personal approach to empowerment can apply to language learning, particularly with regard to an individual's capacity to influence the learning process. Lantolf and Pavlenko (1995, 2001)

have discussed a language learners sense of exercising agency based on the concept of activity theory (derived from Vygotsky's theory of the mind). Lantolf and Pavlenko (2001) state that human thinking and action cannot be separated from each other and individual acts are a result of the thinking process combined with cultural factors. Narrowing this concept to the activity that may occur within the language learning classroom, they argue that students may engage in the same activity but their response and cognitive gain is not the same as they all have different motivation and histories (Lantolf and Pavlenko 2001). A learner's response and cognitive gain depends on their engagement, effort and commitment to the process, which is a reflection of their empowerment.

Having brought this theme into discussion, we also would like to notify and acknowledge here that this part we have used also in chapter 2 of our previous research (Basalama and Dama 2011). But we consider it is still important to review that again for the need of this study as it will be useful to give use better understanding in how we explore and make sense of our data collection, analysis and interpretation we are going to make. We will draw on the notion of agency and empowerment above to encourage and motivate students' beliefs on their own capacity to not only being able to write well and to cite their sources correctly but also to love their own voice through their writing. The concepts of empowerment and agency relating will be useful for our research process in order to help the students to avoid plagiarism. We will explore in what ways and to what extent the students demonstrate a sense of agency and empowerment during their learning journeys on this research process.

# CHAPTER VI
# Previous Study on Plagiarism

Plagiarism is considered as a critical issue in academic world. There have been some studies concerning plagiarism conducted in education sectors both applied for students and teachers as well as faculty administrative in universities. The studies will be further described in the following.

In 2005 the Center for Academic Integrity published a research study that showed about 40 percent of nearly 50.000 undergraduates interviewed about the issue via the internet had done so and 77 percent did not see this as a serious matter (Badke, 2007 in Bruwelheide, 2010). Moreover, Badke in Bruwelheide assumed that plagiarism appears because of the lack of education and understanding among students and faculty. Also, it might be difficult and challenging for faculty staff to assist students in recognizing and taking action to correct a student's work.

Moreover, Dant (1986) perceives that students who plagiarize are not necessarily dishonest, lazy or unoriginal. Plagiarism may flourish because many teachers do not attack it and some even encourage plagiarizing. In 1984 Dant conducted a research to prove the hypothesis by surveying about 20 percent of university freshman composition classes at Brigham Young University. In the survey of 309 first year students at Brigham Young University, it was revealed that17 percent "reported being actively encouraged by (their high

school) teachers to copy reports word for word from other sources," and 50 percent said that in writing their essays they had copied much of the material word for-word from source texts without penalty (82). To avoid plagiarism, 32 percent felt that all they needed to do was to paraphrase information and supply a bibliography (in-text documentation was not needed); 15 percent believed that they could directly copy material as long as it was documented (quotation marks were not needed); and 6 percent reported that they had never heard of plagiarism.

Meanwhile it is interesting to note that in the related literatures the concept and practice of plagiarism may interprete differently across cultures ( for example Yusof 2009 and Adiningrum and Kutieleh 2011). Yusof (2009) For example, has conducted a research about different perceptions on plagiarism take place for people in different places revealing factors why people being involved in the plagiarism exercise. Adiningrum and Kutieleh (2011) also explored the practice in a way to understand the students' views about 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.

As it has been already outlined in background section of this work, whilst the issue of plagiarism have been largely brought into discussion in western context, it is however, has been widely neglected in Indonesia context. The previous studies discussed above also proved that whilst there has been noticeable studies conducted in the outside Indonesia's context, including in UK, America and in China, in Indonesia this issue is appeared to be neglected as it is very minimal to find research which focussed on the issue, and in particular, a study applied in understanding and scrutinising students' perceptions on plagiarism as this study do.

Narrowing to the learning context in Eastern Indonesia, and more particular in Gorontalo, a province which is part of Sulawesi Island and located near to North Sulawesi, it is found that there has little research conducted in investegating the issue of plagiarism matters in any academic circumstances. Therefore it is considered as an infancy to the plagiarism issue discussed when our previous study (see Basalama and Dama 2011) had explored the students' views on the issue. More specifically the study is related with the perception of the students in English department, in the issue of their views on plagiarism and what influential factors have influenced their writing skill represented in their written assignment (a study conducted in Gorontalo State University (UNG). The research found that students always involved in that practice due to several influences including the the minimal feedback they got from their lecturers on the assignments given. The other factors discovered is also related to the lack of recognition' from lecturers towards their students who have been working hard in providing a good and ethically acceptable writing assignment. The internet availability, and the lack of resources have also contributed to the practice discussed (Basalama and Dama 2011). Having briefly highlighted all of the previous studies and their research findings, it is worthy to pinpoint that this current study has further extended the preliminary study in the context of Gorontalo above in a way to widely understand the students' view on the plagiarism and its practice across faculty of letters and culture in UNG. This study also has explored what ways and strategies which are elicited from the lecturers across faculty may be offered for a solution to the problem.

## CHAPTER VII

# Students understanding of plagiarism within their academic life and experiences

This section portrays the students' perspectives on plagiarism in their academic life and environment across the four departments in the faculty of letter and culture of the state University of Gorontalo (UNG). The discussion covers the perspectives that emerged from the analysis about the students' understanding on the plagiarism issue across four departments as well as the possible big picture performance of the students' views over the faculty that can be highlighted. Some themes emerged to be discussed as follow.

**The Familiarity of The Students on The Term of Plagiarism Across The Four Departments**

The discussion focuses to highlight the phenomenon showing of the students' knowledge level on the plagiarism term within their academic circumstances. It is interestingly to note that overall the students across departments appeared to be familiar enough with the term plagiarism within their academic circumstances. The questions asked to indicate the students' familiarity ranged from whether they have heard the term plagiarism, and whether they aware of the number of plagiarism in their environment. The students' answer various answer can be seen in the following figure (figure 1).

Figure 1. Overall Student Familiarity With The Term Plagiarism
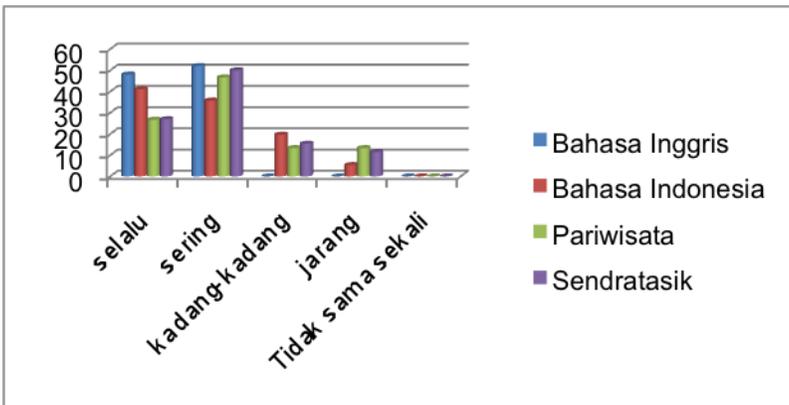


Figure 2. Student's Familiarity With The Term Plagiarism

The average number of 122 students across departments have chosen the choice of 'usually, and often' heard the term used as shown in figure 2 above though there are only few students showed the less familiarity of the term. Yet, it is emerged from the data that more students in the both English and Indonesian departments are seemingly showing more familiar with the term than the students of the other two departments; Sendratasik and Pariwisata. As a qualitative study, this research does not make any comparison in

percentage from one department to another because the focus more to the questions asked and the responses towards them rather than the partipants, this figure shaped, however, that may have become useful along the research discussion, contributing the understanding and explanation of what factors may have influenced the students' perspectives in learning context in order to enhance the whole data analysis and interpretation.

There is a significant idea to be pinpointed as students' perception on plagiarism practice existing in their study environment. Overall, the data shows that there is a majority of the participants across departments believe that it is about 50% to 75% people in their academic environment have been exercising the practice of plagiarizing other's work and idea.
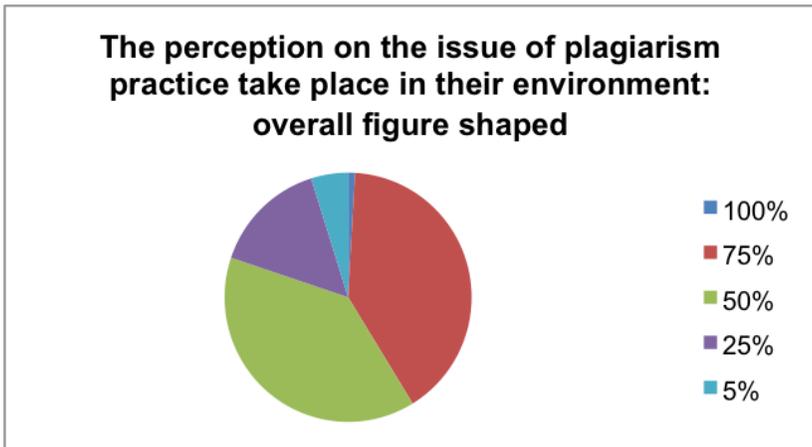


Figure 3. Overall Students' Perception on The Issue of Plagiarism
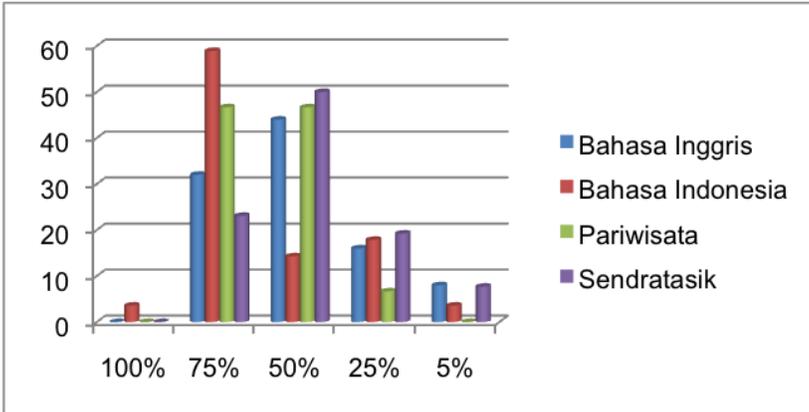
Figure 4. Students' Perception on The Issue of Plagiarism

