ANALYSING THE EFL UNDERGRADUATE STUDENTS' PLAGIARISM IN WRITING ACADEMIC PAPERS

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Abstract: This research is aimed to identify the forms of plagiarism and to reveal the factors contribute toward the emergence of plagiarism in students' undergraduate research papers. The method used is qualitative approach using content analysis. The data collection was done through analysing documents (respondents' papers) and interviewing the respondents and the lecturers of a private college in Bogor. The research found that there are three kinds of plagiarism forms produced by the undergraduate students; 1) *Totally Copy-Paste (TCP)* which means copying the texts as the same as the original without crediting the authors; 2) *Totally Copy-Paste from the Mentioned Author (TCP-MA)* means the respondents once credited the name of the author, but then they copied the original texts and pasted them as many pages as they needed without paraphrasing at all; and 3) *Copy-Paste and Deleting and/or Changing Few of Original Words (CP- DCFOW)* which is almost the same as *TCP* but few words were deleted or changed from the original sources without crediting the authors. In addition, the factors contributed toward the emergence of plagiarism were the respondents' idleness to understand the academic paper procedure, the respondents' pragmatic views during conducting their academic paper, the respondents' low confidence to write their own ideas on their academic paper, and the respondents' skill to adress their ideas into the context of English academic paper.

Key words: *higher education, academic papers, plagiarism*

INTRODUCTION

Academic environment in higher education is closely related to academic writing tasks. It is now very common to see the lecturers ask their students to write daily journals, anotations, or reading reports as the students' daily or weekly class assignments. However,

without putting more attention and good control on how students finish their tasks especially in writing the academic papers, the plagiarism issue might easily happen. The most popular terminology of plagiarism in academic paper writing is "copying-pasting". This phenomenon might be assumed as one of the worst academic crimes since it creates a bad habit of disrespecting the authors' ideas by simply claim the ideas as theirs instead of acknowledging the authors in the form of citation or references. In addition, the plagiarism doers will have lack of creative ideas to view an issue by using their reading insights. Besides, they will also have low reading exposure of academic literature because cheating never positively makes people to be good at any case at all.

In Indonesia current context of higher education, copying-pasting is mostly done by students when they were asked to write essays or any kinds of academic paper writing. They accessed internet and went to several or more websites that provided the information they needed. When they had found the most representative information, they simply copied the texts or paragraphs and just pasted them on their academic paper works without acknowledging the original sources such as the author's names, publishing year, journals titles, page of the texts they copied, and so on, as the ethic of writing procedure called as citation. Based on the above information, plagiarism in academic writing has been obviously crucial to be discussed further.

As a skill, writing can not be seen as a simple thing since it is related to many aspects. As what Pinter (2006: 74) stated, "writing is a complex skill progressing from the level of copying familiar words and phrases to developing an awareness of text structure, genres, the process of drafting and editing and writing for an audience". Students' writing skill in higher education has broader goals than just the mastery on how to write paragraphs, essays and stories. It has the same point as what Budiharto (2014: 866) states "writing skill for college students is not only focused on writing paragraph, story (either factual or imaginative story), kinds of genres and essay, but also academic writing". On the similar view, Basalama and Machmud (2014) stated,

> "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 respondents or even for lecturers as intelectuals within their academic life circumstances". (p.791)

The final product of students' academic writing task in Indonesia undergraduate program is research paper. It becomes the primary requirement to decide whether or not the respondents graduate from college or university. According to Healey and Jenkins (2009: 3) "in undergraduate research, respondents learn and are assessed in ways that come as close as possible to the experience of academic staff carrying out their disciplinary research." It is believed that the importance of conducting research in undergraduate program meets the high expectation on what contribution that students may be able to share to the world. It can be seen from what stated by Ramsden (2008 in Healey and Jenkins, 2009),

"We want all respondents to access the benefits exposure to teaching informed by research can bring. ... We believe an understanding of the research process – asking the right questions in the right way; conducting experiments; and collating and evaluating information – must be a key part of any undergraduate curriculum." (p.5)

Therefore, it is a must for students—as the novice researcher—to have good writing skill on how to conduct the research as their the primary requirement to graduate by understanding well the procedure of academic writing itself. If the students have lack of knowledge on how to conduct the research, the plagiarism will be one of the most possible reactions that they might pragmatically do in order to finish their papers.

