STUDENTS' PERSPECTIVE ON REFERENCE AND WRITING STRATEGIES IN AVOIDING PLAGIARISM

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Abstract: In academic writing, incorporating source from previous research and expert is essential to support an article. However, improper use of other's works might cause plagiarism. it is important to understand what is plagiarism and strategies to avoid it. This study aims to identify students' perception about source incorporation, plagiarism and unintentional plagiarism due to error in writing as well as the strategies that they use to avoid plagiarism. This study use narrative qualitative framework and semi structural interview as instrument of data collection. Research data collected from 10 late-semester students of English department from University of Islam Malang. The result shows that most students understands about plagiarism and incorporation of other's idea, but participants only mention problems related to textual plagiarism, and none mention about plagiarism of idea or self-plagiarism. To avoid plagiarism, each participant use direct-quotation technique properly, but not everyone paraphrase and summarize effectively. Every participant has shown no intention to transgress in academic writing that indicates strong influence of prevention rules regarding plagiarism.

Key Words: Academic Writing, Referencing Strategies, Plagiarism

INTRODUCTION

Using other ideas as reference to support an analysis or theory in academic writing is indispensable. In order to partake and success in the academic argument

As undergraduate students requires reference to support their study, improper way of incorporating the source text or failing to attribute the originator of the source will result in plagiarism. Debnath (2016) states that plagiarism simply means as an act of presenting work or idea of someone else's lacking appropriate credit or acknowledgement as one's own. Plagiarism is a prominent problem that academic writer or student have to avoid in order to properly authorize their work, in academic writing there are three types of plagiarism, those are plagiarism of text, data or ideas and self-plagiarism. In understanding the needs of avoiding plagiarism, the writer must be able to avoid plagiarism of text and idea by minimizing textual similarities through rewriting strategies and always include proper attribution to the source. In regards to rewriting strategies, Marzec-Stawiarska (2019) points out that paraphrasing, direct quotation, summarizing and translation are basic and fundamental skills that students require to develop in order to write from sources. In conclusion, this regard, the ability to paraphrase, summarize and using direct quotation as well as proper acknowledgement to the originator of the source is necessary to avoid unintentional plagiarism.

In academic writing, it is essential to understand the way to avoid plagiarism practice. Just preparing learners to know suitable strategy of direct quotation, paraphrasing, summarizing and citation is not adequate. It is also necessary to form their principles about plagiarism. Writing an academic journal and paper especially in foreign language considered a demanding task as good L2 proficiency and skills to incorporate source are required in order to compose good academic writing. In the study of EFL writing, Darwish & Sadeqi (2016) points out that in EFL writing, students find out that choosing words, discovering and composing ideas for the sake of impressing the readers is difficult which then encourages them to plagiarize. Another research by Chankova (2017) found that EFL students in Bulgaria have patch-writing and problems of plagiarism due to their low level of language proficiency and writing skills. This encourages student to copying already-made words, using portions of text to substitute for lack of ideas or training in academic writing. A case related at university level of education was identified by Maurer (2006) from MIT portal that disciplinary

committee handle 12 to 15 cases which then followed by penalty ranging from warning letters, retaking the exams, downgrades in academic degree, task assignments and in critical cases of suspension or even dismissal. The case regarding to EFL students, during the study Chankova (2017) identifies that the plagiarism committed by Bulgarian EFL learners are mostly textual due to lack of knowledge and ability to write academic writing. In this case, serious penalty is not required, but refusal of works, revision or resubmission might happen depend on the institutional agreement. Plagiarism not only prevalent to non-native ESL/EFL learners or students with low language proficiency level that might happen accidentally due to lacks of writing skills, but also prevalent in high achieving students and even native language learners. Though, the reason for plagiarism might be different as high achiever students consider incorporation of ideas as beneficial skills in academic struggle, procrastination, and competition among high achieving students. In a research, Haddad (2014) present some evidence regarding high achiever students' case of plagiarism. As reported by Burt (2010) that 63,700 estimated undergraduate students exposed that 62% of them admitted to cheat in written task. The highly competitive nature of digital era encourage them to thrive from cheating. Another report submitted by Perez-Pena (2012) about Harvard cheating scandal in 2012, reported that Harvard Crimson newspaper just conducted a survey of 1300 incoming freshman, and found 42% of the students admits to cheat in assignments before enrolling Harvard.