This phenomenon may explain that the students have been aware about the issue as well as understand that the practice as an inappropriate activity. In other words, the students to some extent have shown there is a level of recognition derived from the students across departments, which seems they have understood should not take place in the first place. This is supported by their response when being asked to whether the practice of plagiarism can be categorised as academic crime.
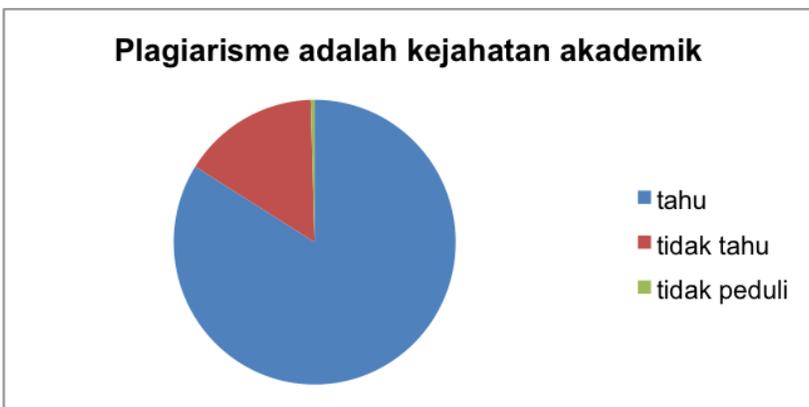


Figure 5. Plagiarism as A Crime
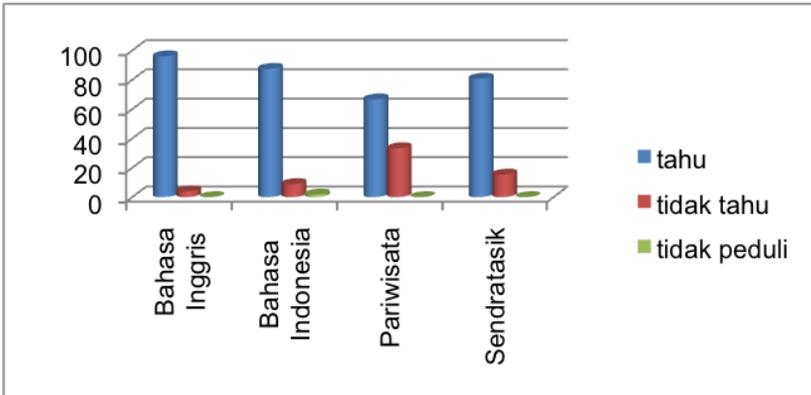
Figure 6. Understanding of Plagiarism as A Crime

Figure 5 shows that overall the students across departments have classified that the practice of plagiarism as a crime activity; however, it is interesting to find that in Indonesian language department, about 10% students, answer that they don't care whether it should be classified as crime (see figure 6).

Meanwhile it is worth to note that figure 7 and figure 8 illustrate that almost all the participants have admitted that they themselves have been experiencing in exercising plagiarism.
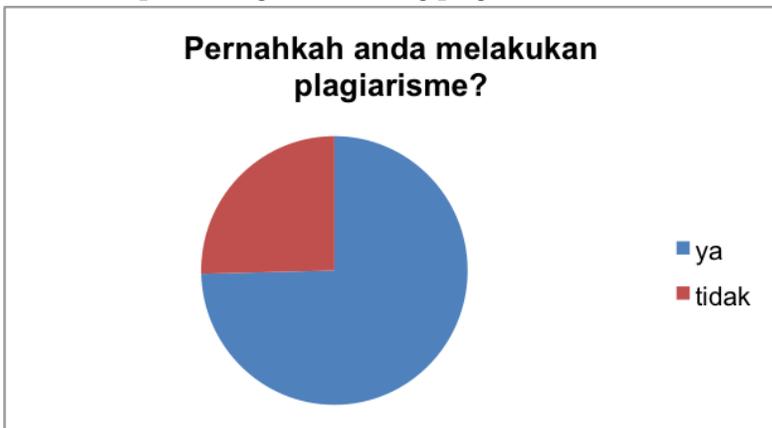


Figure 7. Overall Students' Experience In Exercising Plagiarism
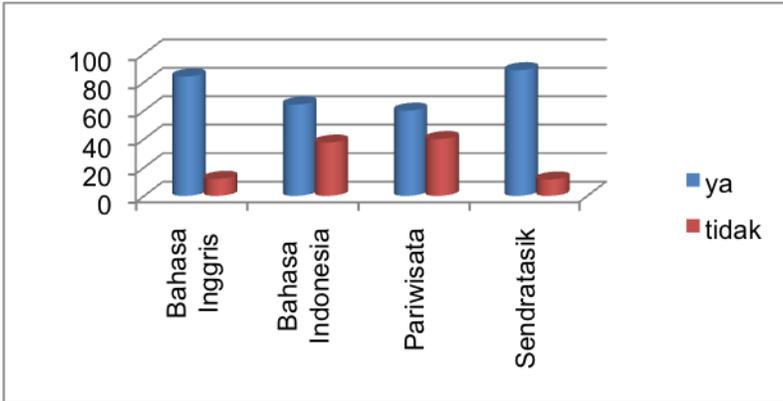
Figure 8. Students' Experience In Exercising Plagiarism

There are some interesting explanations derived from the students when being asked why they have been falling into the trap of exercising the practice. They were asked to chose from four predicted causes; (1) because they do not know/aware; (2) because of their lack of time; (3) Because the faculty members do not care; and (4) because of their own habit. The students overall answer can be seen on the following figures (figure 9 and figure 10).



Figure 9. Overall Students' Reasons For Conducting Plagiarism
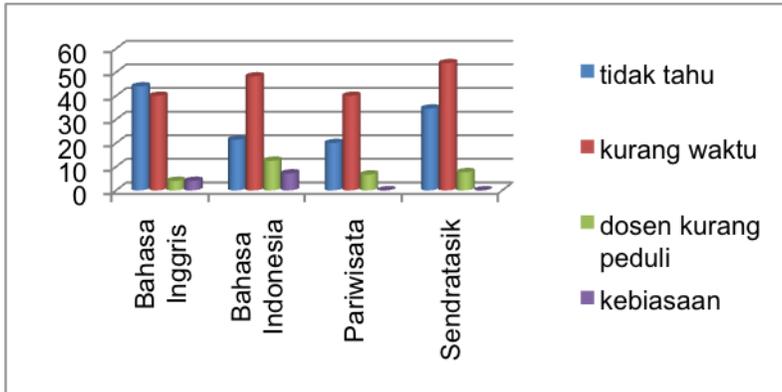
Figure 10. Reasons For Conducting Plagiarism

The figures show that the students were conducting plagiarism mostly because they did not have enough time to work on their assignment. This can be assumed that they knew and aware of plagiarism, however because of the lack of time they do not want to paraphrase or cited other's ideas, they just copy and paste it. One distinctive answer can be seen in Figure 10. In contrast from the other three departments, English department students answered that they knew they have conducted plagiarism due to their zero understanding of plagiarism, not because of the lack of time to work on their assignment.

Some of those students who answered that they have never exercising plagiarism are also provide some interesting reasons. They mostly believed that plagiarism is something bad and believe that is crime, some of Indonesian langauge students said that plagiarism makes people lazy and make other people stupid. Most of English Department students stated that they did not exercise plagiarism because they were afraid of getting some hard punishment from the faculty members. Some distinctive answer comes from some students that indicate their lack of understanding of plagiarism. For example, most students from Tourism Department stated that they believe on

their own ideas than others. Trusting or using other people ideas is not forbidden, however the people whose ideas being used should be cited. Avoiding plagiarism do not necessarily means we merely use our own ideas without trusting or using others, as far as we quote or citing their work, then it is not a plagiarism. Another shocking answer comes from one Indonesian language student. The student said that plagiarism is something reasonable and can be accepted as long as we are not doing it too often. This answer is clearly indicated a lack of understanding toward plagiarism per se, because plagiarism cannot be considered reasonable or can be accepted for whatever the reasons.

## Students' Experiences of Being Exposed To Plagiarism Issue

Plagiarism is an important issue in academic environment; therefore, students should be introduced to the concept of plagiarism at the earliest stage of their study in a college level. The earlier they are being introduced to the issue, the more they will aware to avoid practicing plagiarism. Fortunately, when asked when they first heard the plagiarism issue, overall students in FSB have answered that they first heard and understand the issue of plagiarism since their freshmen year (year 1) in the university (see figure 11); even though some of the students answer since year 2 or 3, the number is not as big as the 'year 1' answer. This makes sense because plagiarism has always become one of the subjects presented to the freshmen in new students' orientation in FSB.

Figure 11. First Encounter The Plagiarism Issue
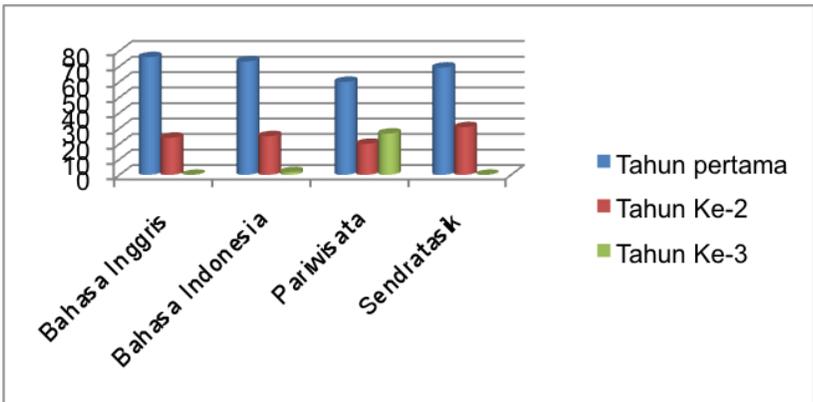


Figure 12. First Encounter With The Plagiarism Issue

The source of information about plagiarism was also asked to the students. Figure 13 shows that students were mostly acquire their understanding about plagiarism from their academic advisor or lecturers and from their friends. An interesting finding can be seen in Figure 14. The figure shows English department and Indonesian department have a distinctive result compare to the other two departments. In English Department almost 100% students stated that the source of their understanding about plagiarism is

coming from the academic advisors or lecturers, while Indonesian department students stated that they mostly heard or acquired their understanding about plagiarism from their friends.



Figure 13. Source of Plagiarism Knowledge
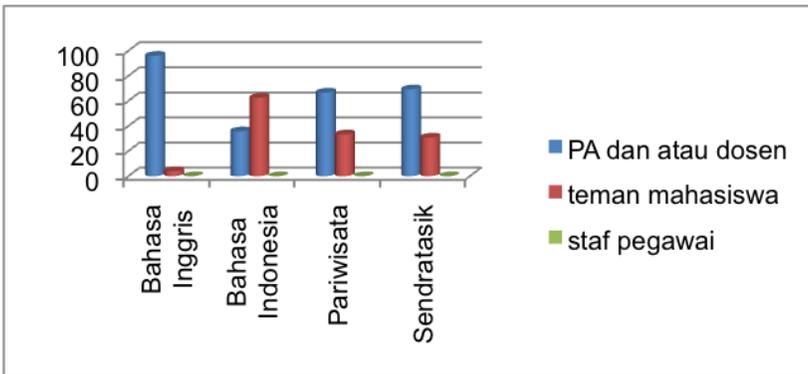


Figure 14. Source of Plagiarism Knowledge

## Students' Knowledge Towards The Regulation Related To Plagiarism Issue in FSB

The attempt to avoid plagiarism cannot be conducted without an implementation of regulation related to the characteristics of plagiarism and the sanctions given to plagiats. To check their

knowledge and opinion about the existence of the regulation and its implementation around the faculty, we asked them the questions ranged from whether they know there is a provided regulation in the faculty and if so, whether the regulation has been imposed disciplinable by all members of the faculty. Their answers are illustrated on the following figures.



