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Exploring Plagiarism into Perspectives of Indonesian Academics and Students

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Abstract

Plagiarism has been done by students from around the world. There has been a heated discussion of finding reasons why plagiarism occurred in academic world and Eastern students in particular. This research wants to explore how actually students perceive plagiarism in their academic writing as well as how lecturers coped with plagiarism in the students' assignments. The research participants were taken from 2 different majors, 32 English Education students and 10 Psychology students as well as 5 lecturers from English Education Department and 3 lecturers from Psychology Faculty in one of private universities in Central Java Province, Indonesia. Questionnaires were distributed to those respondents and also interviews were conducted to several lecturers and students. The results of questionnaire and interview showed that both students and lecturers knew and understand the essence of plagiarism, however, students admitted that they still plagiarised in their assignment. Lecturers, on the other hand, revealed that they could figure out when students plagiarised others' works. However, it was limited to crossing over assignments between students. In other words, detecting plagiarism was done manually and restricted to students' written works only. In conclusion, despite comprehending the meaning of plagiarism, student still plagiarised since there was not any real action from lecturers to encounter it.

Keywords: *students' plagiarism, detecting plagiarism, academic world, assignment, reasons*

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Introduction

Plagiarism has been done by students and academics from the Eastern and Western world, such as Asia, South America, Australia and Africa. Students who have done plagiarism are mainly studying in overseas universities (Sharma, 2007). There has been a heated discussion of finding reasons why plagiarism occurred in academic world and Eastern students in particular. It is infamously stated that *cultural background* has become a common reason (Bamford & Sergiou, 2005). Nevertheless, educational practitioners believe that incompetency of the language, in this case *English language*, and reading comprehension of students would be the most reasonable answers (Pecorari, 2008). In other words, students plagiarised one's work because of their incompetence in the language as well as unwillingness to cite and paraphrase properly.

In fact, there are a lot of cases of plagiarism occurred in Indonesia, which is not only done by students but also by lecturers. For instance, a lecturer from one highly respectable university in Bandung, an alumni of a well-known university in Yogyakarta, and a professor from a private university in Bandung, which have been reported in the newspaper and on the television programmes nationwide. (<http://www.tempointeraktif.com/hg/pendidikan/2010/04/16/brk,20100416-240841, id.html>; <http://www.detiknews.com/read/2010/02/19/123909/1302743/10>). These facts show how dangerous plagiarism is as copying and pasting are widely applied to fulfill academic requirements.

To overcome the issues of plagiarism, Indonesian Directorate of General Higher Education together with the rectors of state universities and private universities coordinators in Indonesia declared the act of anti-plagiarism on the 4th May 2011. This declaration underlines the importance of fighting plagiarism in academic world and determines what kinds of actions should be done to minimise the act of plagiarism.

There are several solutions that have been applied to reduce the number of plagiarism both in Indonesia and overseas countries. Indonesian Government has tightened its regulation and done extensive works on lecturers and lecturers' written works, particularly research articles published in local, national and international journals that are used for applying academic position.

Overview of Plagiarism Issues and Research

Plagiarism and Plagiarist

Plagiarism is actually taking one's work without citing the name of the author. Plagiarism itself comes from *plundering* which means *kidnapping* or stealing one's written works (Sutherland-Smith, 2008). Plagiarism has been detected as the result of the inexistence of *copyright law*, in which author's name is not included in the printing and publication process. This situation leads to the creation of *copyright law* and penalties incurred if this law is not obeyed.

However, *copyright law* can be applied if only the writing has been published. This fact also causes other problems in the schools and universities when they analyse their students' writing. Therefore, these educational institutions establish several ways to identify and minimize the number of plagiarism. Firstly, *plagiarism* is redefined by the action of copying one's writing wholly or partly without acknowledging the original creator and the person who does this action is called a plagiarist. Secondly, students are acknowledged of possible consequences if they plagiarise one's written works, for instance, their points are deducted or they are expelled from schools or universities.

