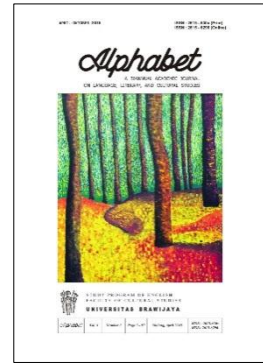


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Perception of Plagiarism among Students of Higher Education in Indonesia

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Perception of Plagiarism among Students of Higher Education in Indonesia

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Abstract

Many definitions of plagiarism fall under the core concept of any activity in using, imitating or owning partially or completely of ideas, thoughts, works, and organizations from others without appropriate citation and acknowledgement. Since this academic dishonesty has negative impacts, it needs to be overcome. The present researchers believe that student in Study Program of English, Brawijaya University are at risk of committing plagiarism. Therefore, this present research attempts to investigate the students' perception of plagiarism in Study Program of English. The students' perception investigated in this research deals with the students' understanding on what actions that they categorize as plagiarism. This research employs descriptive quantitative approach since the data are obtained from the questionnaire, which is adapted from a questionnaire proposed by Marshall and Gary (2005). The participants of this study are 154 sixth semester students in Research Proposal Writing course. The results prove that they have basic concept of plagiarism and know how to put them accordingly to the academic regulation of how to cite other works in order not to commit plagiarism. However, the idea of self-plagiarism is not fully understood by the students.

Keywords:

plagiarism, students, perception

Plagiarism has been one of interesting issues to discuss among academic society. Since the 1960s, and particularly in today's technologically advanced society, academic dishonesty (for example, cheating, collusion and plagiarism) continues to attract considerable attention from the media, academics, administrators and students (Ashworth et al, 2003). They further state that plagiarism is often conceived as deceitful behavior that diminishes the intellectual property of the original author and rewards plagiarists for their work. Another scholar, Petress (2003, cited in Pritchett, 2010, p.10) describes plagiarism as a "plague on our profession that, arguably, destroys rewarding the ethic of hard work, eroding the moral value of honesty, whilst devaluing the role of assessment items within our educational establishments".

From some statements above, it can be seen that plagiarism, as one of academic dishonesty, has been practiced long time ago. Plagiarism is a deceiving behavior in which someone steals someone else's ideas or thoughts for his/her own benefit. From the above statement, it can also be seen that plagiarism has an influence on our moral value and behavior. In addition, based on the Regulation of Minister of Education number 17 year 2010, the forms of plagiarism include (1) quoting words or/sentences, data/information without mentioning the source article, (2) quoting words/ terms randomly without mentioning the source article, (3) using ideas, opinion, theories without acknowledging the author, (4) formulating other's ideas, opinions or theories by using their own words without giving credit to the

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author, and (5) claiming someone's work as his own work.

According to Sudigdo (2007), plagiarism can be categorized into four: (1) based on what is plagiarized (idea plagiarism, content plagiarism, data plagiarism, word plagiarism, and paragraph plagiarism), (2) based on the intention (intentional plagiarism and unintentional plagiarism), (3) based on the percentage of plagiarized words, sentences, or paragraphs from a source article, (light plagiarism if it is less than 30%, mid plagiarism if it is 30% - 70%, and total plagiarism if it is more than 70%), and (4) based on the pattern of plagiarism (word for word plagiarism, mosaic plagiarism, and self-plagiarism or auto plagiarism).

At a broader social level, plagiarism has negative effects. Marsden et al (2005, cited Gullifer and Tyson, 2010, p.4) stress that the costs to the public through inadequately trained graduates could pose a threat to public safety, welfare and financial decisions through inaccurate advice. It means that graduates who do plagiarism or other academic dishonesty can be dangerous for the society since they have unprofessional value and behavior.

Since this academic dishonesty has negative impacts, it needs to be overcome. Carroll, (2002) suggests that the responsibility is on the academic managing the students to correctly identify plagiarism. According to McCabe (2001), some students act ethically because they are worried about being caught by faculty members. Others choose moral behaviors because they realize that dishonesty harms themselves, their instructors, and other students (Bennett, 2005). However, not all students act ethically causes concern among educators.