Figure 15. The Availability of Plagiarism Regulation in FSB
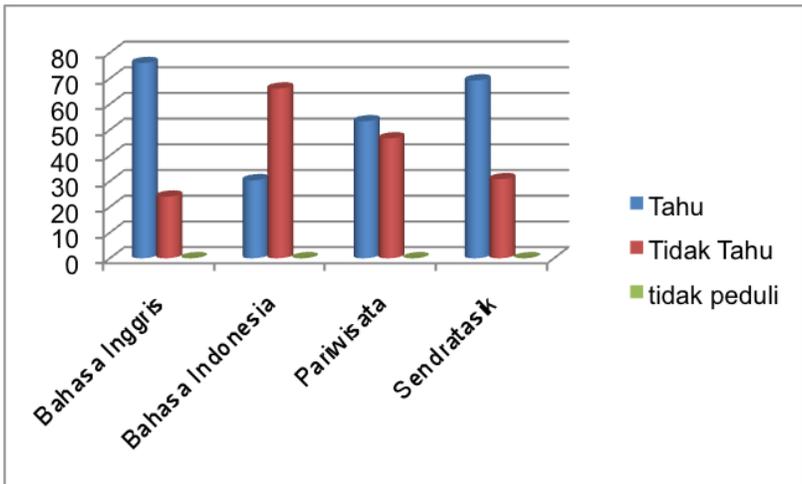


Figure 16. The Availability of Plagiarism Regulation in FSB

Figure 15 shows that overall students in FSB know that the plagiarism regulation is available; however, if we look at figure 16 there is a significance difference between the answers of Indonesian department's students and the other three departments. The percentage of 'don't know' answer is outnumbered the option 'know' answer, while the other three departments students' answers are the reverse.

It is interesting to know that even though they believed that the regulation is available, the majority of the students stated that the regulation is only imposed once in a while. It is even more to concern knowing that based on their knowledge, some of the students claimed that the regulation is not being implemented at all. See figure 17 and 18 for the illustration of students' opinion towards the implementation of the regulation in FSB.



Figure 17. Overall Students' Answer On The Impementation of Plagiarism
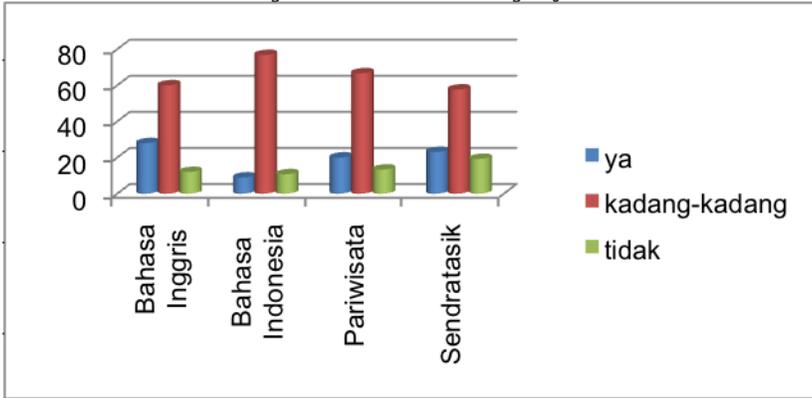
Figure 18. Students' Answer On The Implementation of Plagiaris in FSB

## Students' Perceptions Toward The Lecturers' Efforts in Avoiding Plagiarism Practice in FSB

In this research we also need to investigate the students' perceptions toward their lecturers' efforts in avoiding plagiarism. To ensure that they would not make up their answer, we asked them to provide the number of subject whose lecturers concern about avoiding plagiarism. We also asked what kind of activity the lecturers made in order to avoid plagiarism and whether they impose some punishment to those who are caught plagiarized. Their answers are illustrated on the following figures.
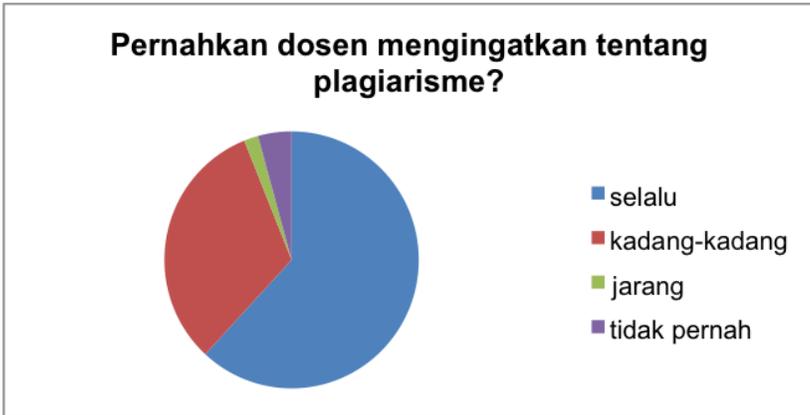
Figure 19. Overall Perseption On Lecturers' Involvement
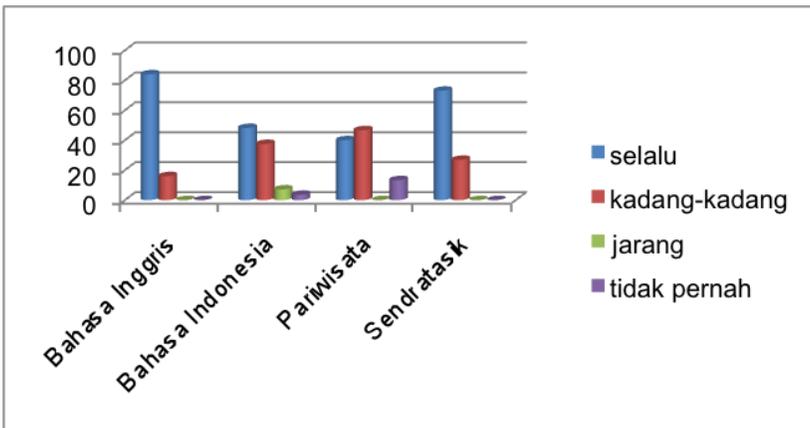


Figure 20. Students' Perception On Lecturers' Involvement

A positive feedback we received from students about whether the lecturers are keeps reminding them about avoiding plagiarism, because the overall answer is 'always'. Even though students in Tourism department answers are mostly 'seldom', but it still indicated that lecturers in that department are doing the same thing. Less than 20% students in Indonesian department claimed that the lecturers were' 'never' reminding them about avoiding plagiarism, but this

number is small compared to the 'always' answer, which is more than 50%. This phenomenon paralleled the students' answer when asked what kind of activity the lecturers imposed in order to avoid plagiarism. Reminding students to avoid plagiarism is became their main answer.

As stated above, we asked the students what kind of activities the lecturers do in order to avoid plagiarism. We also asked them to indicate how many lecturers in their department who have a continuous effort to avoid plagiarism. The following list is the summary of the students' answers toward the questions in each department.

Table 1. Summary of The Students' Answers

| Department | Number of lecturers | Lecturers' efforts |
|---|---|---|
| English Department | • 4-15 lecturers<br>• Almost all lecturers | • Remind students to not plagiarized<br>• Doctrine students to Not plagiarized<br>• Teach students to avoid plagiarism<br>• Use APA for referencing style |
| Tourism | • 2-3 lecturers<br>• All lecturers | • Remind students to not plagiarized<br>• Criticize students' work<br>• Reject students' work that indicate plagiarism |
| Sendratasik | • 7-10 lecturers<br>• Almost all lecturers<br>• Mentioned two lecturers' name consistently. | • Remind students to not plagiarized<br>• Punish students who conduct plagiarism<br>• Ask students to write their own scientific writing |

| Indonesian Language Department | • 1- 8 lecturers<br>• Many lecturers<br>• Some lecturers discussed it briefly<br>• Consistently mentioned 6 lecturers' name. | • Remind students to not plagiarized<br>• Assignments should be hand written<br>• Reject students' work that indicate plagiarism<br>• Consider a plagiat similar to a corruptor |
|---|---|---|

The table shows that the number each department has certain number of lecturer who consistently put some efforts in avoiding plagiarism. The overall number mentioned are more than five lectures to almost all lecturers, except for the answer from tourism department that range from two to three lecturers. This is due to the number of lecturer in that department which is lot less than other three departments.

The lecturers' efforts mentioned by the students are mostly similar, such as reminding the students to not plagiarize, and imposing some kind of punishment to those whose works are considered plagiarism. The students' answers to the question whether lecturers impose some punishments to the plagiat are illustrated in figure 21 and figure 22. On the other hand, the most distinctive way of avoiding plagiarism is conducted by lecturers in Indonesian language department, the students stated that they were required to hand-write their assignments, typed assignment would not be accepted by some lecturers.

Figure 21. Overall Perceptions Towards Lecturers' Punishment
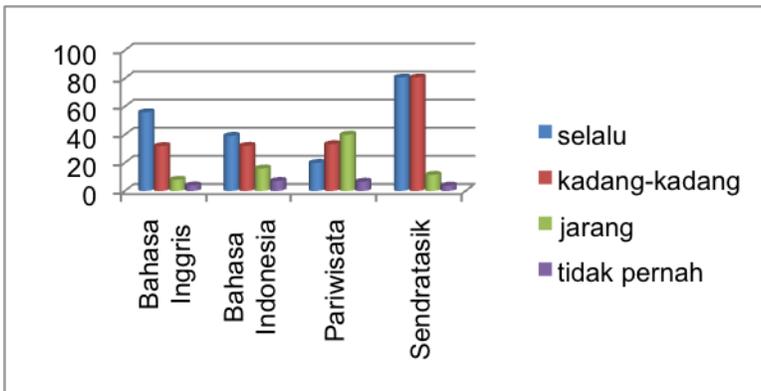


Figure 22. Students' Perception Toward Punishment

Figure 21 illustrated that the number of students whose answers 'always' and 'seldom' are almost equal. This means that lectures in FSB are either always or seldom imposed punishment to those who are caught plagiarizing. Even though only a small number of students answered that lecturer have never imposed punishment, it is still need to be concerned, because avoiding plagiarism should be in line with imposing some kind of punishment.

## The Students' Self-Awareness Towards The Efforts To Avoid Plagiarism

Considering that avoiding plagiarism needs students' own self-awareness and self-assurance, we asked students whether they are confident and whether they have some efforts to avoid plagiarism. Fortunately, a large number of students answer that they are confident and have some efforts to avoid plagiarism themselves. Their answers are illustrated in the following figures.