In short, the aforementioned definition of plagiarism and plagiarist are highlighted the term of *death penalty in academic world* which indicates one's creativity and academic intelligibility will be forever in questioned and rejected if he plagiarises other authors' written works (Pecorari, 2008).

Current Status of Plagiarism in Indonesia

Recently, Indonesian Government has declared *a war against plagiarism* since May 2011 due to several plagiarism cases happened in the academic world in Indonesia. For example, the case of Prof. Anak Agung Perwita, who written an article in the *Jakarta Post* on 6th February 2010, plagiarised Carl Ungerer's article published in *Australian Journal of Politics and History* in 2007. This person was a lecturer from one of well-known universities in Bandung and an alumnus from one of respectable universities in Australia. Therefore, he was totally aware on what he had been done. He argued that he plagiarised Ungerer's writing because of limited time given to him to write and he accepted any consequences of his action, including being fired from his institution (The Jakarta Post, 2010).

As the aforementioned case makes headlines in Indonesia, Indonesian Government and Ministry of Education in particular announced the act of anti-plagiarism in May 4th 2011. The revelation of a plagiarist by mass media indicates that the doers of plagiarism can be anyone from any profession and status, such as lecturers, students, lecturers, educational practitioners, and socialites.

Questions are then raised why such facts occurred in Indonesia. There are seven causes that have been discussed for realising the occurrence of plagiarism in Eastern world (Pecorari, 2008), namely:

- a. The plagiarist's cultural background which does not demand him to include the original author's name,
- b. Citation and proper references do not always exist in every culture;
- c. The plagiarist thinks that their role is being able to repeat the information delivered by the original author;
- d. Fact is the most important thing, but where the fact is taken does not matter;
- e. Previous learning experience which relies heavily on memorization;
- f. Difficult to comprehend and distinguish between general knowledge and information which requires proper references; and
- g. Plagiarism concept between Eastern and Western is completely different. Western world takes into account the act of plagiarism more seriously than its counterpart.

Thus, the increase number of plagiarism in Indonesia and its causes should be deeply understood to determine certain solutions that can be applied to reduce this forbidden action in the academic world.

Current Research on Plagiarism

Plagiarism has become a common action done by students, which have been tried to be eliminated through several ways. One of them is using *antiplagiarism software*, such as, *Turnitin*. This software is used for checking the originality of students' writing and calculate the percentages of plagiarised words borrowed from other authors. Despite this huge advantage, *turnitin* can not be used in Indonesia because of its expensive cost that can not be covered by educational institutions in Indonesia. In line with this, *turnitin* can only be used if students' written works are in English. Therefore, it is necessary to find other solutions that can be considered to be able to reduce the number of plagiarism.

Despite plagiarism cases are commonly happened in Indonesia, there is a limited number of research dealing with plagiarism (Kusumasondjaja, 2010). Most of them still focus on observing the number of plagiarism cases and students' responses on whether or not the use references and citation are important in their writing (Kusumasondjaja, 2010). The research so far does not explore how both students and lecturers perceive plagiarism, particularly in students' written works.

Therefore, alerting Indonesian students on the importance of plagiarism and how they can implement their understanding on plagiarism not only in their written works but also in their presented materials would be crucial.

Research Design

This research is part of an on-going research funded by DIKTI (Indonesian Directorate General of Higher Education). Investigation of students and lecturers' perceptions were carried out from February until August 2014. It employed mixed method research, which used quantitative for analysing questionnaire results and qualitative for interpreting interview results.

Furthermore, the participants of the research were taken from 2 different majors of study, *i.e.*, 32 English Education students and 10 Psychology students as well as 5 lecturers from English Education Department and 3 lecturers from Psychology Faculty in one of private universities in Central Java Province, Indonesia. Those students were eighth semester students who were in their thesis writing process for completing their Bachelor degree while the lecturers were those who had experiences in supervising students' bachelor thesis writing.