As stated previously that plagiarism is related to behavior and attitude. There are some factors that may affect someone to do this action. Hartosujono (2004) mentions that there are five factors that trigger someone to plagiarize. The first factor is an obsession to complete outstanding achievement. The second is high anxiety in school environment. The third factor is the need to get class recognition through high achievement. The fourth factor is the fear

of being known as low achiever. The last factor is the fear of failure.

Plagiarism is related to behavior and when we attempt to modify people's attitudes or behaviors, it is necessary to have a good understanding of the target people's perceptions and attitudes towards the issue. Therefore, when we want to change the students' attitude plagiarism and prevent them from doing it, we need to get good understanding of student perceptions of this issue. There have been researches about plagiarism in Indonesia. Take for example a study by Sujarwo et al. (2012) entitled "*Identifikasi Bentuk Plagiat pada Skripsi Mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.*" In this research, they investigated the plagiarism actions which could be found in 118 undergraduate theses. They found out that mostly students did not write the sources for the information they quoted. Another study was conducted by Adiningrum (2013) entitled "*Plagiarisme dalam Perspektif Akademisi.*" In this research, she investigated the existence of plagiarism in universities in Indonesia by using online survey to lecturers from those universities. This research revealed that there were many kinds of plagiarism actions and basically some universities already had formulated regulation which also set the consequences for plagiarism. In addition, this research also found out that the implementation of the regulation was not consistent. These two studies show that plagiarism is still an issue needs to be solved. Those two researches have investigated the kinds of plagiarism and the consequences that each institution has. However, they did not look for information about the students' perspective about plagiarism.

The present researchers believe that student in Study Program of English, Universitas Brawijaya are at risk of committing plagiarism. Based on our experience as lecturers in this study program, lecturers have been complaining about their students' writing, particularly, their thesis writing. As lecturers as well as thesis supervisors, we also see that there are many students who commit plagiarism in their thesis writing. They tend to copy and paste infor-

mation from their sources without proper acknowledgment or even without any acknowledgment. As a consequence of plagiarism, students deny themselves an opportunity to master these skills, and it makes academic writing increasingly difficult as they progress through their degree. Plagiarism among students has to be overcome. One of the ways to do it is to find out the students' perception of plagiarism in order to change their behavior, so that eventually it is expected that they will not commit plagiarism in the future. Concerning the present research, it attempts to investigate the students' perception of plagiarism in Study Program of English. The students' perception investigated in this research deals with the students' understanding on what actions that they categorize as plagiarism. This perspective is taken particularly from sixth-semester students at Study Program of English who are currently taking Research Proposal Writing class.

METHOD

Since in this research both frequency of occurrence and participants' opinions are needed to answer the research problem, this study employs mixed method. The participants of this

study were 154 students from Study Program of English who were taking Research Proposal Writing course in even semester of academic year 2013/2014.

Data Collection

The data were collected by using questionnaire. The questionnaire was adapted from a questionnaire proposed by Marshall and Gary (2005). This questionnaire was used since it provides thorough questions in revealing the students' perception of plagiarism. However, some of the questions in the original questionnaire were not used since they were not relevant with the focus of this present research. The questionnaire is divided into three parts. The first part is about the students' perception of definition of plagiarism. In this part, the students were given statements and they were asked to decide whether the action in each statement is considered plagiarism or not. There are 14 questions in this first part. The second part is scenario. There are eight scenarios of plagiarism and the students were asked to assess how serious the behavior presented is on a scale from 1 (not serious), 2 (fairly serious), 3 (serious), and 4 (extremely serious) for

