

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Types of Plagiarism Committed by Students

1. Presentation of Data (Types of Students' Plagiarism within their Working Papers)

This research investigated a students' paperwork to find out the types of plagiarism that often appears and the reason behind their plagiarism. Exactly the data was taken from the students' proposal in proposal writing course class. The researcher chose 37 students from the proposal writing course class because writing proposal class is the highest level in writing academy before they take a thesis seminar class. They had many experience in writing because they had passed 3 writing course. Even though they had many experience in writing but they have little knowledge about plagiarism. Most of the students are doing plagiarism unintentionally. So the researcher chose 37 students from writing proposal class to be the subject in this research so they can learn from their mistakes in writing proposal course and preventing the probability of doing plagiarism in the future especially in thesis.

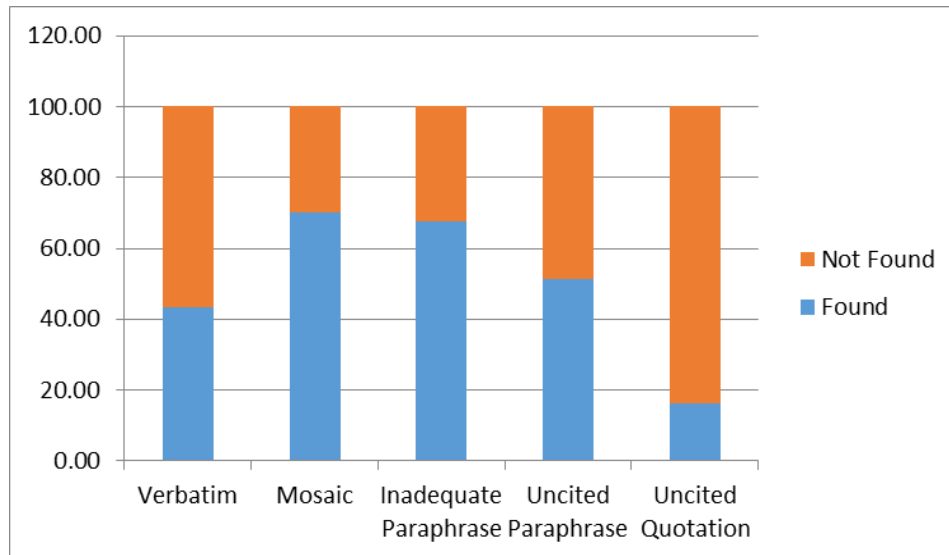
The investigation started from the students' working paper from chapter 1, chapter 2 and chapter 3 to find out the types of plagiarism appears in students' paperwork. The researcher divided plagiarism into 5 kinds;

Verbatim, Mosaic, Inadequate Paraphrase, Uncited Paraphrase, Uncited Quotation. Most of the students' paperwork is still in a mess. Mostly students write their paragraph without paying attention to the authenticity of the article that they write. Starting from chapter 1, the researcher found that mostly the students are doing a good job in chapter 1. They wrote the background, research question, objectives and etc. by their own word. However, in chapter 2 researcher found many types of plagiarism such as Verbatim, Mosaic, Inadequate Paraphrase, Uncited Paraphrase and uncited quotation that appear on each students' working paper. It was happened because in chapter 2 the students have to write a lot of theory in their proposal. It was hard to paraphrasing a theory from books or internet, so most of the students are unintentionally doing plagiarism in chapter 2. In chapter 3 the researcher also found plagiarism in some students' paperwork. Mostly the student's plagiarize when they have to write about data collection technique, data analysis technique and etc. By the end of investigation, the researcher found the types of plagiarism that always appear in student's paperwork. The following matrix does not represent the percentage of each plagiarism type being found on students' paper works. However, the matrix informs whether each plagiarism type appears or not in each paper.