Figure 23. Overall Students' Confidence in Avoiding Plagiaris
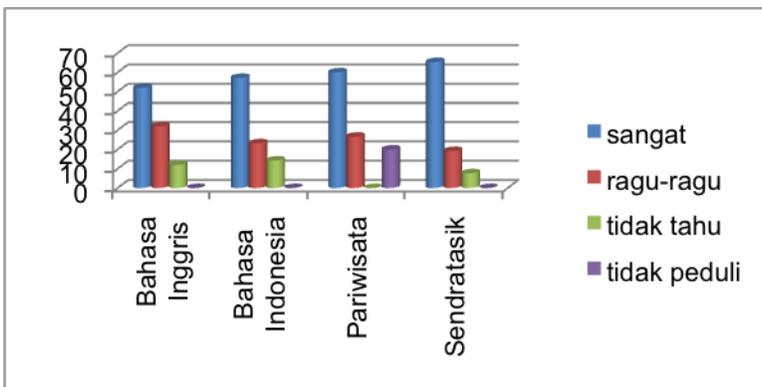


Figure 24. Students' Confidence in Avoiding Plagiarism

Figure 23 show that the majority of the students answered that they are very confident I avoiding plagiarism. Unfortunate information came from the students of Tourism department, because about 20% of them answered that they 'do not care'. Even though the total number of students who do not care about having a confidence to avoid plagiarism is small, this notion is actually something to concern, because avoiding plagiarism should come from each individual. Thus, if the students do not care about this issue, then the whole program to avoid plagiarism in FSB will not work we
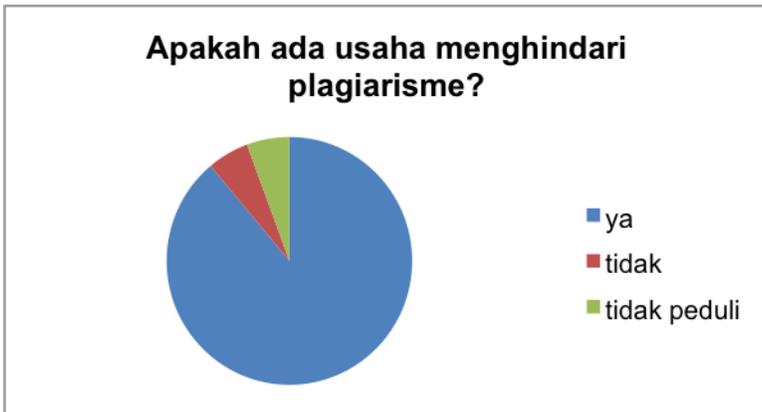


Figure 25. Overall Students' Efforts in Avoiding Plagiarism
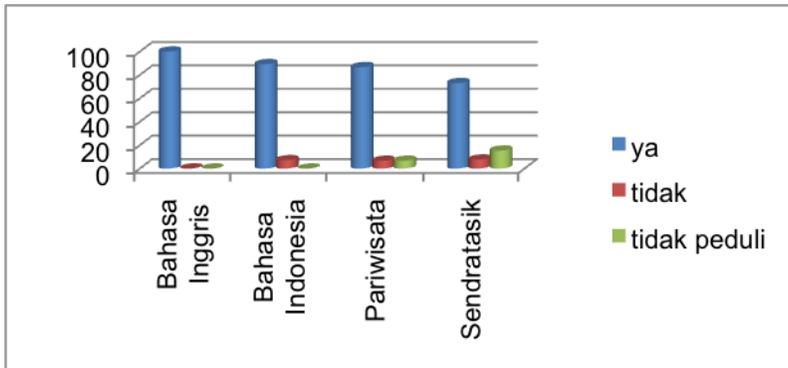


Figure 26. Students' Efforts in Avoiding Plagiarism

Figure 23 and 24 show the data that a large number of students answered that they have some efforts in avoiding plagiarism. Figure 24 specifically illustrate that some students in Tourism and Sendratasik department answered that they 'do not' have any effort or even 'do not care' at all. Fortunately the number is too small to be concerned.

**Stundents' Perception Towards The Annihilation of Plagiarism in FSB**

There two questions asked to gain the data about the students on the eradication of plagiarism in FSB. First is to what level the efforts of avoiding plagiarism should be started and second is what is the best and reasonable punishment to be given to those who conducted plagiarism. Most of the answer is weighing on starting the effort in classroom level; although the numbers is only slightly higher that the number of students who believe that the efforts should be started at the faculty level (see figure 27).
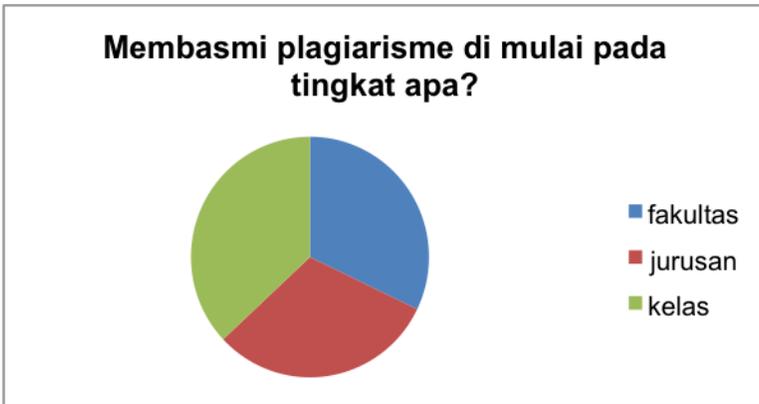


Figure 27. Overall Students' Opinion On Starting The Effort to Avoid Plagiarism
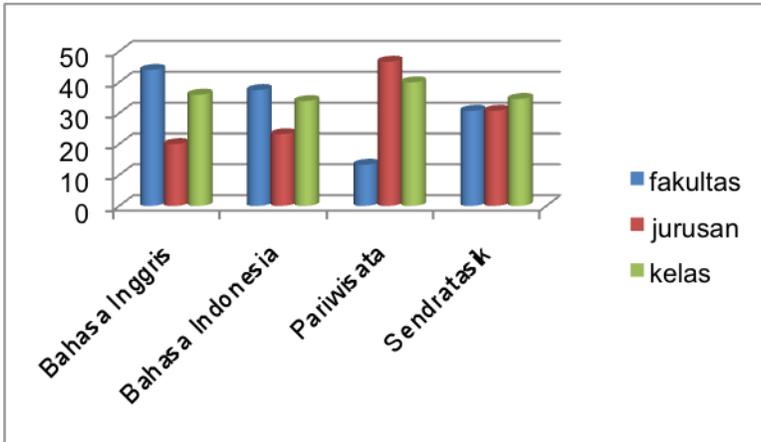
Figure 28. Students' Opinion On Starting The Efforts to Avoid Plagiarism

Figure 28 shows that even though the majority's answes is "classroom" level to start the effort to avoid plagiarism, the students' answers in each department are interestingly surprising because none only Sendratasik department has the highest number on the 'classroom' answer. Indonesian and English department's highest choice is 'Faculty' level, whilst pariwisata students opted to choose 'Department' level as the highest number. Nonetheless, the answer 'classroom' , expcept for sendratasik department, holds the second highest number chosen by the students. That makes the overall students in FSB opt to start the effort to avoid plagiarism from the lowest level, which is from the classroom level.

The efforts to avoid plagiarism should be supported with a regulation that include sanctions as on of the important points. We asked students what kind of sanctions/punishment should be given to the plagiats. Their answers are illustrated as follow.

Figure 29. Overall Opinions On The Most Appropriate Punishment
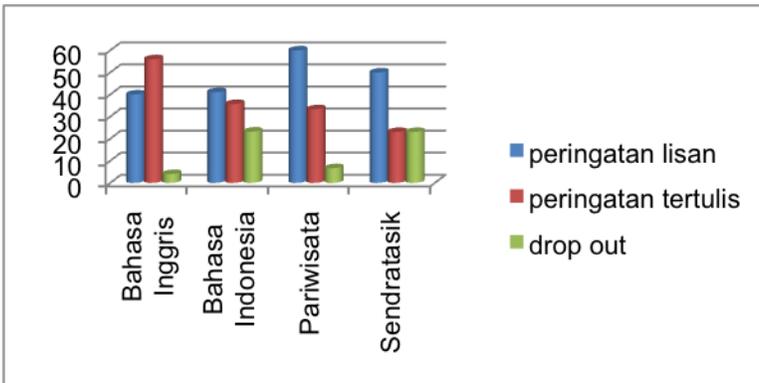


Figure 30. Students' Opinions On The Most Appropriate Punishment

Figure 29 show the students' answer to the question of what the most appropriate sanctions. It is clearly illustrated that the students choose to have 'verbal warning' instead of other two choices, 'written warning' and 'drop out'; however, the different number to the second choice of answer is not too significant.

To close our questionnaire we would like to know the students optimism in reducing the number of plagiarism exercises with the

implementation of some activities to avoid plagiarism in FSB. The feedback is positive, because the highest number of answer is 'yes', this means that most students believe that the number of plagiarism exercises can be reduced with some efforts conducted by the faculty. Figure 31 and 32 show the illustration of the students' answer



Figure 31. Optimism Of Reducing The Number of Plagiarism Exercises
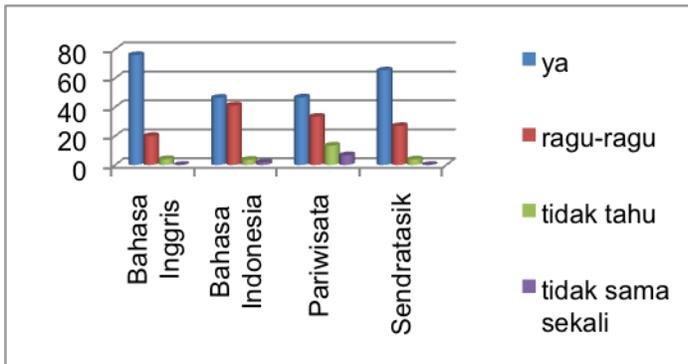


Figure 32. Students' Optimism to Reduce Plagiarism in FSB

# CHAPTER VIII

# STRATEGIES IN DIMINISHING PLAGIARISM PRACTICE

The use questionnaire is to gain as much information from the students' point of view regarding some factors related to the attempt to avoid plagiarism in FSB and to find a reasonable pattern of avoiding plagiarism practice in FSB. The information we investigated are whether the students familiar with the term plagiarism and whether they recognized it on their environment. It is relieved to find that the majority of students in four departments stated that they are familiar with the term plagiarism. They even claimed that plagiarism is 75% exist in the faculty.

A large number of students across four departments admitted that they have conducted plagiarism, even though they know that plagiarism is a crime. The students conducted plagiarism because -based on our basic assumption before conducted this research- they have limited knowledge towards what is count to be characterized as plagiarism. However, the result shows that most students choose the answer that they conducted plagiarism because the have limited time to finish their assignment. This means that they would not plagiarize if they have more time to write their assignment. This notion should be tested in a separate research, though. It is important to consider that the students' habit to procrastinate could contribute to their consideration that they had lack of time to finish their assignment,

thus they plagiarized instead. On the other hand, even though it is only small number, the students argument that they conducted plagiarism because the negligence of their lecturers should be taken in to consideration. Lecturer's involvement in exposing plagiarism issue to students and their consequences in doing some efforts to avoid plagiarism are equally important.