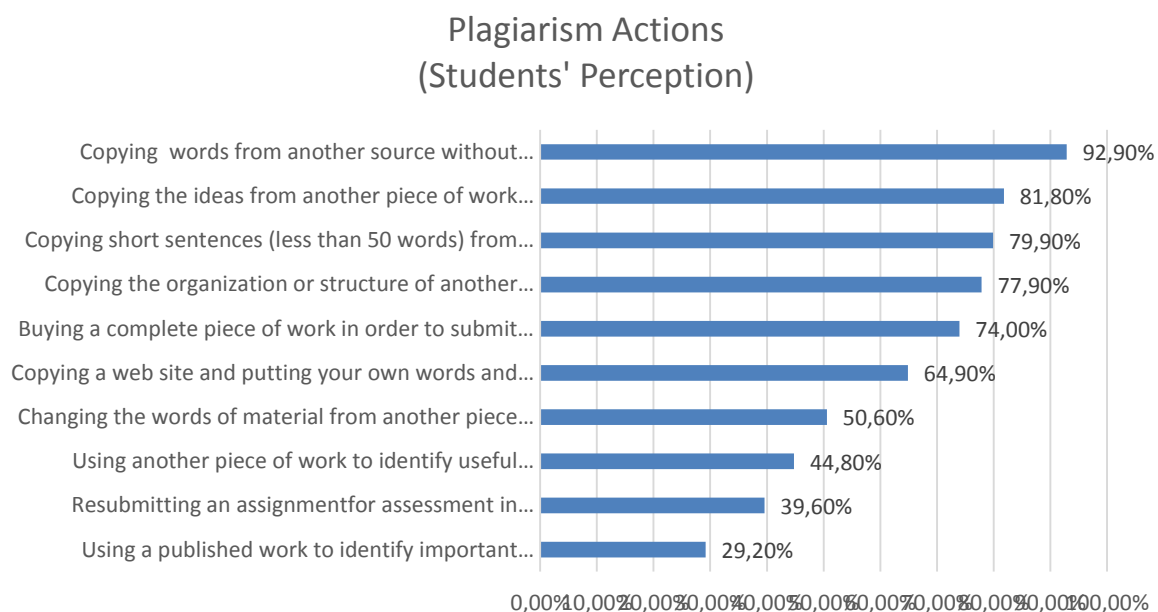


Figure 1. Students' Perception on Plagiarism Actions

themselves. The third part is opinion. The students were asked to answer six questions related to their opinion and experience about plagiarism. The students were given approximately fifteen to twenty minutes to fill the questionnaire.

Data Analysis

Having obtained the data from the questionnaire, the researchers Calculated the result of the questionnaire. In this case. The researcher counted the frequency of each number in Part A and Part B. Then, we listed the answer to questions in Part C. Afterwards, we interpreted the result of the questionnaire. In interpreting the data, the researchers described the trend in each part of the questionnaire. Finally, we drew conclusion based on the finding.

RESULT

This research attempts to reveal the students' perception toward plagiarism. The results of each part of the questionnaire are presented. Figure 1 and Figure 2 portray the result of part A of the questionnaire.

Based on Figure 1 above, it can be seen that the interpretation of students' perception toward plagiarism is quite satisfying. The students as the respondents are actually aware toward the concept of what constitute as plagiarism are. From the figure, students understand the main idea of plagiarism is copying certain sources without appropriate reference or acknowledgement whether it deals with copying words (92.9%) or copying ideas (81.8%). In addition, the students are also aware that copying short sentences and the organization or structure from another source without appropriate reference or acknowledgement are considered plagiarism. Dealing with taking ideas from website, 69.3% of the students agree that copying a website and putting their own words and name into the content part of the pages is plagiarism. Moreover, the students also perceive that buying a complete piece of work in order to submit it for an assignment (74%) is not allowed. It means that they know that an assignment must be done by the students themselves. Figure 2 shows what actions that the students think as non-plagiarism actions.