Data Collection and Data Analysis

The research data was collected from questionnaire and interview, which were done twice. First, data was gathered in February 2014 when students started to write their Bachelor thesis or in the middle of thesis writing. Second, the collection of data was done in July until August 2014 after most of the students registered themselves for Bachelor thesis examination or they had thesis examination. After gathering the data, it was then interpreted using *interpretive analysis* (Neuman, 2006), which combined between statistical analysis from questionnaire and descriptive analysis from interview.

Research Result

The findings of the research were described in following figures, which covered questionnaire and interview before and after students finished their Bachelor thesis writing.

Students Questionnaire Result before Bachelor Thesis Writing

Figure 1 illustrates the perception of students on how well they understand the terms of plagiarism and plagiarist, particularly when they had to finish their assignment. Twenty five respondents chose looking for references in the internet than reading books, in which only most of respondents preferred to read books than browsing the sources in the internet and read journal articles (See Figure 1 Question 1).

More than 35 respondents also stated that they understood the meaning of plagiarism and only 5 out of 42 respondents said that they did know nothing (See Figure 1 Question 2). As for question no.3, less than 20 students stated that they plagiarised when finishing their assignment while 25 respondents claimed that they never plagiarized (See Figure 1 Question 3). The responses of question no.3 were different from their answers for question no.4, in which more than 25 respondents said they plagiarised when they wrote important assignments, which contributed more on their final score (See Figure 1 Question 4). On the other hand, only \pm 12 respondents that they plagiarised when their current academic results on certain subjects were poor (See Figure 1 Question 5).

Meanwhile, \pm 21 respondents claimed that lecturers never knew that they plagiarised, others said they were rarely caught plagiarizing one's work and only a small number of students admitted that they were caught plagiarizing one's works (See Figure 1 Question 6). In their defense, most of respondents stated that they would plagiarise if it made them pass a subject (See Figure 1 Question 7).

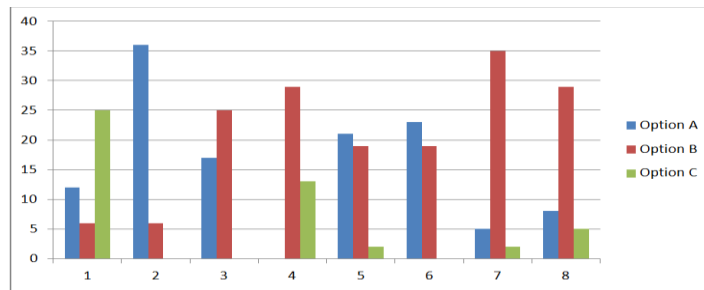


Figure 1. Students' perceptions on plagiarism and plagiarist in their academic life before they start to write their Bachelor thesis. Vertical line shows the number of students while the horizontal line presents the questions with three options. Each option is distinguished by different colour (Blue for Option A, Red for Option B, and Green for Option C)

Furthermore, when respondents were asked about honesty dealing with finding accurate references, they tended to pick references with similar original sources or submitted as it was and told their lecturer that they forget the original sources (See Figure 1 Question 8). Nevertheless, there were 3 respondents who said that they would write any references even though they did not use them (See Figure 1 Question 9). Finally, most of respondents admitted that they mostly plagiarised by downloading sources from internet, books and journal articles (See Figure 1 Question 10).

Students were also asked about common and uncommon forms of plagiarism they had been done during their academic life in the university. Figure 2 presents the most plagiarism forms which are done by students for finishing their assignments. From 5 examples which were shown, 25 respondents indicated that copying from internet without proper references was their most common form of plagiarism they did (See Figure 2).

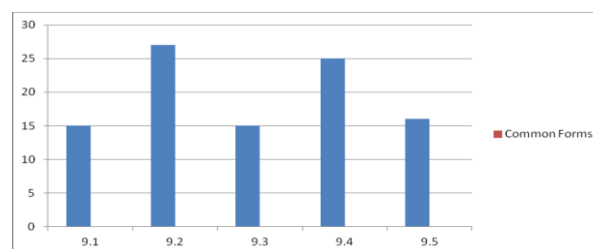


Figure 2. Common form of plagiarism in students' academic life. The vertical line shows the number students while the horizontal line indicates the questions

On the other hand, most of respondents understood that taking written sources from the internet, tried to change all the words but failing to give references; copying their friends' written report and rewriting it without proper references to the original sources were two other common forms of plagiarism they did to finish their tasks or homework (See Figure 2).

