Types and Factors Causing Plagiarism in Papers of English Education Students

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Abstract

The purpose of this study is to determine the type of plagiarism contained in the student papers on the subject of Introduction to Literature and the factors causing students to do plagiarism. Researchers used descriptive quantitative research methods to answer both research questions. In this study, this type of plagiarism is examined using unpaid online applications and manuals to determine the type of plagiarism based on indicators of government regulation no. 17, 2010. While the factors causing plagiarism obtained through the responses of respondents to a given questionnaire. Population in research is one semester students majoring in English Education. The total population was 50 students and the sample in the study was 44. The results of the study show that type 1 plagiarism is the most dominant type appearing in student papers, followed by plagiarism types 2, 3 and 4. Chapters 1 and 2 in most papers are chapters where the chances of plagiarism occur most often. Then, the factors that cause students to practice plagiarism are: a) lack of understanding how to cite and write references well so not confident in composing academic writing; b) limited access to referrals and c) student attitudes which often delay and hasten in completing tasks.

Keywords: plagiarism on papers, types of plagiarism, factors causing plagiarism

A. Introduction

Copy-paste, disguise, and alteration of writing are examples of activities that lead to the action of plagiarism. Plagiarism or plagiarist is copying or making of essays, opinions, etc. from others and making it as an essay and an opinion of his/herself (Kamus Besar Bahasa Indonesia Daring, 2018).

Rule of plagiarism have been made in our country–as quoted by www.luk.tsipil.ugm.ac.id (2018) by the Peraturan Pemerintah No. 17 2010, concerning Copyright. The above rule confirms that plagiarism is a form of academic dishonesty and its sanctions have been clearly regulated in the standards of college enforcement procedures.

Some studies have been conducted on plagiarism in Indonesia, but there is no clear statistical percentage or picture showing plagiarism levels among students. Specifically, this study discusses: (1) what types of plagiarism are there in student papers? and (2) what is the factor causing students to do plagiarism?

B. Methodology

1. Population and Sample

This research applies a quantitative descriptive method to examine both research questions that is the type of plagiarism in the student paper and their cause of plagiarism. The population in this study is the first-semester student of English academic year 2017/2018. The population consists of two classes, each class consists of 25 students, so the total population was 50 students. Based on tables and general rules R.V. Krejcie & D.W. Morgan, the samples obtained were 44 (N = 50, then S = 44) (Gay, 1987: 110-111).

2. Research instrument

For the first research question, researchers used the *Duplichecker* application to identify the type of plagiarism in student papers and using regulation No. 17, 2010 as an indicator in determining the form of plagiarism. As for the second research question, the researchers distributed questionnaires to the students after doing a paper examination. A questionnaire is adapted from *LoCastro & Masuko, Plagiarism and Academic Writing of Learners of English* (2002). He proposes of distributing the questionnaire, in this case, is to know the situation and the student's decision on plagiarism and the reason why plagiarism can occur.

C. Findings and Discussion

1. Identification of Types of Plagiarism in Student Papers

This section displays data to answer the first research question about the types of plagiarism in student papers. In answering this matter, researchers use and determine the types of plagiarism in accordance with government regulation No. 17 of 2010 which is divided into four types.

The data in the tables and diagrams below were obtained from the results of checking and counting the types of plagiarism found in 44 (forty-four) students paper majoring in English Education. The examination is done through two methods: (1) checking by using the *DupliChecker* application to detect the overall similarity and comparing between the uploaded file and the file found by the application, and (2) manually checking by the researcher.

Table 1 Identification of Plagiarism Types in Students Papers based on Government Regulation No. 17, 2010

Plagiarism in Students Papers	Plagiarism Types				
	Type 1	Type 2	Type 3	Type 4	Total
Frequency	5067	105	23	0	5195
Percentage (%)	97.54%	2.02%	0.44%	0	100%

Table 1 above shows that there is a significant difference between the types of plagiarism found. There are 5067 frequencies or 97.54% of the 5195 total detected as Type 1 plagiarism which refers and quotes randomly the terms, words / sentences, data / info from a source without the source of the quotation and without adequate source writing. Then, the percentage decreases drastically to the number of 2.02% or 105 frequencies detected as type 2 plagiarism

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using the source of ideas, opinions, views / theories without adequately writing the source. Furthermore, for type 3 plagiarism, formulated by using the words and sentences themselves from the sources of words, sentences, ideas, opinions, views / theories without writing sufficient sources, the percentage is not much different from type 2, is only 0.44% or 23 frequency. And, no plagiarism type 4 is found that collects writings that have been made and published by others as their own writing without adequate source writing.