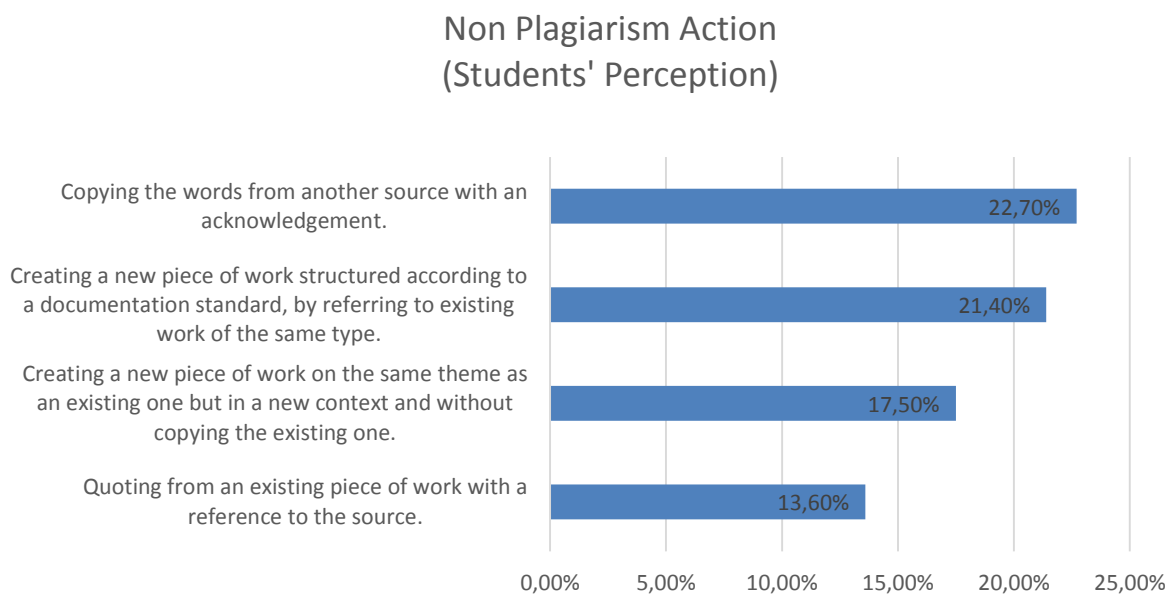


Figure 2. Students' Perception on Non-Plagiarism Actions

From the figure, it can be seen that students believe that when they want to copy information from other sources, they need to acknowledge or write the reference. It indicates that students have basic knowledge of plagiarism.

Questionnaire Part B

From Figure 3, it can be seen that in scenario number 1, 67 students (43.5%) categorise this action as serious action. Then, 73 students (47.4%) perceive scenario number 2 as not serious plagiarism action. Interestingly, scenario number 3 receives fairly a balance number of students which is 55 (35.7%) for serious action and 53 (34.4%) for extremely serious action. Scenario number 4 is mostly categorised as less serious with the number of students choosing this category is 63 or 40.9% from the participants. Similar to scenario number 2, 64 students or it is 41.6% from the total number of participants categorise scenario number 5 as not serious plagiarism action. Both scenarios number 6 and 7 are perceived as extremely serious plagiarism actions with the total number of students of 65 (42.2%) and 89 (57.8%) respectively. For scenario number 6, there was

one student who did not tick the column, the total number of students who answer scenario number 6 is only 153 instead of 154. In scenario 8, 40.9% students believe that the action is considered as serious plagiarism action.

Questionnaire Part C

This part consists of six questions which aim at revealing the students' perception, knowledge, experience, and opinion plagiarism. The students' responses for each of the question are presented in this section.

Question number 1: Have you ever plagiarized? Why or why not? Explain.

All of the students admitted that they ever plagiarized. The following are the reasons why they did plagiarism: (1) They were lack of time in doing their assignments, (2) They were lack of idea, (3) They were frustrated because the subject is difficult, (4) They did not how to cite properly, (5) They did not know the kind of things that are categorized as plagiarism, (6) They did not really understand about paraphrasing, (7) They did not realize that they did plagiarism, (8) They did not know how serious the consequence would be since there was no