Having known several common forms of plagiarism, which were done students, the least common forms should be discussed as well. Figure 3 illustrates how students perceived rare forms of plagiarism. Ten respondents said that rewriting few sentences (word by word) to form a paragraph or more from an article or an internet source without inserting comma or author's personal information was the most uncommon form of plagiarism.

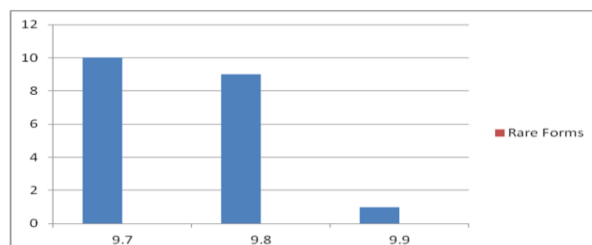


Figure 3. Rare form of plagiarism in students' academic life. The vertical line shows the number students while the horizontal line indicates the questions

Meanwhile, 9 respondents argued that memorizing a sentence directly from an article or an internet source without putting it in the references was the second rare form of plagiarism. Finally, only 1 respondent who said that the last uncommon form of plagiarism was rewriting sentences from an article with own words but failing to put it in the references (See Figure 3).

Lecturers Questionnaire Result before Students Write a Bachelor Thesis

Lecturers were also asked about their understanding on this academic issue. Figure 4 describes how lecturers perceived plagiarism and plagiarist, particularly those who had experiences to be Bachelor thesis supervisor. All of lecturers (5 lecturers from English Education Department and 3 lecturers from Psychology Faculty) claimed that they checked students' plagiarism for every assignment given to them. When they were asked how they could identify students' plagiarism, 6 lecturers said that they knew it from their instinct after reading students' written works. Only 2 lecturers who stated that they use Google search engine to compare students' writing with the articles in the internet.

Also, all of lecturers said that they detected that students plagiarised other's works (See Figure 4 Question 1). When they were asked how many times they caught students had plagiarised. They said they knew it once or twice (1 lecturer), few times (4 lecturers), often (1 lecturer), and at least once in every assignment (See Figure 4 Question 2). Further, 3 lecturers suggested that copying works amongst classmates was the main source of students' plagiarism, while internet, books and articles as well as copying from previous assignment (2 lecturers respectively) were other sources of plagiarism taken by students (See Figure 4 Question 3).

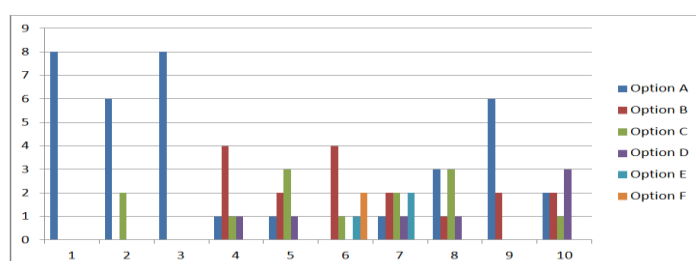


Figure 4: Lecturers' perceptions on plagiarism and plagiarist in their students' written works before they start to write their Bachelor thesis. Vertical line presents the number of lecturers while the horizontal line indicates the questions with six options. Each option is distinguished by different colour (Dark Blue for Option A, Red for Option B, Green for Option C, Purple for Option D, Light Blue for Option E, and Orange for Option F)

Lecturers also expressed their opinion that the common case of plagiarism happened was taking paragraphs from other sources without referring them in the references section (See Figure 4 Question 5). On the other hand, working with a friend (1 lecturer) and taking a paragraph from other source without proper references (1 lecturer) were least forms of students' plagiarism (See Figure 4 Question 6).