Table 4.1. Summary of Students' Typical Plagiarism

Respondent	Verbatim	Mosaic	Inadequate Paraphrase	Uncited Paraphrase	Uncited Quotation
1	Found	Not Found	Found	Found	Not Found
2	Found	Not Found	Found	Found	Not Found
3	Found	Not Found	Found	Found	Not Found
4	Found	Not Found	Found	Found	Not Found
5	Found	Not Found	Found	Found	Not Found
5	Found	Found	Found	Found	Not Found
7	Found	Found	Found	Found	Not Found
8	Not Found	Not Found	Not Found	Not Found	Not Found
9	Found	Found	Found	Not Found	Not Found
10	Not Found	Not Found	Not Found	Not Found	Not Found
11	Not Found	Not Found	Not Found	Not Found	Not Found
12	Not Found	Found	Found	Not Found	Not Found
13	Not Found	Found	Not Found	Found	Not Found
14	Not Found	Found	Not Found	Not Found	Not Found
15	Found	Found	Found	Found	Not Found
16	Found	Found	Found	Not Found	Found
17	Found	Found	Found	Not Found	Not Found
18	Not Found	Not Found	Found	Found	Not Found
19	Found	Found	Found	Found	Not Found
20	Found	Found	Not Found	Found	Found
21	Not Found	Found	Not Found	Found	Found
22	Not Found	Found	Found	Found	Not Found
23	Found	Found	Not Found	Found	Found
24	Not Found	Found	Not Found	Found	Not Found
25	Not Found	Found	Found	Found	Found
26	Not Found	Found	Found	Not Found	Not Found
27	Found	Found	Found	Not Found	Not Found
28	Found	Found	Found	Not Found	Not Found
29	Not Found	Found	Found	Found	Not Found
30	Not Found	Found	Found	Not Found	Not Found
31	Not Found	Found	Found	Not Found	Not Found
32	Not Found	Found	Found	Not Found	Not Found
33	Not Found	Found	Found	Not Found	Not Found
34	Not Found	Found	Not Found	Not Found	Not Found
35	Not Found	Not Found	Not Found	Not Found	Not Found
36	Not Found	Not Found	Found	Not Found	Not Found
37	Not Found	Found	Not Found	Found	Found
Total	Verbatim	Mosaic	Inadequate Paraphrase	Uncited Paraphrase	Uncited Quotation
Found	16	26	25	19	6
Not Found	21	11	12	18	31

Graphic 4.1. Summary of Students' Typical Plagiarism (in Percentage Format)



From the graphic above, this is the fact that mosaic plagiarism and inadequate paraphrase are the commonly found plagiarism types within students' working papers. This can be assumed that students' faced problems in redelivering their ideas in their own words, so that the two types of plagiarism above happened. Uncited quotation appears fewer than the other types. This can be assumed that plagiarism seldom happens in unparaphrased idea delivery. Further explanation on the graphic is available at analysis section in this chapter.

2. Analysis of Data (Analysis of Types of Plagiarism Committed by Students)

Based on 37 students' proposal of 37 students that were being investigated, the researcher found some students did more than 2 kinds of plagiarism in each proposal. It means that most students don't even know

about plagiarism, what is called plagiarism and type of plagiarism itself. They just write the proposal without thinking that it is original or not from their own thinking. And from the research that have been done by the researcher, here is the description from the analysis of types plagiarism found within students' plagiarism.

a. Examples of Verbatim Plagiarism and Analysis

The following are some examples of verbatim plagiarism in students' papers:

- *Achievement according oxford dictionary is A thing done successfully with effort, skill, or courage. Academic achievement or (academic) performance is the outcome of education— the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as fact. Actually there are so many thing than can affect students' achievement. Not only reading as representative of high motivation in learning, but also environment, intelligence, social class, behavior, nutrition consumption, health, gender, ethnicity etc. other study has underlined two thing as a supporting factor of students achievement they are, Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.*
- *Writing is important in our live and as a communicative act that transmit information and link people together.*
- *Description is the kind of writing used to bring the reader into the picture, for example, by telling the readers how something strike the sense, how it looks, smells, sounds, feels even sometimes how it tastes.*

From the example above the researcher can conclude that the written text that students write is verbatim plagiarism because the whole

sentence that they write is the same as the original resource from the first writer. Students just copy paste the written text to their own proposal and claim it as their own word.