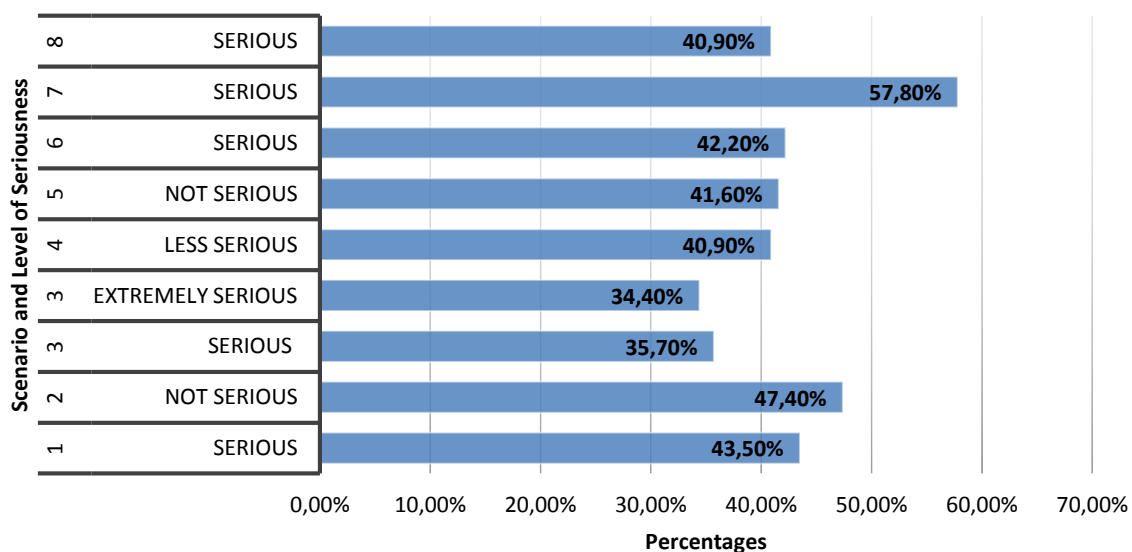


Figure 3. The Frequency of Students' Responses in Part B

information dealing with penalty of doing plagiarism, (9) They forgot to write the source in the paper, and (10) They found that their opinion was the same as the opinion stated on the source, therefore, they wrote down the whole idea directly without mentioning the source.

From the students' reasons, it can be seen that they plagiarize because of their lack of knowledge about plagiarism, inability to write proper citation, carelessness in writing citation, high anxiety of the subject and its assignment, and lack of information on the legal consequences of plagiarism.

Question number 2: Have you ever noticed plagiarism? (That is, have you ever seen pieces of work being suspected of plagiarism? If so, explain the way you recognized plagiarism in that work).

Most respondents had ever noticed plagiarism. They said that they could identify the plagiarism from the following aspects: (1) The use of complicated/ uncommon vocabulary so that the student's work seemed too perfect. (2) The use of different font type and size in student's work. (3) Incoherent sentences. It means that certain sentences were not connected with the previous ones. (4) Direct translation of the sentences from source language into English without proper citation. (5) The absence of references. (6) Improper way of citation, for example writing direct quotation without adding the quotation mark. (7) Similarity of sentences between the student's work and other sources such as journal

In identifying whether a certain work is considered plagiarism or not, the students basically have an ability to do it. They can notice the existence of plagiarism since based on the analysis of questionnaire particularly Part A, the students have a solid concept of plagiarism in general that is merely copying someone's work and claiming it as ours without appropriate citation. The use of complicated words, different font type and size, and similar sentences found in students' works and other sources might be resulted from copy and paste plagiarism.

Question number 3: Are you familiar with different types of plagiarism?

Most of the respondents did not know about types of plagiarism. What they know about plagiarism was copying someone's work and claiming it as theirs without mentioning the source. Yet, they were not familiar with different types of plagiarism. However, there were two students who stated the types of plagiarism. One of the students mentioned that plagiarism was divided into two types, namely serious plagiarism and not serious plagiarism. This student might come to these types of plagiarism by seeing the degree of seriousness in Part B of the questionnaire. Moreover, the other student wrote that there were two kinds of plagiarism, namely plagiarism of sentence and plagiarism of example. This definition is similar to Sudigdo's (2007) term about types of plagiarism, which is called as word plagiarism.

Question number 4: Are you familiar enough with citation and acknowledgment rules in research paper writing? If so, how much and in what ways are you familiar with?

Some respondents were familiar enough with citation and acknowledgement rules in research paper writing. They wrote some ways of citation as follows: (1) Paraphrasing or directly quoting the original statement by mentioning the last name of the author, years and the page of the book. (2) Adding the quotation mark for direct citation and not using secondary citation. (3) Using APA style or MLA style to write appropriate references. (4) Minimizing the font size of a quotation that is more than 40 words and adding the quotation mark. (5) Writing references in the last paragraph.