2. Factors Causing Students Do Plagiarism Actions

This section shows the data obtained related to the second research question that is the cause of the students doing plagiarism. The data were taken using a questionnaire of 44 students consisting of 20 male students and 24 female students. The questionnaire consisted of two main statements regarding the **situation** and **decisions** of the student during the act of plagiarism.

3. Students' Situation at the Time of Doing Plagiarism

The statement of questionnaire No. 1 covers six possible situations faced by students at the time of doing plagiarism.

Table 2 Responses of Questionnaire, Question No. 1

No	Situation	Gender	
		L	P
1	*I copied my paper entirely from a library or other outside source*	5	3
2	*I copied my paper entirely from another student's paper*	-	-
3	*I copied parts of my paper from a variety of sources*	15	20
4	*Most of my paper came from Indonesia sources which I translated into English, without citing the sources*	2	5
5	*I only copied some sentences/paragraphs*	15	12
6	*I copied whenever I was not able to paraphrase well from the original source*	5	7

From the responses given by the respondents / students that at the time of plagiarizeing, the most frequent situation is to copy part of the paper from various sources. Then the second is by copying a few sentences or paragraphs and the third most chosen by the students is they do plagiarism when not able to paraphrase the original source. The response was confirmed by the findings of plagiarism type in the student paper by *Duplichecker* and manual examination that the first type is to refer and quote randomly the terms, words / sentences, data / info from a source without a source in the quotation and without writing the source adequately at the top position.

4. Students' Decision at the Time of Doing Plagiarism

Questionnaire question number two includes ten possible decisions faced by students so as to do plagiarism.

Table 3 Responses of Questionnaire, Question No. 2

No	Decision	Gender	
		L	P
1	*I knew what I was doing, but as so many other students do it, I just hoped I'd get away with it as well*	-	-
2	*I knew my paper was poor, so I plagiarized in order to improve it and get a better grade*	-	-
3	*I ran out of time; I didn't have enough time to do the paper myself*	10	7
4	*I don't understand how to do quote the source*	18	20
5	*I believe many instructors/professors don't really care about whether or not students plagiarize*	7	4

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6	*I never had to worry about plagiarizing in high school*	17	20
7	*I only cite when I quote directly; otherwise, I do not say where the ideas I use come from*	21	9
8	*I have no confidence in my ability to write good papers in English*	19	22
9	*I don't really care; I just want to pass*	8	2
10	*The library does not provide enough literature and media for students' reference*	9	17

Note:
In the questionnaire instructions, they can select more than two responses according to the situation they face.

From the responses given by the respondents in the second questionnaire statement that there were forty-one (41) choices on item number 8 that respondents lacked confidence in the ability to write and write papers well in English. Then, thirty-eight (38) respondents chose that they did not understand how to correctly quote the source of the quotation; third, as many as thirty-seven (37) of respondents stated that in the previous level (SMA), they do not have to worry about plagiarism or it can be said that they have not understood well about plagiarism; fourth, item 7 stating that I only quote direct quotes even though I do not know where the source was chosen by thirty respondents; and fifth, as many as twenty-six (26) respondents stated that they did copying because the library did not provide adequate references and media.

Papers are scientific papers or academic papers that deal with specific topics organized systematically and accompanied by logical thinking. Paper is one of the requirements or lectures assigned by most lecturers to the students to fulfill the lecture credit. In preparing papers, students will elaborate on a given topic by reading references from various media, summarizing references, pouring opinions, interpreting, and analyzing the topics covered. Therefore, by preparing papers, students are expected to develop their critical thinking and analysis. But some students have not realized that the preparation of papers is one stage of their own theoretical and practical development so that there are still irregularities. The way or shortcuts is still chosen by some students to finish the paper as quickly as possible without considering the value and rules in writing.

Based on the results of the research, the most dominant type of plagiarism found in student papers is the first type of plagiarism that refers and quotes randomly the terms, words / sentences, data / info from a source without listing the source in the quotation and without writing the source adequately. The number of plagiarism type 1 is 5067 (97.54%) and is the highest of the three other types. These results support or align with the findings of Lo Castro & Masuko (2002) and Sharma (2007) which states that the act of plagiarism is increasing at the university level, especially copy paste. The high percentage of plagiarism type 1 shows the culture of copy paste in preparing the paper is still up to date.