There are several definitions or perspectives of plagiarism defined by the scholars which are essentially the same. Plagiarism means people, in this case is students, who breaking the ethics of the academic writing by stealing somebody's idea and claim it as theirs. Moulton and Robison (2002) in Shahabudin (2009: 353) stated, "plagiarism can also be seen as depriving authors of profit that is rightfully theirs (which) is theft". Plagiarism has been crucially damaging the ethic of academic paper writing in higher education since it is quite difficult to be controlled.

Plagiarism has occured from the very long time as writing production itself. As what Park (2003: 473) states "plagiarism is not a new phenomenon. Copying from other writers is probably as old as writing itself, but until the advent of mass-produced writing, it remained hidden from the public gaze." There have been a large number of research investigating plagiarism in academic writing. The research conducted by Scanlon and Neumann (2002) which was aimed at revealing the case of plagiarism mostly produced by respondents through the use of internet, reported;

"Six hundred ninety-eight undergraduates (85.9% between the ages of 17 and 23; 87.5% in the first through fourth year) from nine colleges and universities completed a survey on Internet plagiarism. A substantial minority of respondents reported they use the Internet to copy and paste text into their papers without citation" (p. 374).

Having a look from the above Scanlon and Neumann research findings, they place the most common plagiarism types produced in nine colleges and universities students' academic writings are copying and pasting texts or paragraphs into their own writing paper works without citation procedure especially crediting the authors' name as the owner of the original ideas. In further, the rising development of technology has not been running in line with the academic ethic seen from the plagiarism doers. As what another researcher, (Guterman, 2008 in Shahabuddin, 2009) reported,

"More than 70,000 article abstracts appeared disturbingly similar to other published work when scanned by a new search program... The researchers examined 2,600 of these abstracts by hand and found 3 instances of what appears to outright plagiarism." (p.353)

The above discussion has been enough to trigger the writer to finally conduct this study which is aimed at identifying the forms of plagiarism in undergraduate research paper and revealing the factors that contribute toward the emergence of plagiarism in students' undergraduate research paper.

METHODOLOGY

The respondents of this study were five graduates by initials KH, KR, SM, LSK, and NM. In addition, there were RH, MT, MLK, and LS as the four lecturers of the private college in Bogor, West Java, Indonesia. The writer used the plagiarism criteria of selection for analysing the contents of five undergraduate research papers that were chosen by purposive sampling with small number of samples by considering the particular purposes as what Gallardo (2009: 170) states "qualitative research typically involves small samples that you study in-depth (a lot of information about a few people)".

Table 1. Plagiarism Criteria of Selection

Forms of Plagiarism	Definition
Totally Copy-Paste (TCP)	The respondents copied the texts from any sources mostly online such as blog, journals, and wikipedia, without attaching the authors' names, title of journals or books, pages, and other contents at all and simply pasted them into their paper, which indirectly, they claimed those texts as theirs.
Totally Copy-Paste From the Mentioned Author (TCP-MA)	There was authors' name mentioned once in the beginning of the citation but the students copied plenty of texts as the same as the original, then they pasted for several pages without paraphrasing the texts at all.
Copy-Paste and deleting and/or changing few of original words (CP-DCFOW)	This is almost the same as Totally Copy-Paste (TCP) but the respondents changed or deleted few of words from the original sources of the text.

Beside the five undergraduate research papers, five students whose research papers proved as plagiarised and four lecturers who had ever become the respondents' research advisors were interviewed by the writer as the research respondents by using the structured-questions related to the forms of plagiarism produced by the students and the factors that contributed to the emergence of plagiarism itself.

FINDINGS AND DISCUSSIONS

In this part, the writer presented point-by-point of the phenomena found based on the data gained from the documents analysis, interview derived from the five students and four lecturers. All of the points were then synthesized to see the relations of the data gained. The points are as follow:

A. *The Analysis of Students' Undergraduate Research Papers*
The forms of plagiarism that mostly produced by the students in their research paper are as follows:
1. ***Totally Copy-Paste (TCP)*** see Table 1 for definition.
    Respondent KH produced ten TCP sentences in chapter two of her research paper. While SM produced five TCP sentences. Other respondent KR produced nine TCP sentences and LSK had one TCP sentence as the same as what was done by respondent NM. The five respondents mostly knew that plagiarism breaks the academic ethic but they still did it since there is a kind of paradigm, that breaking the ethic has been commonly done by other students. As what Hawley (1984) in Scanlon and Neuman (2002: 375) stated , "approximately 25% of these respondents agree with one or more arguments that plagiarism is acceptable behavior". This paradigm finally affects more students to do the same since breaking the ethic of academic writing is now common and give no sanction to those doers.
    Respondent SM stated that the factors contributed to the emergence of plagiarism in the specific form of TCP, that there were many respondents already did plagiarism for their research papers and it then affected those who did not, to finally follow them to do the plagiarism as well. In line with what Davis *et al*. (1992) in Scanlon and Neumann's research (2002: 376), "most respondents say that it is wrong to cheat, noting that the percentage of respondents answering yes to the question, 'Is it wrong to cheat?' has never been below 90% at the schools they surveyed. However, measures of the incidence of cheating suggest a contradiction between what respondents say and do."