There are some signal that make the researcher suspicious that the sentence that are written by students are verbatim plagiarism. First, the researcher find it very suspicious when read the students' paperwork because the word that used by the students is high standard and the structure of the sentence itself is very neat. Second, the students write a theoretic sentence which is impossible if it's from their own thinking. Third, it's very suspicious because the font size from the first example is different even though it's in one paragraph. It means that they took a sentence from the internet and copy paste it in a hurry and the students forgot to change the font size and format. Therefore, the researcher can conclude that the students did verbatim plagiarism.

b. Examples of Mosaic Plagiarism and Analysis

The following is an example of mosaic plagiarism in students' papers:

- *Visual learners, they learn best through written language, such as reading, writing tasks and pay attention to teachers if they watch the media for example charts, demonstration, videos, and other visual materials.*

From that sentence, the researcher concludes that it is a mosaic plagiarism. This is indicated by the structure of sentence which was written by the student. The comparison between the student's sentence and the original sentence shows identical structure and meaning. Therefore, it is clear that the student only changed a few words from the original sentence with the synonym. Several words transformation was. For instance, the word "teacher" is replaced by "lecturer". The following is the analysis.

Original Sentence:

Visual learners, they like to learn through written language, such as reading, writing tasks and pay better attention to lectures if they watch them such as charts, demonstration, videos, and other visual materials.

Student Sentence:

Visual learners, they learn best through written language, such as reading, writing tasks and pay attention to teachers if they watch the media for example charts, demonstration, videos, and other visual materials.

c. Examples of Inadequate Paraphrase Plagiarism and Analysis

The following are some examples of Inadequate Paraphrase plagiarism in students' papers:

- *to support this statements, Tomlinson (1998) points out that, when evaluating instructional material for language teaching, it is important to consider how*

interesting the content is for the learners, but it is paramount for the material to be clearly linked to the course objectives.

- *Course book (textbook) is a manual of instruction in any brach of study. It is produced according to the demands of educational institutions or one specified by the writers of the course to be read by its students*

The researcher categorized it as inadequate paraphrase because students only added a few sentences before, after or in the middle of the original source which means that they are doing a paraphrase but only half. The half of the sentence is the original sentence word and the other half is paraphrasing. The yellow one is the writer's sentence and the white one is the original sentence from the source.

d. Examples of Uncited Paraphrase Plagiarism and Analysis

The following are some examples of uncited paraphrase plagiarism in students' papers:

- *Random sampling is one chosen by a method involving unpredictable component. Random sampling can also refer to talking a number of independent observations from the same probability distribution, without involving any real population.*
- *The test can called a valid test if it measures internal knowledge or measures what should be measured.*
- *Qualitative research methods can be interpreted as a research method that is based on the philosophy of positivism, used to examine the population or a particular sample.*
- *The main purposed of understanding ESP is in studying English through the meaning, function and use better than the grammar and structure itself. Because concerning the absolute characteristics.*

The four example of sentences above categorize to uncited paraphrase because the writers actually have done a good job to paraphrasing the sentence from the original source but they forgot to put a citation of the original source. Not putting the source or the original sentence is also categorized as plagiarism even though the writer have done a perfect paraphrasing.

e. Uncited Quotation and Analysis and Analysis

The following is an example of uncited quotation plagiarism in students' papers:

- *"minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying"*

The uncited quotation above happens because students did not put citation on their paper. As the sentence is a citation, the students did not need to paraphrase it. They just need to put quotation mark ("...") between the sentences. However, they should put a citation to indicate the resource of the information.

3. Findings on Students' Types of Plagiarism

There are 5 types of plagiarism that categorized by the researcher. All the types of plagiarism are founded in students' paperwork but only view types of plagiarism that appears more often in students' paperwork. It

happened because this type of plagiarism is easier than others. Some of them only need to change view word or changing a view sentence and copy to their work. The researchers choose to 37 students to become the subject of this research.

After comparing the quantitative data and the qualitative one, the researcher inferred that students understood the rules of academic writing. However, they lack in practice. This made students often committed mosaic and inadequate paraphrase in their working papers. On the other hand, uncited paraphrase was committed by more than 50% of students because of due date and others. Therefore, students neglected the footnote which is complicated to some students. Verbatim plagiarism is also commonly found because of the ease of it. Last, uncited quotation is rarely found because the quotation itself is less implemented by students.