Lecturers also stated that students plagiarised almost every semester and students' plagiarism also increased as they progressed to higher semesters (3 lecturers). (See Figure 4 Question 7).

Furthermore, lecturers said that the phenomenon of plagiarism occurred due to lacking information, while other lecturers claimed students had known about plagiarism (See Figure 4 Question 8). Importantly, lecturers said a preventive way should be done to avoid plagiarism (See Figure 4 Question 9). They also recommended that the best way of giving information about plagiarism was running a compulsory seminar or workshop which provided students with some examples of real case of plagiarism, written guidance with examples, introducing students with some examples of plagiarism during orientation week of freshmen and an open seminar or workshop with some examples of plagiarism (See Figure 4 Question 10).

Students' Interview Result before Bachelor Thesis Writing

Interview was conducted by taking 5 students as the representatives of 8th semester students who started their Bachelor thesis writing. There were 5 questions asked about their comprehension on plagiarism. This interview was done to strengthen the data taken from questionnaire and direct test on students' understanding on this important matter.

The interview result revealed that students defined plagiarism really well as it was stated by S1 *"Plagiarism is stealing someone's work which is acknowledged as our own"*. All of students also argued that detecting plagiarism was important. S5 supported this opinion, *"It is important to detect plagiarism as it is an academic crime"*. When they were asked if they had plagiarised, all of students said "Yes" as S2 said that, *"I plagiarised to finish an assignment and I took it from the internet."* Being questioned how they could improve themselves in terms of avoiding plagiarism, S3 stated that *"I don't know since the information about plagiarism is still limited."* Meanwhile, all of them agreed that fighting against plagiarism was able to do by giving a seminar as it was suggested by S4, *"Detecting plagiarism is easy but fighting against it is difficult. Perhaps, a seminar can be run before students start their classes."*

Lecturers Interview Result before Students Write Their Bachelor Thesis

5 lecturers from English Education Department 3 lecturers from Psychology Faculty were interviewed on their understanding of plagiarism and the cases of plagiarism happened in Indonesia. Based on their statement, plagiarism was taking one's work without giving references as stated by L1, *"Plagiarism is taking someone's ideas become our own or taking one's materials as our own."* while L4 said *"Plagiarism is taking someone's work without paraphrasing it"*.

All of lecturers also suggested detecting plagiarism in students' written works was important due to various reasons as it was stated by L1 *"Detecting plagiarism is very important since students have to increase their knowledge."* Meanwhile, L2 expressed her opinion that *"Plagiarism is important to be detected as students have to learn to appreciate others' works"*.

Generally, lecturers only detected students' plagiarism through what they saw without using any anti-plagiarism software, for instance, L4 said, *"I read students' assignment and try to match it with other students' works. Or L2 claimed, "I detect plagiarism using my instinct if I see their English writing is too excellent."* Further, all of lecturers claimed that they had informed plagiarism to their students as it was suggested by L2 *"I ask my students to give sources and they have to try to translate them using their own words"*.

Also, most of lecturers wanted an open seminar or workshop on plagiarism. For example, L5 recommended, *"In the beginning I don't know that rewriting my own written work is a form of plagiarism. Thus, it is important to conduct a seminar which talks about plagiarism"*

After 4 until 6 months, students usually finished their Bachelor thesis writing. These following data were taken after they were examined.

Students Questionnaire Result after Bachelor Thesis Writing

Students were asked by filling in questionnaire after they finish their thesis writing, which consisted of 6 questions. There were a smaller number of students returned their questionnaire this time. From 42 students, only 8 students who were available to fill in questionnaire due to time constraints and most of them graduated and went home to their hometown (most of students in this private university came from towns nearby).

Also, lecturers who were able to be in touch for filling in questionnaire were 6 out of 10 lecturers. They also stated time constraints were the main problem as they were busy examining students' Bachelor thesis. Nevertheless, this research had to be conducted and the data must be taken as most of eight semester students had finished their Bachelor thesis writing.