The researcher chose this study to give acknowledgement about the unlawful nature plagiarism and to inform that plagiarism is not intentional; most of all unintended plagiarism is mostly due to improper way of writing and attributing reference. This study also intended to inform about how to avoid plagiarism using the proper guideline of referencing in academic writing. The aims of the study is to explore the perception of the participants about the use of other's idea and the practice of plagiarism in production of academic writing and how the students implement direct-quotation as well as paraphrasing and summarizing strategies in their academic writing to avoid the plagiarism. When using the texts from other sources by identifying whether the participants have the

potential of writing error that could leads to plagiarism. Additionally, the researcher also aims to find problems regarding participants' intention when using others' idea in identification of intentional or unintentional plagiarism.

METHODOLOGY

To get suitable data and analysis in answering the research questions, the researcher uses qualitative research designed to find and analyze factual data of the research. The model of data collection will use semi-structural interview to gain desired response of the participants that translated into a code for data analysis. Narrative inquiry is the method of inquiring and comprehending into experience through continuous teamwork and partnership amongst participants and researcher, in series of places, and in social communicational settings. In formulating the data analysis the researcher use narrative qualitative research and use Mishler's (1995) type of story analysis. Based on narrative research guideline, the researcher in this study actively conduct the data collection from online interview with the use of voice note feature from WhatsApp and write the interpretation of the participants response of the research in order to obtain sufficient amount of valid data in a research. In this research, the sources of the data taken from interview about preference and strategies in avoiding plagiarism and rewriting test to identify the successfulness of the strategies used by participants to avoid plagiarism. Therefore, in order to get most suited participants for this research the researcher conduct this research on 10 university students undergoing final project in English department University of Islam Malang.

The narrative analysis focused on interpreting narrative data that based on respondents' perspective and experience about plagiarism and strategies to avoid it. The data from this study analyzed by grouping and coding to distinguish participants with different response based on the interpretation of the researcher. After grouping, coding the researcher will begin elimination of unnecessary data and refining data that requires further analysis by reinterpretation or by asking additional data from the participants in order to get sufficient data. From these data, the researcher will conclude the result of the finding.

FINDING AND DISCUSSION

Result are constructed from the data collection and analysis the aims for answering the research questions in consideration of data and previous theories and literatures. To answer the first question, the researcher collected the data about participants' perspectives of using ideas of others in academic writing and their preference of method to avoid plagiarism. Based on the data analysis all the participants view that using the idea of others are permitted as long as the writer rewrite the source text using own's word and properly include the citation. This indicates that all participants understand about the proper criteria of incorporating other's idea in academic writing. In the analysis about the perspective of participants on plagiarism the researcher identify that all the participants views plagiarism as improper way of incorporating ideas of others in a writing wihout proper citation, some of them also stated that plagiarism is known as the act of copying and stealing. In the analysis of knowing the cause of plagiarism and how to avoid it the researcher found that the response given by the participants about the cause of plagiarism are mostly about error in rewriting and problems related to the citation. Roka (2017) points out some factor such as efficiency gain and time management to gain efficiency while saving more time for personal values and defiance for social needs. Personal attitude to the material such as perception that their professor doesn't bother to read their paper, denial or neutralization by using excuses, temptation for better and easier works, lack of deterrence, they feel save and untouchable to not being caught in plagiarizing. Based on the data none of the participants' response mention moral misconduct or attempt to transgress in academic writing. In the identification of method avoiding plagiarism resulting in 7 out of 10 participants are familiar with direct quotation, paraphrasing and summarizing, however, 3 of the participants are found to be unfamiliar with summary method. Rationally, it can be said that, the treatment for plagiarism is to teach students how to use direct quote, summarize and paraphrase (Plaister, 2010).

The results about identification of strategies in avoiding plagiarism shows that all participants are familiar with the use of direct and indirect quotation, based on the data the participants are not using direct quotation too frequent that mostly

to avoid plagiarism check. As Petrić, (2012) stated that direct quotation is considered quite simple compared to paraphrasing and summarizing, since it doesn't require textual alteration of the source. However, it cannot used too frequently. In paraphrasing identification, the researcher found that 3 out of 10 participants defines paraphrasing only as the way of rewriting differently from original text, and 7 of them defines paraphrasing correctly as the way of rewriting differently while keeping the original meaning. Mori (2018) stated that paraphrasing involves a reconstruction of a source text to remove similarities in linguistic, while preserving the meaning and reference to the originator and publication date of the source text.