2. ***Totally Copy-Paste from the Mentioned-Author (TCP-MA)*** see Table 1 for definition.
    Based on the STKIP Muhammadiyah Bogor Research Book Guide (2015: 14), there is a point, "citation in no more than one page. Citation is only used for the very important aspects such as language translations, definitions, comments, or the experts' views". In line with it, Masic (2014: 144) in his research found one of the forms of plagiarism that he made the term as re-tweet which means, "includes proper citation, but with too much text used from the original". Due to the respondents credited the author's name even once, they seemed to have more confidence to copy as many texts or pages as they need to support or even complete their paper paragraphs without any effort to paraphrase them at all. There were three of five respondents produced TCP-MA. Respondent SM and NM
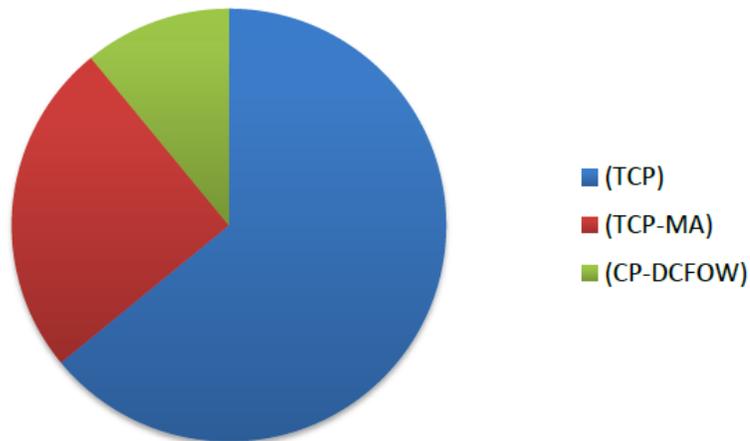
had one sentence detected as plagiarised in the form of TCP-MA. While LSK produced four sentences of TCP-MA.

3. ***Copy-Paste and Deleting and/or Changing Few of Original Words (CP-DCFOW)*** see Table 1 for definition.

There were two respondents produced this form of plagiarism. The first is LSK who had two CP-DCFOW plagiarised sentences and the second one is NM who wrote one CP-DCFOW sentence. This form of plagiarism has gone farther to make the claim that the respondents did not plagiarise as what clearly became the answer from respondent SM in the interview by stated that "by doing such a way, the writings might not be recognised as the others' works and students can claim them (the copied texts) as their writings eventhough they are actually not".

The respondents did not want their plagiarism works detected even by the online plagiarism detector by deleting or changing few of words from the original sources. In fact, there are almost the same aspects of paragraphs compared to the original sources seen from the sentences' structure or from the kind of active-pasive sentences which only different by the few words that were changed or deleted. One of respondents KR confidently claimed that he did not do plagiarism on his academic works, but when the suspected sentences were detected, there were more sentences proved as plagiarised. The comparison of the three forms of plagiarism produced by the five respondents in their undergraduate research papers can be seen in the following chart:

Chart 1 Forms of Students' Plagiarism in Undergraduate Research Paper

- (TCP)
- (TCP-MA)
- (CP-DCFOW)

B. ***The Factors Contibute Toward the Emergence of Plagiarism In Respondents' Undergraduate Research Paper***

There were several factors contributed toward the emergence of plagiarism which produced by the students in their undergraduate research papers. The factors were revealed from the interview with the five respondents whose research papers detected

plagiarised in the chapter of literature review and also from the interview with the lecturers who had ever been the respondents' papers advisors and paper defense examiners.

1. **The Factors Revealed from Respondents**
   a. *The Emergence of Totally Copy-Paste (TCP)*
      The form of plagiarism that mostly produced by respondents in their undergraduate research papers was Totally Copy-Paste (TCP). Respondent KH stated that the factors contributed to this phenomenon were firstly the lack of students' understanding of academic paper procedures and secondly, the students put the trust more on others' works or ideas since they did not have enough confidence to write their own ideas for their papers. Other respondent KR stated that TCP phenomenon occured because the students did not know well what plagiarism was. When they even knew what plagiarism was, they would had another problem on how to appropriately cite the theories or texts into their academic papers.