The results of post-questionnaire were explained based on 6 questions asked to the respondents. All of respondents defined plagiarism as taking one's work without acknowledging it (See Figure 1 Question 1). When they were further asked an example of plagiarism, all of them were also able to identify an in-text written source without proper references (See Figure 5 Question 2).

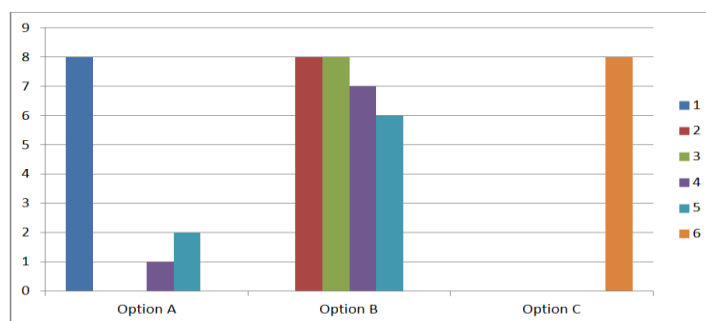


Figure 5. Students' perceptions on plagiarism and plagiarist in their academic life after they finish writing their Bachelor thesis. Vertical line shows the number of students while the horizontal line presents options elected by students. Each colour indicates question (Dark Blue for Q1, Red for Q2, Green for Q3, Purple for Q4, Light Blue for Q5, and Orange for Q6)

Further, the university where the respondents studied was an Islamic-based institution. Therefore, they were also asked about the Islamic view on plagiarism, in which they said that it was forbidden because this act was the same as taking one's authority (See Figure 5 Question 3). Respondents were then questioned about what their best effort so far to avoid plagiarism, 7 of them chose to cite in-text sources in their written work and put them in the references. In contrast, 1 respondent said she would put all references at the end of written work (See Figure 5 Question 4).

Whether or not in-text sources must be the same as what it was written in the references showed different opinions of respondents, in which most of them said 'no' (See Figure 5 Question 5). Finally, they were shown three examples of in-text sources with references section. Two of them were examples of plagiarism and one of them was not. Interestingly, those 8 respondents answered correctly, which was Option C (See Figure 5 Question 6).

Lecturer Questionnaire Result after Students Write Their Bachelor Thesis

Having supervised students' Bachelor thesis between 4 until 6 months, lecturers were asked to fill in questionnaire regarding students' written work. Figure 4 describes how the perception of lecturers on plagiarism issues. The same questionnaire items were asked to the same lecturers and their answers were surprising. Most of them said they checked their students' works for plagiarism while the rest of them said they did not (See Figure 6 Question 1). They were then asked about how they detected students' plagiarism, a lecturer said that it was his gut feeling while the rest of them said they googled students' written work and tried to use free detection services available in the internet (See Figure 6 Question 2).

Further, all of them agreed that they found cases of plagiarism in students' works (See Figure 6 Question 3). They were then asked how many times they discovered that students had plagiarised one's work. A few times and at least one in every assignment were chosen by 2 lecturers respectively while once or twice and most of the time was elected by 1 lecturer respectively (See Figure 6 Question 4). Further, books and journals were the main sources of students' plagiarism while students also copied their friends' works to finish their assignments (See Figure 6 Question 5).

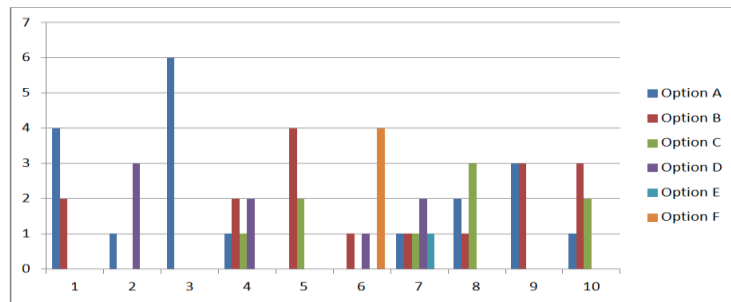


Figure 6. Lecturers' perceptions on plagiarism in their students' written works after they finish their Bachelor thesis. Vertical line shows the number of lecturers while the horizontal line indicates the questions with six options. Each option is distinguished by different colour (Dark Blue for Option A, Red for Option B, Green for Option C, Purple for Option D, Light Blue for Option E, and Orange for Option F)