Students' experiences of being exposed to plagiarism issue can influence their perception towards the issue per see. Thus, it is significant to expose them with this issue since the beginning of their college year. This research shows that most students are exposed to this issue since the year one of their study in FSB. This makes sense because at the freshmen orientation, the plagiarism issue had been presented as one of the orientation subjects. This phenomenon is strengthened with the effort of lecturers in FSB to introduce the notion of plagiarism to their students because this result found that the students know the issue about plagiarism from their academic advisor or their lecturers.

A large number of students mentioned that they knew there is a set of regulation related to plagiarism in the faculty; however, when asked whether this regulation is imposed in discipline way, their answer is seldom. These answers derived from the fact that FSB has not had a set of regulation related to plagiarism. The sanctions or punishment given to students were merely lecturers' independent effort.

## The Lecturers' Perspectives On Plagiarism and Its Practice Within Academic Life

The earlier section has discussed issue of the students' understanding on plagiarism and its practice in their academic life circumstances. Several phenomenon have emerged in the discussion to contribute a broaden understanding on students' views on

plagiarism across departments, and what factors may contribute why students fall into the different understanding on the issue discussed. This section in particular highlights how the understanding of the issue takes place among the lecturers in the faculty (11 lecturers). Through all the data classification and analysis of this section, some key points regarding the lecturers' understanding on the issue of plagiarism will be discussed, and factors which may contribute and support our arguments in explaining the lecturers' level of understanding on the issue will be also portrayed in the following. There are some key points highlighted in the discussion regarding the lecturers' knowledge and understanding on the issue of plagiarism including what their reaction in facing students do plagiarize in their classroom. Here are some views expressed by lecturers in relation to their understanding on what it counts as plagiarism.

> *Kalau menurut saya plagiat itu kalau mengambil tulisan orang lain begitu saja terkecuali teori...dalam satu skripsi menurut saya kalau bab dua itu khan teori. Kalau teori boleh boleh saja kita kutip dari skripsi lain atau buku lain atau penelitian lain maksud saya seperti teori yang di teks book itu khan... silahkan saja, kalau dapat yang originalnya lebih bagus, tapi kalau tidak juga tidak apa apa, tapi tetap sumbernya harus ada...tapi pada saat sudah bagian diskusi,itu harus terlihat bagaimana si penulis itu mampu memperlihatkan analisisnya berbeda sesuai dengan fokus dia... kalau mengambil teori yang di pakai orang lain tidak termasuk pada kategori plagiat. Itu sah saja.Tapi kalau latar belakang, pembahasan tidak bisa. Karena bahasan itu khan sudah otaknya orang terus di salin kembali itu tidak bisa! Tapi saya tidak tahu bu. Ini khan pendapat saya sendiri. Bisa saja salah (Nadia Interview October 2012).*

Literally translated into English:

> *I think plagiarism occurs if we directly take other's work except for theories. So for example like this ..in skripsi there is chapter 2 about the theory. I think it okto take it. The theory I meant*

*in textbook but not for the discussion and analysis chapter, the writer needs to show the differences because it is about the analysis and the analysis belongs to the person who wrote it. I believe  would be ok either  it comes from the original book or not. I meant if the original book or original source is available is good but if there is no available it will also be ok. That's not the plagiarism exercise. But if it is related to the background and discussion we should not do that because it involves other's thought. I believe we cannot do that! But I do not know. This is only my understanding. I might be wrong (Nadia, Interview October 2012).*

*Bagi saya...kalau ada sebuah tulisan misalnya yang bicara tentang beberapa langkah penting bagi seseorang dalam belajar bahasa Inggris. Kalau orang tersebut misalnya mengambil dari ide ini maka ia seharusnya memakai kata kata dia sendiri itu menurut saya ok. Sebab kalau tidak dia akan termasuk pada kategori plagiat(Maya, Interview October 2012).*

Literally translated into English:

*For me...if there is a writing in one source talking about several important steps in learning English for instance. If one likes to integrate it in their writing, the person just cannot do it right away because that is plagiarism  I think. But when  the writer has been able to reorganized  the sentences by using their own words, I think it would not be clasiffied as plagiarism(Maya, Interview October 2012).*

*...Kalau pendapat orang langsung di ambil itu plagiat. Mahasiswa harusnya menulis itu dengan kata katanya sendiri. Jadi seharusnya teori itu di atas, kemudian di bawahnya mahasiswa menganilisis dengan kata katanya sendiri. Teori hanya pendukung atau pembanding. Kalau teori yang di bahas itu mereka sudah plagiat(Mufina, Interview October 2012).*

Literally translated into English:

> *...if one took other's thought as it was that's plagiarizing other's work. The students should write by using their own words. The theory should come first and then followed by the student's analysis on the theory. The theory is only used for supporting or comparing something. If the students discuss about the theory that's plagiarism!(Mufina, Interview October 2012).*

> *...Mahasiswa saya, saya minta mengutip dulu teori yang di pakai di atas baru di baris berikutnya mereka punya ulasan tentang teori itu atau sebaliknya penndapat mereka tentang sesuatu baru teori yang mendukung di bawahnya. Makanya kadang kadang orang orang bilang tulisan saya penuh dengan kutipan. Tapi saya tidak memerdulikan orang bilang begitu karena setelah kutipan itu di susul dengan pendapat saya tentang hal itu. Kalau tidak begitu caranya akan mudah terjebak dalam plagiarism (Amrin, Interview October 2012).*

Translated literally into English

> *...I ask the students to write the theory first, then after that in the next line they need to talk about that or the other way around. So for example if they talk about something what they think, it should be done analytically. Then supported by the theory. Or they write the theory first, then followed by their thought on it. That's why although others have given their comments that my writing has been full of the citations I am ok with that thought. I do that because I have to be careful otherwise it would be easier to fall into the trap of being involved in plagiarism(Amrin, Interview October 2012).*

> *... jangankan mengutip mentah mentah punya orang terus di ganti nama, malahan kalau kita ikut standard internasional tentang pembatasan plagiarism itu begitu bertingkat tingkat. Terus malahan kalau ada ide roommate karena pernah berbincang bersama, baru yang bersangkutan sudah mati. Terus suatu waktu kita ambil dan pakai idenya kalau kita pakai tanpa ada aknowledgement mengenai hal itu, itu kita sudah plagiat! (Davis Interview October 2012).*

Translated literally into English

> *...It is not just about entirely took other's work and presented that as their own, but if we consider the International standar to count on plagiarism and its multiple categories of plagiarism, it is even more restricted. Say for example if there was your roommate's idea from the past time discussion and you took that as yours though the person was dead already, it is plagiarism! (Davis, Interview October 2012).*

> *...bahkan kalau mengambil satu kalimat saja ataukah satu ekspresi yang punya makna tertentu itu sudah plagiat!(Naima, Interview October 2012).*

Translated literally into English

> *...Even it was about one sentence taken or one expression that has the certain meaning; if we took it, that is plagiarism! (Naima, Interview October 2012).*

> *...malahan lebih ketat lagi. Saya dengar dari teman saya[menyebutkan nama teman itu]bahwa walaupun hanya menjadi anggota tim dari suatu penelitian tapi jika orang itu tidak memberikan kontribusi dalam pemikiran dan isi penelitian itu maka orang itu sebenarnya sudah plagiat (Hilman,, Interview October 2012).*

Translated literally into English

> *...it is even more restrictive. I heard my friend [mentioned the name] explains that even for becoming a member of the research team, if the person has not given any contribution of the thought and discussion, he or she is classified as doing plagiarism (Hilman, Interview October 2012).*

> *...saya punya memang tidak boleh. Saya pernah di keluarkan dari team teaching karena saya tidak meluluskan mahasiswa yang saya periksa tugasnya uuuh saya dapatkan mengambil dari internet [artinya mengcopy paste..khan tugasnya saya baca uuh kelihatan sekali bukan pikirannya sendiri. Oh ini menurut saya sudah tidak benar memang saya tidak kasih*

*lulus. Waktu itu saya pegang tiga kelas rata rata satu kelas itu sekitar 40 sampai 50 orang, yang lulus mungkin Cuma 10 orang  Sampai sampai saya di keluarkan dari tim teaching oleh fakultas yang bersangkutan (Kasman, Interview October 2012).*

Translated literally into English

*...I will not allow it. I ever experience to be get rid of the team teaching because the students whose written assignment was correcting and being caught and indicated as being plagiarized, did not pass the subject/the course. I would recognise easily if they just copy paste it from internet. It appeared as not their own thought. It is not the right thing I believe. So that they did not pass. At the time I was teaching 3 classes which consisted of 40 to 50 students in each class and it was about 10 students only for each class passed the subject, subsequently I was being got rid off from the team teaching by the faculty where I taught the subject... (Kasman,, Interview October 2012).*

The recollections of the lecturers above showing their understanding on the issue discussed are varied. Some show their of plagiarism exercise is more related to how one cites or  takes other's work directly without any acknowledgement of the source while others express the careful care of how to quote a theory (for instance by putting the theory first then following by his or her analysis into it). There are also lecturers indicating their views about what they count as plagiarism are focussed only on citing other's work entirely, with no recognition of the sources. These are derived from the recollections of  lecturers Maya and Mufina. This type is integrated by  Singh, Fook and Sidhu (2006) in their book when discussing the class of plagiarism that according to related literature as 'global plagiarism' (cited from Arsyad 2011).

Some of the recollections also represent what they their views by plagiarism is not only cover the classification of the global plagiarism but even capture the small citation with no acknowledgement ( see

Naima's understanding above). Moreover, in Davis' recollection however, there is a new perspective offered in regard to what it counts as plagiarism, which even the idea had been gathered and copied from a roommate who died already, and the informal conversation among the two friends took place years a go, the person however, would be accused as involving in the plagiarism practice if she or he did not acknowledge where the idea derived from. This has strucked us, and widened our views that the understanding of plagiarism and the levels covered are multiple than perhaps what some scholars holding and believing now. Especially in the context of scholars and writers in Gorontalo province, Indonesia, the knowledge of what it counts as plagiarism and related influential factors impact on the issue is important to be widespreadly spreaded.

Meanwhile one may have misunderstood or perhaps show a lack of knowledge of what has been meant by plagiarizing other's work, and how a citation of a theory takes place in an academic writing form. For example, among the recollections above, there is one lecturer has made the classification of what can be taken from other's work and what should not, such as Nadia's recollections about the teori above. In Nadia's point of view the theory either that is originated from the text book [means primarily] resources or secondary resources is acceptable as long as it was just taking the theory while this is not allowed the same thing for the part of analysis and discussion of the other. More clearly, Nadia believes that it would be fine for someone to cite the theory used in one's thesis or skripsi as long as the theory is also suit and useful to be used in their's research for example. 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 thought, which were inappropriate and ethically wrong to be copied for one's writing. In the last part of

Nadia's recollections however, she seems to be not confidently sure on the arguments she made by saying that it was only her thought and she might be wrong.