In the analysis of participants strategy before paraphrasing the researcher found that 2 respondents are paraphrasing directly with the use of synonym and altering the structure, 7 respondents are trying to compehend the text before paraphrasing and 1 participant is sometime directly paraphrase and comprehend the text.In the process of understanding the text type of the text identification and main point identification that includes topic, main idea and important points of the text, and key terms identification, resulting in only 3 participants are identifying type of the text, 8 out of 10 participants are identifyng main points and only 2 participants identifying key terms. It is necessary to avoid misinterpretation or distortion in meaning, directly paraphrase will result in superficial paraphrase. Marzec-stawiarska (2016) states that paraphrasing procedure before-writing applied during analyzing and reading the sources text that intensively focused to understandings of macro-level with a significance to memorize the key terms and understanding the main ideas. In identification of the strategies used while paraphrasing, it is found that 4 participants rewrite the text as a whole, while 6 participants write the paraphrase part by part. Based on the data, the researcher also finds that all the participants do change the grammar and synonym in order to make different enough writing when compared with original text. Students apply the writing process other than text transformations strategies, also testify numerous approaches that went beyond just restatement of the source text. this strategy to demonstrate their understanding of a source text and making the source

text understandable for readers (Marzec-stawiarska, 2016). The finding identifies that only three participants are changing the type of text, the use of abbreviation and synonym or alternative words in paraphrasing will help the writer in writing dissimilarly with the source text. It is also shown that 8 out of 10 uses abbreviation if possible and necessary. Based on the record of the data in the finding it is confirmed that only 2 participants are taking notes during paraphrase and only 3 are using dictionary. In the finalizing stage, participants are rechecking their paraphrase to make sure everything has been done correctly, it is founds that all participants do the general recheck, grammar check, citation check and dissimilarity check. This indicates that every participants aware that paraphrasing products needs to be different and properly cited, but in response to meaning accuracy only 7 out of 10 are checking the meaning accuracy and only 4 respondents are checking the length of the paraphrasing results. In addition to that it is found that only 3 respondents are checking the understandability of the text. Evaluation of the paraphrased sentence completely was generally taken to check the dissimilarity of words, structural accuracy and equality of meaning. This was particularly recognized as the strategy closely happens during the comprehension of the full original text (Khrismawan & Widiati, 2013) In writing, author who have a sufficiently understandable script with no errors in spelling and structure, will definitely success in every written activity (Numan Khazaal, 2019), therefore, It is important to check the final paraphrased products.

In order to gain conclusion whether the participants are paraphrasing properly the researcher compile the data from the strategy before writing paraphrase to the strategy of finalizing paraphrase. According to Khrismawan & Widiati, (2013) paraphrasing process initiated by whole understanding of the source text, by identifying key words and key points to paraphrase. The important key terms that was selected for the writing of the paraphrase in sequence through writing the source message into sentence, which then checked with the text from the original sentence. Aside from proper way of paraphrasing, it is fundamental for the writer to include citation or reference in order to clarify the footnote and the source of information. According to Roig, (2015) In the practice of others'

textual verbatim in own's writing the rule of general acceptance is to include the evidence that specified and quoted and to the source of the original text. When giving quotation of text, an author have to give reference and citation based on the writing style manual to guide the writing. Based on the reference above the researcher can conclude the appropriateness of paraphrasing strategies used by participants. Based on the data about finding, analysis and consideration from literature, it can be concluded that 6 participants (p2, p4, p6, p7, p9, p10) conduct their paraphrase properly and their writing are unlikely detected as plagiarism. Meanwhile, the other 4 participants P1 and P8 who did not change the word order, P3 who neglect on of the necessary step of avoiding to many similar words and P5 who neglect both changing the word order and avoid similar words has greater potential to be detected as plagiarism. To improve the quality of the writing it can be concluded that only 3 of the participants are both checking the length and understandability of their paraphrase, making the result have good quality and 1 participants only make sure that the result have the nearly the same length as the original. In order to create good quality of text Marzec-stawiarska (2016) implies that, students come with many method beyond just restatement of the source text. The implementation of this strategy shows students understanding of a source text and enables more comprehensive source text for readers. In conclusion, of paraphrasing strategy, the researcher confirms 6 participants are paraphrasing properly and from those 6 participants, 3 of them are likely to produce both proper and good quality of paraphrasing result.