      Respondent LSK assumed that the factor contributed to the emergence of plagiarism in research paper was the lack of reading books and it affected them to hardly address their ideas into the paper. While according to respondent NM, there was a pragmatic view when the students wanted to have their research paper finished faster. TCP was one of the ways to achieve what they expected for graduation. She further added that mostly students thought that research papers should have a lot of pages to be seen as the good papers. Meanwhile, respondent SM stated that TCP occured since there were a lot of students did it and it affected those who firstly did not do it, changed their mind to finally follow to do the TCP too.

   b. *The Emergence of Totally Copy-Paste from the Mentioned Author (TCP-MA)*
      Respondent KH stated that TCP-MA was not seen as plagiarism for those students who did this kind of form of plagiarism. They did what they thought was legal since they put or credit the authors' name even for more than one page on their academic papers. While respondent KR defined that TCP-MA was caused by the students' poor understanding in choosing between the theory as the main idea that they could quote, and then the supporting sentences which were supposed to be developed by themselves, instead of copying more sentences from other authors as its supporting sentences with no credits or acknowledgement.

      The third respondent LSK defined that the students' lack of knowledge and their idleness to find and uderstand the academic papers procedure became the factors why the form of plagiarism classified as TCP-MA occured. In line with it, respondent NM stated that the students' lack of ideas and their pragmatic view to have the thick paper that consisted of many pages became the factors why the phenomenon of plagiarism called TCP-MA occured.

c.   *The Emergence of Copy-Paste and Deleting and/or Changing Few of Original Words (CP-DCFOW)*
Respondent KH defined that CP-DCFOW was done to make the students seemed to have a lot of good ideas for their research papers. Therefore, they changed or deleted few of original words and finally claimed those ideas as theirs. The second respondent KR viewed this phenomenon was caused by the students' personal paradigm that the theories they found were not really matched to the discussion of their research papers. The students then changed or deleted few words of the original sources in order to make the theory fit to their research discussion.

In the other view, respondent LSK stated that CP-DCFOW was done by the ignorant students who did not put more attention to their research. Instead, they thought more on how to finish their paper faster. The fourth respondent NM viewed that this phenomenon occured since the students thought that there should be a lot of relevant theories for their research papers, but in fact, they had difficulties to find them. Therefore, they sometimes changed few of original words to fit to them to their research papers. The last respondent SM defined the factors contributed to the emergence of CP-DCFOW were about the students' mindset who thought by doing CP-DCFOW, there would nobody know that they did the plagiarism. They could admit that it was their ideas eventhough in fact, it was not.

2.   The Factors Revealed from the Lecturers' Perspective

The factor mostly stated by the lecturers in the interview is about the students' personal idleness. Respondent LS assumed that was about the students who were quite lazy to think a little bit complex, they simply did copying-pasting for their research papers instead. In line with it, respondent RH found that idleness became one of the most negative aspects that affected the students to read or found the very limited references to support or to strengthen their opinion on their research papers.

The second factor was about the students' pragmatic views. This is a phenomenon where the students wanted to finish their papers by "fast and thick" without considering the academic ethich eventhough they might realized that plagiarism is a serious academic crime. Respondent RH strengthens that defined the "fast and thick" paradigm became one of the factors emerged. Meanwhile, respondent MT stated that this students' pragmatic view brought them to see an academic work in stereotyped way by simply did plagiarism since they were pushed by "duty" to finish their academic work as the requirement of the fulfillment to be a bachelor as what he clearly defined as "students' mindset to write instantly".

Another respondent MLK, based on her experience became the students' paper research advisors and the research defense examiners, she assumed that students put their concern more on the result and it was not the process. From that

pragmatic reason, they pragmatically did plagiarism eventhough they had known that it broke the ethic of academic writing.

The third factor is about the poor regulation from the institution in responding the students' plagiarism. The institution did not really put the strict sanction to students who had obviously produced the plagiarism in their academic works. As what the lecturer MT stated that "we need to assure the students that our institution will not give any kind of dispensation to those who break the academic law like doing the plagiarism". Therefore, there were some or even more students just ignored the ethic of academic writing in the form of undergraduate research papers since there was no strict sanction that could make them guilty of doing plagiarism.