Their answers prove their clear concept of plagiarism. The answers of this question are related to the answer for question number 2. The students can identify the existence of plagiarism in a certain work because they have knowledge about how to avoid plagiarism particularly about writing citation. Actually, the students who are the participants of the stu-

dents were taught how to paraphrase and write proper citation during their writing classes as well as classes which are related to research such as *Metodologi Penelitian*, Research Proposal Writing, and Issues on Linguistics

Question number 5: As a student in the academic context, have you been familiarized enough with the concept of plagiarism and the ways to avoid it? If so, explain.

Most of the respondents agreed that plagiarism was an action of copying someone's work without mentioning the source. From this statement, it can be inferred that they are familiar enough with the concept of plagiarism. They further mentioned the ways to avoid plagiarism as follows: (1) Read the book for many times, then, try to understand the content of the book. Afterwards, close the book and write the ideas from the book by using the student's words. (2) Follow the rule of citation, for example mentioning the name of the author, year of publication both after certain statements. (3) Paraphrase. (4) Put the quotation and re-explain the quotation to show our understanding. (5) Write references. (6) Respect other people's work. (7) Feel bad of doing plagiarism and try to keep the originality of the student's work. (8) Try to be confident and using student's' words. (8) Be honest.

Looking at the suggested ways, the students propose solution not only in cognitive aspect but also in affective aspect. In cognitive aspect, the students suggest get the main ideas of the source material while they are reading it, write proper citation, and write references. While in affective aspect, they believe that they can avoid plagiarism if they respect other's works, they are honest to themselves, they are confident with their ability in writing, and they are ashamed of doing plagiarism. From this result, it can be assumed that sufficient knowledge of plagiarism and ability in citation is not enough to prevent them from plagiarizing. Students also need to have self-confidence and self-awareness.

Question number 6: If you were in a position to set some punishments, what would you do as punishment to prevent the act of plagiarism?

The students wrote some consequences if someone did plagiarism. The consequences are as follows:

1. If the plagiarism occurs in class assignment, the consequences are the teacher should not accept the work, the doer should redo/revise the assignment, or the doer will be given a bad score for example E.
2. Meanwhile, if it is dealing with thesis writing, the consequences are the students have to pay big amount of money depending on the degree of plagiarism, the university must expel the student from the university if the student do serious plagiarism, the university sends them to jail, publishes the identity of student committing plagiarism on wall magazine or internet, or blacklists their names.
3. If the doer is the teacher and the lecturer, the head master or the head of university has to dismiss them.

Besides those consequences, there was one student who gives some suggestions to the teacher and lecturer to prevent plagiarism. She said that teachers or lecturers should give explanation about plagiarism and the consequences if students plagiarize as early as possible. She thinks Indonesian students are not afraid of plagiarism since Indonesian law toward plagiarism is weak. She further mentions that someone who does plagiarism must be punished. Another student also gives suggestion not to publish their work in internet or social media since it will enable other people to copy their works.

DISCUSSION

The discussion section highlights interesting phenomena from the data analysis. Concerning the students' definition of plagiarism, it can be seen in Figure 1 and Figure 2. The high percentages (which is above 60%) of yes responses for statements number 1, 6, 8, 9, 10, and 14

from the questionnaire convincingly and reliably indicate that students have clear understanding about the basic definition of plagiarism as stated in Hornby (2005) that plagiarism is “the practice of taking someone else’s work or ideas and passing them off as one’s own.” It is also confirmed with the low percentages (below 25%) of statements number 2, 3, 4, 11, and 13 from the questionnaire which do not reflect the definition of plagiarism.

However, only 50.6% of the students are aware that changing the words of material from another piece of work and representing it as their own is actually categorized as plagiarism (statement number 7 from the questionnaire). It shows that 49.1% of the students as the participants of this study still think that if they paraphrase parts of the source, they do not have to cite the source. Moreover, the students also seem to have difficulty in reciting secondary source. It is indicated by low percentage (29.2%) of students’ yes response in statement number 5. From this result, it can be seen that the students have confusion in writing secondary sources. Still related to secondary source, only 44.8% students categorize statement number 12 (using another piece of work to identify useful secondary citations that you site in your own work without reading the cited material) as plagiarism. It means that the students tend to depend only on secondary sources and they are reluctant to find and read the primary sources. Another interesting result revealed from Table 4.3 is the fact that student are not aware of the misconduct of resubmitting of someone’s work as it is shown in statement number 3. In other words, the students are not aware of self-plagiarism or autoplagiarism.