To analyze how the respondents do the summary it is necessary to analyze the participants basic understanding about the summary, based on the data in the finding the researcher found that most of the participants have the same views on summary as a way to make the text shorter while keeping the main or important points of the text. The result about how students initialize their summary shows that every participants take note and identify the important points of the text and also reading the original text multiple times. These two things are strongly advised before summary, in order to make sure one's get the right important points it is suggested to write the text multiple time while take notes on the

important points. The researcher also found that only 4 participants are trying to identify the main idea of the text before starting a summary writing. In the writing of a summary the identification of main points or main idea is important besides of detecting important points because the main idea is one thing that determine true purpose of the text, while the points are made to support main ideas, this is usually usable in summarizing long text. Summarizing requires students to concentrate on the main ideas of a text and then choose the vital information without deleting the key concepts (Numan Khazaal, 2019). In the process of summary writing, the participants should write only the important points of the text leaving any additional or explanatory contents such as supporting ideas. In the writing of the summary, one's should not forget to write proper citation and synchronizing the summary. based on the data of the finding all of the participants give a positive response that they are giving the proper citation to their summary. when students summarize, they set significant intellectual effort into analyze, identification and selection of the important information (Marzec-stawiarska, 2016). Aside from giving citation, the writer should not forget to synchronize the summary. After compilation of important points from the note or cloud data from original text the writer should synchronize those points to make a good quality of summary and not a compilation of disjointed important points of text, in the data based on the findings, only 1 participant who gives negative response when asked about synchronization of summary. In writing summary writers might include adding personal idea or opinion in a summary, this is not allowed in a summary as summary acts as a simplified information from the original text. Giving personal opinion in the summary will make the information invalid. In the data the researcher found that none of the participants are adding their own opinion in their summary, 2 of the participants left some of the text unchanged and 1 participant is adding information to the summary. It is also not advisable to give additional details like supporting sentence or explanatory contents in a summary, because summary supposed to be brief and gives information only the important one, the other things prohibited in the writing of summary is leaving some of the text too similar with the original text as this could lead to plagiarism. Adding personal

ideas or information to the source text, alongside alteration and intrusions that categorized as the fifth category of irrelevant concepts that must not be included in the writing of a summary that Kim (2020) consider this as inaccuracy. In this final section in the identification of participants strategies in writing summary the researcher focuses on how the participants monitor the result of their summary, these includes the dissimilarity check, checking whether the summary alter or left some important point, length check, grammar check, understandability check and citation check. Based in the finding all the participants are making sure that their summary is not too similar with the original text. The data also confirms that 6 of the participants are making sure that they don't alter or left some important points in the summary and the meaning and the points are remains the same while the text are simplified and shortened while other 4 participants are not. The researcher also found that every participant is checking the length of the text and the citation as summary always produce shorter text in comparison with the original one, and all of them are making sure that their summary is properly cited indicates that each of them understands the position of summary as an idea of others. The other things need to be concerned in finalizing a summary is grammar and understandability check. In the data only 3 of all 10 participants are checking the grammar of the summary and 7 of the participants are checking the understandability of their products. This kind of check cannot be taken lightly as a summary needs to be clear and brief, more importantly summary doesn't use additional, explanatory contents, so incorrect grammar and understandability problems are more likely produce misinformation or content change more than those in paraphrase. In finalizing writing, a good and comprehensive product without errors in grammar or spelling indicates the success of the writer. Graham & Hebert, (2011) states that writing is not only about finishing or refined draft, however, it is about successfully convey the information.