Most of lecturers (4 lecturers) also underlined that plagiarism happened when students took one or two lines and/or paragraphs from other sources without proper references as well as they worked together with their classmates (See Figure 6 Question 6). Meanwhile, they also pointed out that 7th and 8th semester students were mainly plagiarizing others' works and the rest of them said plagiarism occurred during early semesters (See Figure 6 Question 7). 3 lecturers also stated that plagiarism issues stayed the same at all semester while 2 lecturers said it would increase as students were in the higher semester and only 1 lecturer who was confident that it would decrease (See Figure 6 Question 8).

Interestingly, lecturers' opinion was divided in terms of students were being well-informed or not on plagiarism issues. Three of them said 'yes' and 3 of them said 'no' (See Figure 6 Question 9). Three of them also suggested general introduction during orientation week should be done to provide students with plagiarism information (See Figure 6 Question 10). Meanwhile, others recommended optional seminar or workshop with various examples of plagiarism and a lecturer said a written guidance with some examples of plagiarism would be helpful for students (See Figure 6 Question 10).

Students Interview Result after Bachelor Thesis Writing

After filling in questionnaire, students were interviewed to explore their actual responses toward plagiarism issues. All of them were able to define plagiarism really well as it was mentioned by S1, "Plagiarism in my opinion is taking some works without acknowledging it." and S2 who said, "Plagiarism is reciting someone's writing without using their name."

Moreover, they were also asked about Islamic views on plagiarism and all of them agreed that it was forbidden as it was stated by S3, "Plagiarism on Islamic views I think that it is of course forbidden for us, for muslim, because it is like a thief." However, not all of them understood the meaning of in-text sources and references as well as connection between them. Only S3 who said, "in-text sources must be the same as the one in the references." while the rest of them said "No, they mustn't."

They also had different opinions of how to fight against plagiarism that they had done so far. S1 said, "By using paraphrasing and taking more resources." while S2 claimed, "The best effort is we have to be conscious and we have to feel that in the back or after several years we can get the plagiarism which known by somebody else." S3 was even gave details by stating, "I think the best effort to avoid plagiarism is we have to concern about the references so we have to write the sources, write the author that we had write."

Lecturers Interview result after Students Write Their Bachelor Thesis

Some lecturers were also interviewed after their students finish Bachelor thesis writing. All of them had to answer the same questions as the previous ones regarding plagiarism issues. The same questions were applied to check lecturers' persistence on their views of plagiarism. The first question was the definition of plagiarism, in which L2 said "Plagiarism was taking one's opinions without citing the original source." They also suggested that plagiarism in students' written assignment should be detected as L3 stated, "Detecting plagiarism is important, in my opinion, as students have to learn to include proper reference".

Similarly with pre-questionnaire result, lecturers discovered students' plagiarism through what they read without using any anti-plagiarism services as L5 mentioned, "I only read students' written

assignment and see if they copy their friends' works. Moreover, all of lecturers strongly stated that their students were well-informed about plagiarism issues. Specifically, L5 said, "I ask my students to put references at the end of their quotation."

In addition, all of lecturers recommended a workshop to inform students and themselves about plagiarism which was mentioned by L4, "It is important to give students information about plagiarism through a workshop."

Discussion

Questionnaire and interview results revealed that students were aware of plagiarism, yet they still did not realise that they committed plagiarism (See Figure 1 until Figure 6). In other words, students were not aware of any misconducts because of several reasons, namely: (1) students learnt to copy word by word since their early education and it was a demand from their lecturers to write exactly the same as written in the book, (2) most of questions asked in the test or exam only required students to memorise answers from books, and (3) the existence of internet made students easier to download a file and submit it to their lecturers as their assignment (Novera, 2004; White, 1998).