B. Reasons behind Students' Plagiarism

1. Presentation of Data (Students' Reasons of Committing Plagiarism)

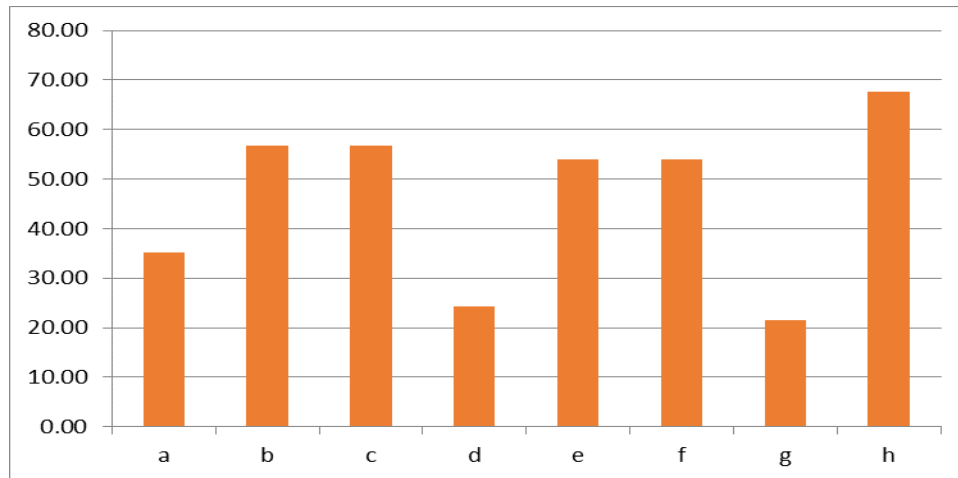
The researcher focuses on eight common reasons in plagiarism acts. These reasons were selected as the fact that those reasons have been theorized by several experts in the fields. Those reasons are: (a) To get a better grades; (b) Bad time management or run out of time; (c) Plagiarism due to Lack Comprehension to the Task (d) Plagiarism as a Persistent

Fault; (e) Plagiarism owing to Laziness; (f) The Ease of Access to Internet to Cause Plagiarism; (g) Instructor's Slack Attention to Cause Plagiarism; (f) Students' Weak Capacity in Rules of Academic Writing. The graphic bellow shows which reasons become likely appear than the others.

Table 4.2. Summary of Students' Reasons in Committing Plagiarism

Respondent 1 = Found 0 = Not Found	a	b	c	d	e	f	g	h
1	1	1	1	0	1	0	0	1
2	0	0	1	1	1	0	0	1
3	1	0	0	0	1	0	1	0
4	1	1	0	0	1	1	0	1
5	0	1	0	1	1	1	0	1
6	1	1	1	0	1	1	1	0
7	1	1	1	0	1	1	1	1
8	0	0	0	0	0	0	0	0
9	1	1	1	1	1	0	0	1
10	0	0	0	0	0	0	0	0
11	1	0	0	0	0	1	1	0
12	0	0	0	0	0	0	0	0
13	0	1	1	0	0	0	0	1
14	0	0	0	0	0	0	1	0
15	1	1	0	0	1	1	0	1
16	0	1	1	0	1	1	1	0
17	1	1	1	0	1	1	0	0
18	1	1	1	0	1	1	0	1
19	0	1	0	0	0	0	0	1
20	0	0	1	0	1	1	0	0
21	0	1	1	1	0	1	0	1
22	0	1	1	0	0	0	0	1
23	0	0	1	1	1	0	0	1
24	0	0	0	1	1	1	0	1
25	0	1	1	0	1	1	0	1
26	0	1	1	0	0	1	0	1
27	1	1	0	1	1	0	1	1
28	0	0	1	1	1	1	0	1
29	0	0	1	0	0	1	0	1
30	1	1	1	0	0	1	0	1
31	0	1	1	0	1	1	0	1
32	1	1	1	0	0	0	0	1
33	0	1	0	0	0	1	0	1
34	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	0
36	0	0	0	0	0	0	0	1
37	0	0	1	1	1	1	1	1
Total	a	b	c	d	e	f	g	h
in number	13	21	21	9	20	20	8	25
In %	35.14	56.76	56.76	24.32	54.05	54.05	21.62	67.57