So, from Figure 1 and Figure 2 it can be concluded that the students still keep a traditional paradigm of plagiarism as merely copying someone’s work and claiming it as ours without appropriate citation. Related to types of plagiarism, the students can identify copy and paste plagiarism, word switch plagiarism, style plagiarism, and idea plagiarism. However, the students do not have the concept of self-plagiarism. According to Sudigdo (2007), self-pla-

giarism is one pattern of plagiarism besides word for word plagiarism and mosaic plagiarism.

Moving on to the students’ perception on the seriousness of plagiarism action, Part B in the questionnaire reveals their tendency. From Figure 3, it can be seen that the students perceive that the actions in scenarios 2 and 5 are not serious plagiarism. They see that resubmitting their own work is not a serious plagiarism. They might think that since they are not stealing other people’s work, it is acceptable to submit their previous work. This fact corresponds with the result of students’ responses in Part A of the questionnaire which also indicates that the students are not aware of the misconduct of resubmitting of someone’s work which is shown in Figure 2. Concerning a plagiarism action which is fairly serious, most of the students see scenario number 4 as the fairly serious action. The students might think that this action is a partial plagiarism since the employee takes a report from internet, which is obviously a plagiarism, but this person still paraphrases and adjusts the report to fit the condition. Therefore, they categorise this as a fairly serious action of plagiarism.

Regarding serious plagiarism actions, many students choose scenarios number 1, 3 and 8 into this category. Those three scenarios have similarity in which the actions are defined as plagiarism because the students do not cite the work from which they take information, directly copy the material from source without citation, or acknowledge the author whose ideas are used. They consider those actions as fairly serious one because the students are really aware of copy and paste plagiarism, word switch plagiarism, style plagiarism, and idea plagiarism as can be seen in the result in Part A of questionnaire. However, there is an interesting data from Figure 3 that the number of students choosing scenario 3 as serious and extremely serious is almost equal which is 55 and 53 respectively. The students do not categorise them into extremely serious plagiarism actions because the student committing plagiarism only plagiarizes parts of the original source, not the entire work.

Furthermore, most of the students perceive scenarios 6 and 7 as extremely serious plagiarism actions. The scenario number 7 receives a high number of frequency (89 students). This number is very significant compared to other frequency of students' responses. It is because in the scenario, the student committing plagiarism directly takes someone's work and submit it under his/her name without any changes made. The number of students choosing scenario 6 as an extremely serious plagiarism action is 65 students. In this scenario, a staff uses students' ideas in his/her paper without giving any credits to the students. The participants of this study who are also students, perhaps, think that it is not fair for the students and it violates their right. Therefore, they categorise this as an extremely serious plagiarism action.

From the analysis of Part B of the questionnaire, it can be inferred that the students perceive copying other works, whether it is only part of the work or the whole works, without proper citation and acknowledgement as serious and extremely serious plagiarism actions. On the other hand, self-plagiarism is considered as not serious plagiarism action.

Talking about the reasons why the students did plagiarism, it is interesting that this research reveals many reasons. The reasons are because of their lack of knowledge about plagiarism, inability to write proper citation, carelessness in writing citation, high anxiety of the subject and its assignment, and lack of information on the legal consequences of plagiarism. These reasons are in line with Hartosujono (2004) who mentions that one of the factors that trigger someone to plagiarize is high anxiety in school environment. This high anxiety can be seen from students saying that they ever did plagiarism because they were lack of time in doing their assignments, they were lack of idea, and they were frustrated because the subject is difficult. Furthermore, lacking of time and ideas in doing assignment can be also caused by several factors such as the abundant number of assignment that they have within a certain period of time, inability to manage their time, as well as students' laziness. An empirical study conducted by Hulton and French (2006 cited in

Hartanto, 2011, p.7) suggests that students' laziness can also trigger plagiarism. In addition, their study also reveals that students' stress can cause them to plagiarize. This finding is in accordance with the fact that the participants also admit that they did plagiarism because they were frustrated with the difficult subject.