Although, students were unaware of committing plagiarism, they admitted they had ever done the aforementioned actions. They stated that finishing an assignment was a huge burden so they chose to plagiarise rather than to get a bad score. Students, then, described they had extensive assignments and they were unable to grasp the meanings of every English word in the book. As a result, students thought that plagiarism was the answer to their obstacle (Agustina, 2010; Chang, 2006; Ju, 2006; Hyland, 2003; Novera, 2004; Storch, 2009; Weigle, 2002; White, 1998, Zuber-Skerrit & Knight, 1986). Moreover, students also failed to cite properly or even put quotation marks when they quoted other authors' work (Chang, 2006; Ju, 2006; Hyland, 2003; Novera, 2004; Storch, 2009; Weigle, 2002; White, 1998, Zuber-Skerrit & Knight, 1986). In short, they did not write the original source of written works they took and if they did they did not paraphrase written works using the own words and writing style (Chang, 2006; Ju, 2006; Hyland, 2003; Novera, 2004; Storch, 2009; Weigle, 2002; White, 1998, Zuber-Skerrit & Knight, 1986).

Students said they had plagiarised and no lecturers ever punished them for doing so. This claim showed that ignorance from lecturers and educational institution that plagiarism was a serious threat to any level of education (Thompson & Williams, 1995; Maas, 2002). Furthermore, internet had made life easier and make students get anything they wanted by a click of a finger (Clyde, 2001; Introna & Hayes, 2008; Laird, 2001; Rocklin, 2000).

In response to students' claim of lecturers' negligence of plagiarism, lecturers also claimed that they recognised students plagiarised one's works when they had very good English sentences with perfect coherent and cohesive ideas. Their claim was never being followed up by a real action of failing their students as they stated no strict rules on plagiarism in their educational institution. However, lecturers said they had given adequate information on plagiarism and how students could avoid it.

These interpretations suggest that lecturers feel uneasy to give students difficult tasks as well as real scores based on their efforts (Maas, 2002). Therefore, students are able to get away with plagiarised written works and achieve good scores (Maas, 2002). Nevertheless, lecturers claim that they have given information on plagiarism to students. In contrast to the reality, students committed plagiarism. This situation happens due to lack of feedback and real punishment such as score deduction or expelling them from courses (Chang, 2006; White, 1998). Some lecturers argued that if they deducted their students' score or expelled them from courses they could run into a big trouble as educational institutions did not have a clear policy on plagiarism in Indonesia. These arguments highlight that most of Asian cultures allow plagiarism as forgivable (Pecorari, 2008).

Lecturers also said that they did not specifically detect plagiarism using well-designed anti-plagiarism software. They only used their gut feeling, googled it in the internet or used any free plagiarism detector services in the internet. These facts lead to conclusion of negligence from educational institutions that it is very crucial to establish or to buy anti-plagiarism software in order to achieve better academic atmosphere (Introna & Hayes, 2008). Other implication is that academic writing is not taught and learnt persistently so that students are unable to cover techniques of writing and express their ideas fluently and coherently (Agustina, 2010; Chang, 2006, Storch, 2009).

Finally, a seminar or workshop was recommended upon plagiarism cases occurred, which was intended for students. This was a suggestion from lecturers, which implied that students were the one who had problems and they were not (Read lecturers and students' questionnaire and interview results in the previous section). This implication shows that not only students who must get information about plagiarism but also lecturers. It is expected that lecturers can draw the line between an easy score giver and a person who constantly fights against plagiarism.

Conclusion

There are several conclusions can be drawn from previous result and discussion, namely: (1) students still plagiarise due to low proficiency of academic writing, particularly the language and technical writing, (2) unavailability of anti-plagiarism software, and (3) ignorance from lecturers and educational institutions as there is not any real punishment for this misconduct.

Those conclusions mentioned previously underline that further research should be done to find the best way to fight against plagiarism and avoid it in the academic world. This future research should focus on both lecturers and students so that both of them gain similar understanding of plagiarism.

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