C.   Data Interpretation

Based on the data interview from both students and from the lecturers' perspective, there were several factors of the emergence of plagiarism revealed. The first factor was the students' idleness to do their best efforts to finish their research papers. The students' idleness itself was classified into several variants such as the idleness of seeking for the research references as what stated by respondent LSK (student), the idleness to read the references as what stated by the respondent RH (lecturer), and the idleness to think more on the academic procedure of conducting research such as citing theories as what mentioned by respondent LS (lecturer).

The second factor was the students' pragmatic view in conducting their research papers which means they wanted to finish their papers 'instantly' as what defined by respondent MT (lecturer). In addition, NM (student) had her stereotype opinion that research papers should be consisted of a lot of pages to have their research finished faster and qualified. This is also strengthened by MLK (lecturer) based on her empirical experience that mostly students depended more on the research results than the process of conducting research itself. It is in line with KH and KR (student) that both stated plagiarism in the research paper occured since mostly students wanted to finish their papers fast.

The third factor of the emergence of students' paper plagiarism was the students' lack of confidence to confidently write their own ideas on their papers. Respondent MLK (lecturer) clearly defined that students had lack of confidence to give their own ideas and they copied others' ideas instead. This is in line with KH (student) who defined that students stole the others' academic works into their research papers since they were not confident and felt afraid of being mistaken.

The fourth factor of the emergence of research papers plagiarism was the students' skill to address their ideas into appropriate academic English writing context since they were not optimally exposed to academic English readings and writings. Respondent RH (lecturer) stated, "they have kind of difficulties to catch the words or ideas in English texts". The same view from SM (student) who admitted that there were

many phrases and sentences that she wrote and she herself did not understand them well.

The fifth factor contributed to the emergence of students' research paper plagiarism was the students' poor understanding on the procedure of writing the academic research papers especially on how to cite the theories into their research papers by crediting the contents of the sources' copy right. In line with Stevens and Stevens (1987), Davis *et al.* (1992), Love and Simmons (1998) and Straw (2002) in Park (2003: 479) that defined, "some students plagiarise unintentionally, when they are not familiar with proper ways of quoting, paraphrasing, citing and referencing and/or when they are unclear about the meaning of 'common knowledge' and the expression in their own words".

Respondent KR (student) assumend that TCP plagiarism form occured since the students did not really understand how to cite the theories even when they had already known about the plagiarism issue. Besides, KH and NM (student) had their same view as what KR early stated. Both KH and NM admitted that they did not really understand the procedure of writing academic papers. From the three kinds of plagiarism forms produced in students' undergraduate research papers, totally copy-paste (TCP) was produced the most. The factor that dominantly became the reason why students did plagiarism is about the students' pragmatic view – they wanted to finish their papers instantly and consisted of a lot of pages since they thought that the thicker their paper was, the sooner they finished it and graduated. It sounds similar to the previous research conducted by Stevens and Stevens (1987), Davis *et al.* (1992), Love and Simmons (1998) and Straw (2002) in Park (2003: 479), "students plagiarise to get a better grade and to save time."

CONCLUSION

Firstly, the difficulties faced by the students in conducting their academic writing in the form of undergraduate research paper are having lack of references, academic writing procedure such as sentence structures and words choice, deciding the research topics/titles, and the limited English writing exposures. There are three main forms of plagiarism produced by the students in their undergraduate research papers namely ***TCP*** or Totally Copy-Paste which means that students copied the texts from any sources without attaching the authors' names, title of journals or books, pages, and other contents at all and totally pasted them into their paper. The second form is **TCP-MA** or Totally Copy-Paste from the Mentioned-Author which means the students once wrote the name of the author, but they copied a lot of texts of the original sources and pasted as many pages as they needed withouth paraphrasing at all. The third form is **CP-DCFOW** or Copy-Paste and Deleting and/or Changing Few of Original Words which looked like a paraphrasing, but in fact, they did not credit or wrote the authors' names and the other related contents such as titles, pages, and so on and it is obviously categorised as plagiarism based on either their

institutional academic writing procedure and also refers to the criteria of selection provided in chapter three of this study.

     Secondly, the factors that contributed to the emergence of plagiarism in the students' undergraduate research paper are; 1) the students' idleness to read more references for their research papers. 2) the students' pragmatic views to have their paper finished "fast and thick" without putting more attention on the process that involved many aspects such as the understanding of the academic writing procedures and also the academic ethics and 3) it is about the poor regulation from the institution in responding the students' plagiarism. The institution did not really put the strict sanction to students who had obviously produced the plagiarism in their academic works.

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