In the attempt to find conclusion and overview regarding to the way the participants summarize from the beginning into finalizing their summary, the researcher use the general rules to avoid plagiarism by providing proper way of referencing and giving citation. In one of his guidelines in avoiding plagiarism

Roig (2015) states that every textual verbatim taken from other sources should be followed by a citation as indication its origin and enclosed with the use of quotation marks. The researcher also uses the framework of the five criteria of summarizing such as grammar, vocabulary, organizing, content, and coherence, in the recent research of summarizing strategy. Numan Khazaal (2019) breaks down the outline of summarizing strategy such as: comprehending the text, identify the main points and keywords, elimination, list key words in sequence, identifying the supporting idea, delete the unnecessary information, rewriting by using different words and combining transitional words or phrases in one to two sentences. The summary should be shorter compared to the original text, one last thing needs to be considered is do not add anything beyond the author's ideas or include your opinion. Most of the participants' strategies seem to be in line with effective summarizing strategies. There are only 3 participants that seem to be neglecting some of the important strategies. Participant 3 did not try to comprehend the original text that can leads to misinterpretation of the main idea, important point and the original message of original text. Participant 6 seems to be neglecting the synchronization of the summary, putting all the important point together after deletion of connectors and supporting idea can cause disorganized text or syntactical error in the summary.

Regarding to plagiarism avoidance it is important to change any similar text with the original. participant 3 and 6 seems to be neglecting this step that can leads to plagiarism, in the data the researcher also find that participant 8 give the additional details and supporting ideas that shouldn't be done in a summary because the summary need to be brief and concise. In addition to proper summarizing, the researcher also includes additional points to make a good quality of summary, those are grammar, understandability and the use of summary language. According to the data, only 2 participants likely produce good quality of summary because by not using summary language the result of the summary will likely to be summarized again by the reader as reference that can cause elimination of original points while not concerning the understandability can cause misunderstanding and difficulties to comprehend for the readers. By

analyzing all the data in the overview, the researcher concludes that the participants other than participant 3,6 and 8 are summarizing effectively to avoid plagiarism, but only 2 participants that are participant 2 and 9 will likely produce good quality of summary.

In the pursuit to obtain the data to answer the third research problem about how participants perceive unintentional plagiarism and also the purpose of using others idea, the researcher concludes the data based on finding that every participant is using other's idea as reference and when asked about using other's idea as their own writing all participants give negative answer. This indicates that all participants have no intention to deceive and it can be concluded that any plagiarism due to error in the writing of participants is considered as unintentional plagiarism. Regarding to the community perception about plagiarism, Vardi (2012) implies the importance of rethinking the use of term 'plagiarism to improper way of rewriting, as plagiarism also defined as inadequate use of referencing with no intention to cheat. It is also suggested that any detected error in incorporating others' idea in academic writing shouldn't be treated with any moral or court punishment.

CONCLUSION AND SUGGESTION

In this study the researcher concludes the result based on the problems of the research. In regards to the perception of incorporating others' idea in academic writing, all the participants view the use of other's idea in academic writing is allowed if done correctly. but in regards to the perception about plagiarism the participants view plagiarism as an error caused by improper way of writing and citation, but not mention any intentional use of others' idea as one own.   In terms of rewriting strategy all the participants are doing well in using both direct and indirect quotations. But in using paraphrase 6 participants using paraphrasing strategies properly, those are p2, p4, p6, p7, p9, p10, however, only p2, p4 and p7 that undergone strategy for producing both proper and good quality of paraphrase. In regards of summarizing strategies 3 participants that are p3, p6 and p9 are improperly conduct their summary and the other 7 done well in understanding

summarizing strategies and 5 of them those are p1, p2, p4. P7 and p10 are conducting both proper and good quality of summary. The result of the analysis about the perception on rewriting error and unintentional plagiarism the researcher found no intention to cheat or use other's idea as one own. All participants use reference merely to support their writing, not to get credit from the use of other's idea. The researcher also found strong influence of rules regarding to plagiarism.

According to the conclusions, the writer proposes some suggestion to the students who plan or currently undergoing academic writing, it is suggested to learn the writing guidelines carefully in order to effectively write and avoid plagiarism. For higher academic institution it is suggested to give material of academic writing earlier to enables the students practice academic writing not only when nearing the time once the need to write academic writing for advancement is imminent. In regards to plagiarism in students' writing is not all intentional, it is suggested for the teacher and lecturers to evaluate further and perceive plagiarism in student's writing as writing error unless evidence of intentional attempt to plagiarize is spotted. For the next researcher it is suggested to conduct more study about paraphrasing, the strategies, issues and solution as the most preferable method to avoid plagiarism, it is also suggested to conduct the qualitative study with fewer participants and use L1 in the interview to get more detailed result and use open ended question.

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