Having portrayed some of the recollections above, we decided to not take the position in making the judgements, and depthly analysed the highlighted recollections above in terms of to whether they are conceptually right or wrong. This stand point we make due to various reasons including the ethical matters in the context of this study conducted. Yet, we just highlighting the data show the understanding on plagiarism of the lecturers interviewed are diversed though for Nadia's recollection explaining the citation of the theory appeared to representing her lack of knowledge on the issue discussed. This might also show that she has not develop yet her reading capturing what people have discussed and even debated in the literatures about what is plagiarism and what it counts as plagiarism exercise. In addition, her knowledge and skill of how to cite and integrate the related theories in our academic written work is also need to be further clearly clarified, which has gone beyond this study focus.

In relation to all the varying views of what counts as plagiarism, we suggest that depthly discussion among the lecturers both for each department and across the faculty is extremely important and critical to be immediately established.  In so doing, various related literatures on the issue and how it works, and applied should be integrated which subsequently creating a clear guidelines to be used as a parameter and implemented within department and faculty level, and thus contributing in facilitating  and improving the academic control quality of the scientific written work of the people who are not only for students but also for among the teaching staff in the faculty.  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 will

be also further developed in other section of this chapter when the researchers explored the intervieweed views on the issue.

The next important point discovered during 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 adversely impact of the internet access (Naima, Kasman, Mufina, Maya and Armin) while others point for the lack of academic writing skill, the different standard and people's perception have concerning the sucessful of learning and teaching indicator( Inayah, Yasmin, Kasman, Davis and Hilman), as well as the absency of the standard needed and required as one way to stop the spreading of plagiarism exercises within their context (all the interviewees). Some examples of the teachers' recollections highlighted below:

> *Saya pikir mahasiswa tidak bisa juga di salahkan bu. Masalahnya di sini khan susah mendapat buku buku bagus yang di butuhkan mahasiswa...susah sekali Apalagi buku buku yang berkaitan dengan jurusan [the name of the department mentioned] khan susah sekali. Saya juga merasa kasihan pada mahasiswa...(Maya, Interview October 2012).*

Literally translated into English:

> *I believe students should not be blamed mom..the reason is it is too difficult to find the good books they need. ... in particular the books related to the department [the name of the department mentioned]are difficult and not available. I feel sorry for them(Maya, Interview October 2012).*

> *...Tidak ada ide mereka untuk menulis(Nadia, Interview October 2012).*

Literally translated into English:

*…They do not have ideas to write(Nadia, Interview October 2012).*

*…Trus ini bu waktu yang mepet bagi mereka untuk menulis itu..misalnya di pengalaman saya waktu siswa harus menuliskan proposal untuk suatu kompetisi [menyebutkan nama kompetisi itu], uuh dengan waktu yang mepet makanya begitu di periksa banyak copy paste, ada yang mereka ambil tulisan yang lokasi penelitiannya di makasar misalnya, baru Cuma ganti nama lokasi dan sedikit ganti di sana sini.. pokoknya plagiat terjadi dalam hubungan dengan kegiatan menulis pada kompetisi ini(Maya, Interview October 2012).*

It is interesting to note that in the recolections of Maya and Nadia; they are holding the belief that the students are involving to plagiarize other's work due to to the students' lack of idea to write. In accordance with this belief we would like to argue that while perhaps it is true the lack of idea may have become the cause of the problem, that is the sucessful of teaching and learning in academic writing and its success, we consider as the crucial influences to the problem. In particular for the course of academic writing, it is concerning the content of curriculum where contains the course or some related courses in each department, in which enabling to accomodate and facilitate the students to be able to meet with the expectation of the subject objective.  In relation to this argument we also would like to stress that the role of a teacher is vital for being able to facilitate the students' in their learning practice so that they will confidently can write and explore more ideas for their written work.  It seems there is something missing between what the lecturers' belief and what actually expected for the process of learning and the indicator success for the students to learn the writing course or the related courses, accomodating students to be able to write independently, and ethically and academically accepted.  In addition the notion of agency and empowerment, a concept which goes to recognize the

learner's capacity and role in the process of learning (Lantolf and Pavlenko 2001) is also important to be embraced and embedded in the learning process where students should be facilitated in the process of being and becoming independent learner so that the goal above can be achieved, for being independent and skillful writer.

Meanwhile the avaibility of the internet access also has been pointed by some lecturers as one of the factors influencing students to plagiarizing other's writing and claiming as their own works (Naima, Kasman, Mufina, Maya and Armin). Here are some examples of the views:

> *Sekarang ini apa saja bisa di cari di internet dan pengaruh negatifnya juga cukup banyak sehingga plagiarisasi juga menjadi menyebar di mana mana. Itulah mengapa ada beberapa dosen di jurusan saya kalau kasih tugas mereka wanti wanti tidak boleh cari sumber pendukung tulisan dari internet! (Armin, Interview October 2012).*

> *Sekarang ini mahasiswa juga pintar pintar mau mengakali dosen karena tugas tugas tertulis yang mereka buat mereka ambil dari internet dan tinggal di ganti sana sini. Kalau saya mau memeriksa saya usahakan saya online agar saya bisa langsung melakukan pengecekan kalau mereka itu plagiat atau tidak(Maya Interview October 2012).*

> *Oh saya tidak mau kasih ampun dalam hal ini. Saya tahu pengaruh sumber sumber di internet akan sangat banyak membuat mahasiswa juga tidak segan segan main ambil. Nah saya punya saya baca betul periksa betul khan akan ketahuan yang ambil dari internet. Memang saya tidak kasih lulus!... (Kasman, Interview October 2012).*

The lack of academic writing skill and the different standard of people concerning the indicator of sucessful learning and teaching are also critical factors, which adversely impact on the practice of

plagiarism. There are five lecturers (Inayah, Yasmin, Kasman, Davis and Hilman) have raised these points.

> *...kemampuan menulis mahasiswa harus lebih di kawal. Ada dosen dosen yang kalau tugas tapi di biarkan begitu saja sehingga sebenarnya mahasiwa itu ingin belajar dan mau belajar untuk bisa menulis tapi tak ada pengawalan...apalagi kalau kaseh tugas menulis terus tidak ada feedback yang jelas yang di berikan untuk mahasiswanya bisa memperbaiki dan di kembalikan lagi(Inayah, Interview October 2012).*

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> *Menulis itu butuh proses yang terus menerus tapi banyak mahasiswa kita ini sebenarnya mampu tinggal bagaimana mereka lebih di akomidir untuk berlatih (Yasmin, Interview October 2012).*

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> *Ada mata mata kuliah yang bisa mengintegrasikan kemampuan menulis dengan kemampuan penelitian misalnya saya berpikir itu cara cara mengutip itu sangat penting sehingga mahasiswa juga punya modal (Armin, Interview October 2012).*

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*Mata kuliah menulis itu sangat penting sekali terus juga tergantung dari dosennya. Kalau dapat dosen yang asal asal yaa mana mahasiswanya bisa tertarik untuk belajar dengan penuh semangat. Terus di mata kuliah itu misalnya writing 3 dan 4 khan memuat banyak point point yang mengawal kompetensi yang harus di capai oleh mahasiswa dalam hal meningkatkan ketrampilan menulisnya misalnya menulis essay dan menulis proposal penelitian misalnya(Davis, Interview October 2012).*

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The recollections which highlight the importance of writing for the students also has closely linked to the importance role of the teacher, recognising of the multiple roles that a teacher or a lecturer should play including to not only facilitating better learning activities and practices for developing the students' writing skill but also for being able to highly motivate students continously, and encouraging and facilitating the students for appropriate and sufficient writing feedback. The writing skill, the teacher role and the importance of the feedback are interelated each other because the better the feedback, the better process can be exprienced, and thus resulting

better of good quality writing. Those all formed from the critical role played by a lecturer in that subject or in other related subjects. Tracing back the findings of the previous research which focussing on exploring the students' view on plagiarism and its related matters from the students in English departments (Basalama and Dama 2011), some of the students' recollections similarly highlighting the minimal feedback or the experience they had from a number of the lecturers while required some written assignment with no feedback given. Consequently it would be difficult for the students to develop their writing skill due to this problem. In addition, the minimal feedback the students experienced might even created other problem which is facilitating opportunity for the students to steal other's work without being affraid to be caught, as confessed by some students intervieweed in the previous study (Basalama and Dama 2011: 22).

Another critical factor which causes students to be easily plagiarize is the different standard of the sucessful of learning and teaching indicator, perceived by some people. The reported views of the five lecturers (Inayah, Yasmin, Kasman, Davis and Hilman) have different versions of the story which we believe are important to be extremely concerned by academic people who are caring with the better quality of education as well as in facilitating better learning for building up and developing the students' character.

> *...Saya pernah di keluarkan dari team teaching karena saya tidak meluluskan mahasiswa yang saya periksa tugasnya uuuh saya dapatkan mengambil dari internet [artinya mengcopy paste..khan tugasnya saya baca uuh kelihatan sekali bukan pikirannya sendiri]. Oh ini menurut saya sudah tidak benar memang saya tidak kasih lulus. Waktu itu saya pegang tiga kelas rata rata satu kelas itu sekitar 40 sampai 50 orang, yang lulus mungkin Cuma 10 orang untuk setiap satu kelas Sampai sampai saya di keluarkan dari tim teaching oleh fakultas yang bersangkutan karena hal ini (Kasman, Interview October 2012).*

Translated literally into English

> *...I ever experience to be get rid of the team teaching because of the students whose written assignment was correcting and being caught and indicated as being plagiarizing other's wotk, did not pass the subject/the course. I would recognise easily if they just copy paste it from internet. It appeared as not their own thought. It is not the right thing I believe. So that they did not pass. At the time I was teaching 3 classes which consisted of 40 to 50 students in each class and it was about 10 students only for each class passed the subject, subsequently I was got rid of from the team teaching by the faculty where I taught the subject...  (Kasman,, Interview October 2012).*

> *...Kami sampai larut malam memeriksa tugas tugas mahasiswa jadi memang kalau yang coba coba plagiat kami temukan. Konsekuensinya tidak lulus! Tapi susah di sini bu. Lucunya pernah suatu waktu saya ini di telpon bu oleh seseorang yang dalam kapasitasnya dan membicarakan mahasiswa yang saya tidak luluskan agar saya bisa merubah keputusan saya itu...pokoknya yang bersangkutan itu yang seharusnya malah mendukung kita untuk menegakkan kebenaran saya pikir[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).*

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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 intelectual 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. Or in other words, for those people's beliefs the more students passed, the better the reputation they performed.