Concerning lack of information on the legal consequences of plagiarism, Finn et al (2004 cited in Hartanto, 2011, p.7) propose that one of the reasons why students plagiarize is because they think that the school did not do anything concerning plagiarism cases in their school. This condition also happens to the participants' situation. They do not know the consequences they will get if they plagiarize. They might see their friends ever plagiarized and the faculty did not give any consequences to them.

Further discussion is on to how to prevent and punish those who are committed plagiarism. Interestingly students themselves know how to put them accordingly to the academic regulation in order not to commit plagiarism. They suggest students act carefully when they do assignments. Take for example when they want to take other thoughts to support their logical explanation and analysis, they should paraphrase using appropriate citation. Subsequently, the students are also aware that punishment should be applied in order to prevent plagiarism. They mention some desirable punishments such as cancelation of assignment submission, cancelation of the enrolled subjects and to the very serious case of annulment of academic degree for plagiarism in thesis writing.

Based on Pritchett's study (2010), the majority of student's perception of plagiarism was viewed as unacceptable. Her finding is similar to the result of this present study which indicates that students have known the concept of plagiarism. Moreover, the participants of this present study give firm punishment toward students or lecturers who commit plagiarism. This indicates that they perceive plagiarism as unacceptable action. In addition, Gullifer and Tyson (2010) state that one of their finding is the students had lack of ability to comprehend and paraphrase work due to citation. This result is

similar to the findings of this current study. The participants of this present study are able to comprehend only basic idea of plagiarism which is copying someone's work without any proper citation. In addition, they do not have good understanding of self-plagiarism. It means that the participants are lack of ability to comprehend plagiarism. Moreover, both participants of Gullifer and Tyson (2010) and this research also have difficulty to paraphrase.

Overall, the analysis of the questionnaire result a few point of discussion. Part A and B, significantly reveal students' paradigm of plagiarism. Many concepts of plagiarism that they know enable them to detect sample occurrences of plagiarism given in scripted scenarios. Students have the ability to detect and avoid plagiarism. Moreover, from the qualitative responses in part C shows obviously that students know some procedures to be taken when they want to free themselves from committing plagiarism by applying the rules of citation, encouraging themselves to be honest in using their own ideas and works, paying respect to others' thoughts and works. Nevertheless, all component parts from the questionnaire results confirm that their understanding and action regarding to plagiarism are equal. It means that even though the students know the definition of plagiarism, they are able to recognize plagiarism and list some solutions to prevent plagiarism, they still do plagiarism.

CONCLUSION

This research has revealed that sixth semester students in Research Proposal Writing course have a basic understanding of the concept of plagiarism. Students perceive plagiarism as copying someone's work and claiming it as theirs without appropriate citation. Since they have this concept clearly, the students can recognize the existence of plagiarism in a certain work. In addition, there is a clear sense that provides the indirect copying of the elements that are not visible is less serious than direct copying of words, phrases, or sentences. Another point to conclude is the students do not

have knowledge about self-plagiarism. Therefore, they perceive self-plagiarism as common practice since it does not harm other people. From the analysis, it can be seen that students commit plagiarism because of several reasons such as lack of time and idea in doing their assignments, frustration of difficult subject, lack of knowledge in writing citation, lack of rule governing the penalties of such academic dishonesty. Therefore, students suggest the authority (both the faculty and university) establish clear and firm punishments for the students who plagiarize.

SUGGESTION

Based on the finding of the research, the researchers would like to give suggestions. The first is the researchers suggest the students read more about the way of citation writing. Besides, the researchers encourage the students to be more confidence in their own writing. In order to have this confidence, they need to practice writing and improve their grammar competence. The second suggestion is the researchers suggest the lecturers introduce the students about plagiarism, how to avoid it and the consequences that students will get if they do it. They can also implement the existing regulation of plagiarism for the students' assignments. In addition, lecturers in writing classes can give more exposures on summary and paraphrase. The last suggestion is the academic authority must formulate and standardize regulation that includes the punishment on how to use other works and how to cite properly. The appropriate citation should regard any kinds of source; written form, printed material, and internet. Consequently, it will prevent students to commit plagiarism.

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