Then, the type of plagiarism that is not found in student papers is plagiarism type 4 (0%) that is to collect writings that have been made and / published by others as their own writing without adequate source writing. This means that students are not trying to modify or alter the writings of others but prefer to quote terms, words / sentences, data / info directly to their writing.

In accordance with the way students access, copy or acquire concepts / words / phrases / sentences / data, there are three types of access they use, i.e. internet, local and libraries. Thus, in writing a paper, students cite the concept / word / phrase / sentence / data of the three accesses and intentionally or unintentionally, most students are unable to properly include the source and reference. Plagiarism over the internet and locally has also been described by Abasi (2008). He explained that global and local patch writing is a student writing style that is used when pouring other people's ideas into their own writing as well as to add to the topic material being worked on.

This study also describes the level of plagiarism in each chapter of the paper. Based on the results of the study, the chapters most likely to find plagiarism are in chapter 2 (3849), then in chapter 1 (1025) and chapter 3 (243). In accordance with the character of the systematic compilation of papers, then in chapter 2 is indeed a risk of plagiarism occurs because the

chapter consists of the literature review of various sources that allow the source is not adequately and not paraphrased. From the data obtained, illustrates that the main problem is to pour other people's ideas on their own writing, especially in chapters 2 and 1.

The second research question is the factor causing students to do plagiarism. From the data of the research, it was found that students did plagiarism because they lacked the knowledge of how to quote, thus becoming one of the reasons they lack confidence in writing and composing academic writing. In addition, the culture of writing on previous educational experiences does not emphasize the importance of taking into account the acts of plagiarism. These findings are in line with previous research (Breen & Maasen, 2005; Devlin & Gray, 2007; Madray, 2007; Sharma, 2007; Ashworth, 2012) that students are less understanding of the source and paraphrase usage. It is also corroborated by data from plagiarism analysis in 44 papers that chapter 2 and chapter 1 are the main chapters in which type 1 plagiarism is most commonly found due to citation errors and no paraphrase.

The next factor of plagiarism is a library that does not provide adequate references and media. Patak & Naim (2012) also agreed that the traditional style of the library also contributes to the rise of plagiarism. Limited access to the reference sought is also a problem for students to explore the topic of assigned papers.

Plagiarism also depends on the student's vision and personality. The desire to complete paperwork as soon as possible and ignorance also encourage them to commit deviant acts. It has also been raised through Erkaya's findings (2009) which state that plagiarism is a short way to save time in completing tasks according to the respondents on the research undertaken. The reason for the attitude was also emphasized by Siaputra (2010) that psychological delays were also significantly correlated with plagiarism. Procrastination means piling up the work and ultimately unable to complete the task at the end of submission so that "shortcuts" are inevitable.

D. Conclusion

In accordance with the description of results and discussion, it can be concluded that the types and factors causing plagiarism as follows: (1) Referring and quoting randomly the terms, words / sentences, data / info from a source without the source source in the quotation and without writing the source adequately, 97.54% Using the source of ideas, opinions, views / theories without adequate source writing, 2.02% ; Formulate by using the words and sentences themselves from the source of words, sentences, ideas, opinions, views / theories without writing the source adequately, 0.44%; and Collect writings that have been made and / published by others as their own writing without adequate source writing, 0%; (2) Chapters 1 and 2 in most papers are the most common chapters of plagiarism; (3) Factors that cause students to act plagiarism can be divided into three main causes: a) lack of knowledge about how to write citations and references; b) limited access in search of references; and c) attitude.

Suggestion related to the result of second research question: (1) Introduce, socialize and conduct follow-up activities related to plagiarism. Special tutoring from qualified instructors is required, especially writing courses to prevent the occurrence of plagiarism; (2) For students, should be more aware of the authenticity of the paper and increase the knowledge of how to write references, quotes, and paraphrases correctly; (3) For campus, it should make clear and clear rules of rules about plagiarism and facilitate anti-plagiarism software to reduce plagiarism; (4) Plagiarism, Paraphrasing and How to Cite Sources should be one of the main ingredients in student manuals and lecturers both on the scope of the Faculty and the University.

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