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 what they 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, that 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 in facing with all temptations sorrounding.

Next, of all perceptions shared by the lecturers, that is the unavailability of the  clear guideliness is also considered influential to be brought into discussion. As a consequence, it seems to adversely impact on the spreading of plagiarism practice on this study context.

All the eleven interviewees have raised this issue. The following are some examples of the lecturers' reported view.

> *Itulah kenapa saya pikir mahasiswa tidak bisa kita salahkan juga karena belum ada format yang jelas tentang plagiat ini mana yang termasuk plagiat mana yang tidak. Ada juga mahasiswa yang mempergunakan kesempatan dalam even even besar misalnya di ujian skripsi di mana waktunya mepet baik bagi mahasiswa itu sendiri maupun bagi jurusan yang mengejar wisuda.. (Rahul Interview October 2012).*

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).*

> *Belum ada format yang jelas yang mengatur tentang persoalan plagiat...jadi membingungkan juga karena bisa sama sama antar dosen kita berbeda dalam menilai yang mana yang plagiat yang mana yang tidak(Mufina,Interview October 2012).*

Literally translated into English:

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

> *Maksud saya kalau dosennya saja bingung dan masih tidak memiliki kesamaan persepsi tentang apa itu plagiat bagaimana mau mengawal pemberantasan plagiat di kampus...perlu saya pikir harus ada kejelasan standar yang di pakai dosen untuk*

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Overall the eleven lecturers in this study highlight similar case of the absency of the standar available. It seems to be the most critical factor causes the uncertainty of what the parameter should be followed by a lecturer which consequently impact on the control by a lecture in assesing students' written work. The confusion and the uncertainty would be therefore  negatively contributing to the spreading of plagiarisme exercise within the environment.  In short, the all explanations and recollections of the interviewees show that there are factors which influence the practice of plagiarism in their academic environment including the negative  cultural beliefs of what indicator of success in learning, and there is no certain standard or guidelines available, and can be useful parameter in dealing with plagiarisme practice exist in students' written work.

Interestingly, all the interviewees concern that there are many plagiarism practice exist, where students are easily doing the 'copy paste' for their written assignment. However, estimating for approximately 50%  or more students are involving in the misconduct practice, all the interviewees seemed to hold optimistic attitudes and beliefs that the amount will be diminished significantly soon after the future. They further illustrate that there have been various attempts and initiations made in their academic atmosphere, showing

the participations in  many ways, as a result of people awareness on the issue, and later will subsequently influence in diminishing the practice.

More specifically, the majority of the lecturers appear to holding the belief that in the future the existing number of the academic misconduct will be far more diminished due to the various initiations started to fight with the practice. For example, since 2011, the 'Anti plagiarism campaigns' is annually held on the May 2th (the date of celebrating Indonesian national day), where the campaign consists of students across departments in the faculty, and might be also embraced students from outside faculty in UNG; walking a long certain spots in the University neighbourhood to promote change and socialise anti plagiarism exercise within university life. Initially this campaign was initiated by lecture who was running the course of speaking skill in English department and therefore the campaign was only addressed by the students who were doing the subject. Later, the campaign facilitated and integrated by and under the umbrella of the faculty which embracing students across departments in order to raise more awareness on that issue.

The lecturers intervieweed, further explain that the campaign also has been extended in different forms across faculty and university such as researching on that issue, presenting in a seminar, and socialising more for gaining more awareness, and thus result further action to fight with the academic crime. In their recollections, they perceive that those all different forms of campaingns have been enlighting and motivating them in many ways, and thus believing the success rate in stopping the spreading of plagiarism practice within their circumstances is more encouraging and promising.

Here are some examples illustrated the lecturers' thoughts:

> *Belum ada hukum atau kayak regulasi begitu yang mengatur tentang plagiat tapi gerakan gerakan tentang plagiat itu sudah*

*ada yang dulu dulunya khan tidak ada. Misalnya dalam rapat rapat atau pertemuan pertemuan dalam kegiatan ilmiah sudah ada dan selalu saya dengar di sentil itu plagiat dan mengapa plagiat tidak boleh. Saya pikir itu bagus. Karena ada istilah harus ada berbunyi dulu. Di umpamakan seperti Baliho Baliho tentang Adnan Dambea, biar orang mulai kenal dulu (Mufina, Interview October 2012).*

Literally translated into English:

*There is no law or regulation covering about the plagiarism but there have been some activities or movements were not existing in the past time. For example,in various meetings, or in scientific activities or matters, the issue has been often touched of what is plagrism and why its practice is not allowed. I think those are good ones. This is because there is a term or an expression saying that the importance there is a sound or a propaganda first. For example like the banners of Adnan Dambea. So even only just to spread the knowledge(Mufina, Interview October 2012).*

*Alhamdulillah saya bersyukur sudah ada banyak gerakan gerakan dan suara suara yang mempropagandakn ini. Dulu dulu khan tidak ada yang begitu begitu. Contoh kayak di FSB ini khan sudah ada kampanye anti plagiat. Yang tanggal 2 Mei lalu itu khan muncul kampanye anti plagiat dan kalau tidak salah mahasiswanya sudah gabungan FSB(Armin, Interview October 2012).*

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*Di mata kuliah yang pada dosen masing masing kami selalu menyuarkan itu pada mahasiswa sejak di mulai satu dua tahun yang lalu menyusul suara suara yang mulai memperdengarkan tentang plagiat itu [sebut nama dosennya]. Dulunya seperti tidak tersentuh topik plagiat ini. Trus juga sekarang ada jurusan sudah mulai bicara bicara itu di tingkat jurusan tapi yang secara formal dan ada format yang di hasilkan untuk di kawal bersama pelaksanaanya belum ada (Naima, Interview October 2012).*

Literally translated into English:

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The examples of the reported views show that there has been a new movement begins within their academic circumstances manifesting through various activities, and thus consequently developing awareness and concerns to provide more actions in fighting with the academic misconduct occurs in their sorroundings.

Having illustrated these, our discussion and analysis will further move to depthly describe about some strategies and ways offered in a way to diminish the practice across department and faculty, and thus later can be broadly extended in University level.

## How To Avoid Plagiarism: Strategies and Ways To Offer

The earlier sections have identified and discussed the students' understanding regarding issues of the conception of plagiarism and, plagiarism exercises related with themselves and within their

academic circumstances. Then it is followed by the discussion of the lecturers' views and thoughts on that issue. This section in particular highlights some strategies and ways gathered from the lecturers interviewed, pinpointing some key points in regard to strategies used, the establishment of regulation, as well as the multiple level of socialisation and trainings which can be applied and implemented. Those ways and strategies developed through the interview and embelisshed with the students' data will be further discussed in the following.

The clear understanding of what it counts as plagiarism is considered vital as one of the ways in campaigning anti plagiarism. Some lecturers seem to be critical in this matter and argue that the clear distinction of the issue needs to be soon established in multiple level of University. They believe that the unclear lines of this plagiarism characteristics within their academic sorroundings have caused adversely effects for the spreading of plagiarism practice. Here are the examples of the lecturers' thoughts:

*Pertama tama harus jelas dulu apa itu plagiat maksud saya bagaimana seseorang itu di sebut sudah berplagiat. Karakteristik bu, maksud saya ciri cirinya yang bagaimana itu plagiat menurut kita di sini. Harus jelas dong. Kenapa saya bilang begitu karena bisa saja menurut kita itu plagiat, dosen lain tidak begitu. Nah di sini itu belum jelas tentang hal ini....masih bervariasi soalnya tidak ada pembatasan yang di lakukan. Saya rasa selama itu belum ada susah bu. Jadi maksud saya ada semacam apa namanya kode etik akademik. (Hilman Interview October 2012).*

Literally translated into English:

*First, It needs to be clear what it counts as plagiarism practice, how one is identified has applied this practice. I mean 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 environmet is still unclear. There are still alot 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 comittee(Hilman Interview October 2012).*

*Maksud saya kalau dosennya saja bingung dan masih tidak memiliki kesamaan persepsi tentang apa itu plagiat bagaimana mau mengawal pemberantasan plagiat di kampus...perlu saya pikir harus ada kejelasan standar yang di pakai dosen untuk menetapkan apa itu plagiat, dan yang bagaimana seseorang itu di klasifikasikan berplagiat...(Armin, Interview October 2012).*

Literally translated into English:

*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 standar of the the term in terms of its understanding, and how one is classified as exercising the plagirism... (Armin, Interview October 2012).*

*Itulah kenapa saya pikir mahasiswa tidak bisa kita salahkan juga karena belum ada format yang jelas tentang plagiat ini mana yang termasuk plagiat mana yang tidak. Ada juga mahasiswa yang mempergunakan kesempatan dalam even even besar misalnya di ujian skripsi di mana waktunya mepet baik bagi mahasiswa itu sendiri maupun bagi jurusan yang mengejar wisuda...makanya harus ada kejelasan standar kalau tidak pada saat memeriksa dosen jadi bingung mana yang dan mana yang tidak (Rahul Interview October 2012).*

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..therefore there should be a clear standar which otherwise when checking the student'swork, 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 scholars in order to be in front line in diminishing and or even stopping the practice of plagiarism in both inside and off campus. 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 succeded.

The other point suggested is the university must have plagiarism software detection after formulating and establing the standard needed. Some lecturers have commented that the software is quite useful as it embrace many different languages. 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 assesing their students' assignment, and or even their own writing before sending for publication. The offered expression of the lecturers presented in the following:

*Universitas harus ada itu bu plagiarism tool detector yang namanya 'Tuneitin' ...itu khan investasi bagi universitas dan saya pikir universitas harus mampu menyediakan alat ini. Bagusnya bisa menangkap beberapa bahasa sehingga bukan saja untuk versi tulisan bahasa Inggris tapi juga Indonesia. .... dan ada juga hal hal penting yang harusdi hentikan atau juga*

*di cegah terjadi yang akhirnya mengakibatkan terjadinya praktek plagiat yaitu adanya minimal feedback dari dosen juga dosen dosen yang memberi tugas tidak memeriksa tugas. Hal itu banyak juga terjadi pada dosen dosen di sini bu ..yang parah kalau yang beberapa orang misalnya kami kami ini sudah berusaha komitment dengan tanggung jawab memeriksa tugas yang menurut kami memang itu harusdi lakukan dosen. Sampai tengah malam malahan kadang kadang tidak tidur agar dapat menyelesaikan tugas memeriksa eeh waktu kedapatan khan di tugas itu yang plagiat jadi memang kami tidak kasih lulus bu, tidak ada cerita! Khan kalau mereka lulus akan tidak adil bagi mahasiswa lain khan dan juga memang itu kriteria yang kami pakai di mata kuliah dan di bicarakan di kontrak perkuliahan. Apa yang terjadi? Eh kami mendapat sorotan dari pihak tertentu dan seakan mendesak kami agar harus meluluskan! Bayangkan ini. (Davis, Interview October 2012).*

*Oh iya bu, lagian kalau seperti itu kami seperti jadi terpinggirkan.. Di anggap merugikan mahasiswa...tapi kami tidak pusing jalan terus...jadi ada semacam apa namanya itu budaya atau konsep berpikir itu(Davis, Interview October 2012).*

Literally translated into English:

*Universitas harus ada itu bu plagiarism tool detector yang namanya 'Tuneitin' ...itu khan investasi bagi universitas dan saya pikir universitas harus mampu menyediakan alat ini. Bagusnya bisa menangkap beberapa bahasa sehingga bukan saja untuk versi tulisan bahasa Inggris tapi juga Indonesia. .... dan ada juga hal hal penting yang harusdi hentikan atau juga di cegah terjadi yang akhirnya mengakibatkan terjadinya praktek plagiat yaitu adanya minimal feedback dari dosen juga dosen dosen yang memberi tugas tidak memeriksa tugas. Hal itu banyak juga terjadi pada dosen dosen di sini bu ..yang parah kalau yang beberapa orang misalnya kami kami ini sudah berusaha komitment dengan tanggung jawab memeriksa tugas yang menurut kami memang itu*

*harusdi lakukan dosen. Sampai tengah malam malahan kadang kadang tidak tidur agar dapat menyelesaikan tugas memeriksa eeh waktu kedapatan khan di tugas itu yang plagiat jadi memang kami tidak kasih lulus bu, tidak ada cerita! Khan kalau mereka lulus akan tidak adil bagi mahasiswa lain khan dan juga memang itu kriteria yang kami pakai di mata kuliah dan di bicarakan di kontrak perkuliahan. Apa yang terjadi? Eh kami mendapat sorotan dari pihak tertentu dan seakan mendesak kami agar harus meluluskan! Bayangkan ini. (Davis, Interview October 2012).*

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The reported view above show that the facilitation of the software should become a priority for the university in concerning on that issue. The software will be the tool which helping lecturers and students who are involving in the assignment process to ensure the written work they are working is free from the plagiarism exercise. The other beneficial is in term of time consuming, the tool will be more sufficient and efficient enough for detecting the misconduct practice. we also believe that the tool will be helpful not only facilitating and helping lecturers in their teaching and assesment process but also contributing in many ways to other related University Boards such as Research institution (or also known as LEMLIT) and Community Service Institution (LPM) in research paper selection process, which recently the budget located to support the University research has been signicantly improved, and thus should be accompanied by the control quality services in terms of writing which academically and ethically appropriate.

Other strategy offered is the clear regulation that covers about punishment and reward given. The majority of the interviewees

believe that the needs to establish regulation capturing what kind and level of punishment given to students, and or lecturers who caught do plagiarizing other's work  as well as what kind and level of reward given to ones who have been recognised as the influential figures in fighting the miscounduct practice is crucial to be soon set up as a manifestation of the serious concern and action the institution put on this academic offence.

> *Saya pikir penting sekali untuk ada kejelasan kejelasan tentang aturan dan sangsi apa yang di berikan pada yang ketahuan melakukan plagiat. Begitu juga misalnya bagi yang sudah berjasa atau mahasiwa yang aktif berpromosi atau hasil tulisannya memang sangat bagus dan mentaati berbagai hal hal yang berkaitan dengan cara mengutip yang benar dan memperhatikan berbagai hal ini khan sangat menyemangati kalau ada perhatian yang di berikan untuk hal ini(Hilman, Interview October 2012).*

 Literally translated into English:

> *Saya pikir penting sekali untuk ada kejelasan kejelasan tentang aturan dan sangsi apa yang di berikan pada yang ketahuan melakukan plagiat. Begitu juga misalnya bagi yang sudah berjasa atau mahasiwa yang aktif berpromosi atau hasil tulisannya memang sangat bagus dan mentaati berbagai hal hal yang berkaitan dengan cara mengutip yang benar dan memperhatikan berbagai hal ini khan sangat menyemangatio kalau ada perhatian yang di berikan untuk hal ini(Hilman, Interview October 2012).*

All the lecturers' recounts stress the importance of establishing the regulation where there is a big concern given to clearly distinguish of what the consequence will be given to one who caught stole other's work without appropriate acknowledgement on the citation. As also emphasized in Rahul's collection: *"the consequences should be clear which in consequency the punishement given will also clear" (Rahul, Interview October 2012).* In relation to this, we also would like to

add that currently, it is true that in the university, there has no clear distinction which oficially announced in the piece of legalised form explaining the regulation meant by the lecturers. It is true that there has been 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 its matters including the punishment involved if one being caught has broken the rules. Yet, we would like that there has been also a statement in the letter saying that every university is given the opportunity to depthly analyse to what extend the regulation would be implemented in every context.

The multiple level of socialisation and trainings which can be applied and implemented is also has been pinpointing by the interviewees as one of the ways to promote change in banning the plagiarism practice in multiple level at university.

> *Perlu sekali untuk hal hal yang berkaitan dengan socialisation ini di angkat terus menerus karena terus terang saya senang sekali akan gerakan gerakan yang di lakukan itu termasuk kampanye yang lalu. Terus sekarang juga kalau tidak salah saya dengar ada juga penelitian tentang ini dar fakultas kita [menyebutkan nama] yang menang penelitian di Lemlit itu. Juga rapat rapat yang membahas ini...(Armin, Interview October 2012).*

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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 iniated and built up from the small unit first, which is department. Although pointing out that the general guideliness is necessary needed to be firstly establishing from the University level, then followed by Faculty and department in the context of UNG, some lecturers have sent the message that the initiation of depth discussion on the issue and the needs of parameter or standard should be iniatiated first from the department, considered as a small unit which often be more succesful to start introduce and embrace a change. Here are their recollections:

*Maksud saya kalau dosennya saja bingung dan masih tidak memiliki kesamaan persepsi tentang apa itu plagiat bagaimana dengan mahasiswanya kasihan...perlu saya pikir harus ada kejelasan standar yang di pakai dosen untuk menetapkan apa itu plagiat, dan yang bagaimana seseorang itu di klasifikasikan berplagiat...dan di mulai dari jurusan karena akan lebih terkawal dan lebih terbangun semangat bersama untuk membawa kemajuan dan melakukan perubahan...(Armin, Interview October 2012).*

Translated literally into English:

*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).*

Drawing on the reported views of the lecturers it is clearly showing that there is a high level of expectation derived from the bottom level that the activities of anti plagiarism campaign should

be maintained and developed in various ways and forms so that the implementation and its success are more promising and motivating.

This chapter has covered and discussed the students' views and understanding of what is plagiarism and other related factors influenced the views. Then afterwards, the analysis have gone to understand the lecturers' views and thoughts on the plagiarism and its practice. In the last part of this chapter, strategies and ways explored from the depth interview discussion also have been highlighted.

Through the discussion of all sections in this chapter, some major points can be drawn in the following. Firstly, it is revealed that the students' knowledge and perception on plagiarism and how it works are quite promising across the four departments in the faculty. Overall students in the faculty have shown that they are having a certain level of knowledge on the issue although there is a fluidity from students of one department to another.

To sum up, sustainable efforts should be conducted in order to avoid plagiarism. First of all, lecturers should be given an opportunity to add more knowledge about plagiarism, so that they will be able to conduct some valuable efforts from classroom level in order to avoid plagiarism. The availability of a set of regulation and guidance related to plagiarism are equally significant to provide in order to avoid and eradicate plagiarism practices in faculty of letters and culture (FSB).

*CHAPTER IX*

# CONCLUSION

**Conclusion**

This chapter reviews some key points and concepts found in this research, particularly focusing on how the students perceive various issue on plagiarism practice within their learning context and whether there is a thread between the views the students have and lecturers' view on the issue itself including ways and strategies offered to diminish or to even stop the practice of the academic misconduct in their academic lerning circumstances.

Along the discussion and analysis across chapters in this research, some conclusions can be drawn. Students' views on plagiarism practice and how it influences to them appeared to be significant. Students are both familiar and aware that issue of plagiarism should be taken into a serious consideration.

This study gives the insight that there are phenomenons emerge regarding students perception on the issue of plagiarism. Despite the fluidity of the students across the departments, all students appeared to show the certain level of awareness on the issue of plagiarism and it seems they are similarly understood that the practice is a kind of crime, and thus should a student should get rid of this practice from their academic writing experience. Moreover, according to the data findings, all the students and lecturers are optimistically

believe that the practice can be diminished and banned from their learning context despite several difficulties and challenges take place in their environment including the unclear regulation and standard as anfluential factor to create and maintain the quality control for one in their writing and other related in academic written works and documents. Or in other there will an ignorance on that issue and its practice where spreaded like a virus everywhere. As the result, we have come to conclude that students across departments seemed to show that there is a thread between perception and the lecturers' views on the issue and its matters.

## Recommendation

Drawing on the investigation of students and lecturers'views, and tracing back what the underlying reasons and objectives we have in mind when conducting this study, we further offer some recommendation of this research which will be presented as the following.

First. It is very important for the policy makers in the multiple role and position within University to establish immediately in examining what steps need to be set up and apply about the plagiarism issue and its matters including the parameter needs by students and lecturers, the regulation and the implementation steps toward it, so that there is no more confusion take place among the scholars and thus improve the learning quality within the academic environment in this context.

Second. It is also important and critical to decide which steps should be implemented in the first place so the benefits gained by every one involved in this matter in the various level will be more efficient and applicable. We suggest here the university required to open more opportunity for the lecturers and other university staff to join certain trainings or workshops regarding the issue so that

it will be beneficial for all institutions to create a healthy academic environment, a healthy situation that is a better place to educate character building.

Third, other motivating and encouraging language with all the information which sending anti plagiarism campaign such as posters, newsletters, bulletin, flyers, brochures, banners and other publisher types are necessary and needed to be spreaded widely in various locations within the campus. Another way that is possible to do by the University people whose voices are powerful to impose change, is reducing problems regarding limited resources by providing or facilitating students and the university staff with adequate reading and learning materials. This step is appropriate enough to diminish their frustrating feelings, and is likely effective to adjust their habit plagiarizing via Internet.

Next, There is another issue that should be taken into account which unfortunately appeared to has not been touch yet in this study is paraphrasing skill which extremely believe is crucial to be taken into account for one to being able to or unable to write by themselves.

The next and the most important step which this study would like to recommend is the university's action, for example: to enforce adequate policies in which should briefly cover three elements, namely: detection, regulations, and punishments regarding the practice of plagiarism; to empower students and all the university staff with roles and responsibilities. Other than them, university must have plagiarism software detection and must ensure that all the university staff especially the lecturers should always spell out about the issue of plagiarism and must initiate periodical awards or recognition to those who are beneficially able to show innovation in promoting anti-plagiarism.

Some steps explored above are strategies that should be considered by the university especially English teachers to be incorporated into

their classroom practice in order to create and increase students' awareness of what plagiarism and plagiarism exercise, which should be avoid by an intellectual by all means.

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