Graphic 4.1. Summary of Students' Typical Reasons in Committing Plagiarism (in Percentage Format)



From the graphic above, this can be seen that students' competence in writing (reason h) becomes the most obstacle for the students (67.57%). In addition, bad time management (reason b), lack comprehension to the task (reason c), laziness (reason e), and the ease of access to the internet (factor f) are the others dominant factors of committing plagiarism with more than 50% admitted by students. Surprisingly, instructor's attention (factor g) becomes the fewest reason (21.62%) stated by respondents.

2. Analysis of Students' Reasons of Committing Plagiarism

This part involves six respondents which is named students A, B, C, D, E, and F. The respondents were selected due to their representation in the case being observed. Student A is characterized as a student with fair writing quality. Student B is characterized as a student with fair writing quality but the student are hardworking in accomplishing the writing assignment. Student C

is characterized as a student with fair writing quality and the student are lazy and procrastinating. Student D has a very good writing quality, hardworking, and patient enough to revise the paper assignment repeatedly. Student E has a very good understanding towards academic writing rules but the student has fair writing ability. Last but not least, student F has good understanding of academic writing rules but the student is impatient with the writing task.

The following are the description and analysis of reasons behind plagiarism committed by students.

a. Analysis on Students' Plagiarism for Better Grades

Getting better grades is a common reason for students to commit plagiarism. It is the fact that students had strong motivation for better grades. Many of them expected A for the proposal writing final grade. The following statements reflect each individual motivation for better grades.

- "There is a desire to get a good score" (Students A).
- "To get a good score is a natural, everyone wants that" (Student C).
- "Of course my target is "A". I don't want to get "B" or "C" because i feel I have the ability to write this proposal. Insyaallah I want to get "A". I will do my best to make a unique proposal that will be very useful in the future" (Student D).

They have strong motivation and desire to get A, but some students thought it was impossible for them to get what they want due to the deadline given by their course instructors. The deadline sometimes was very short for them to make a good quality of research proposal, so this condition made them hopeless to get the A grade. The following statements reflect each individual hopelessness in getting better grades due to deadline.

- “There is a desire to get a good score. But sometimes the deadline that makes me do plagiarism. Targeted hmmm..... If I look back from my effort to do this proposal I think it’s impossible for me to get “A” and the deadline makes me can’t do my best”. (Student A).
- “Yeah, if someone ask me about a hope to get “A”, I say yes I hope to get “A” but I was never thinking to get a high score when I’m working on an assignment. I never had a target of getting a good grade. The deadline is only 1 week to finish this proposal writings, so I’m not thinking about my grade. I am just finishing this proposal. That’s all”. (Student E)

Because the deadline given by the lecturer was very short, it made students also thought that it was not a priority to get the grades that they wanted. Due to the short period of deadline the students thought the main purpose of finishing the proposal was for accomplishing the final exam, it was just a regular assignment, not a real thesis proposal. The following

statements reflect the student's weak motivation for the assignment since the proposal was just for writing practice.

- "Because this proposal is not the real thesis, it's just an assignment to finish the writing proposal course and when I make this proposal the deadline is very short to finish this proposal so that's what makes me doing plagiarism."(student A)

The students in this research found many barriers in accomplishing the proposal writing assignment, such as difficulties in finding references and idea to write down. Some students have already done their best based upon their individual ability to write the proposal but some still felt disappointed because they were not writing their proposal in high standard. Some of them already recognized their personal quality that reflect the quality of their writings. Following statement from the students reflect how they recognized their personal quality.

- "I feel that I'm not doing my best when I'm writing this proposal. That's what I feel. My effort is not maximal." (student B)
- "My target is to finish this assignment as the final exam in writing proposal course and to test my ability. Eventhough I have to re-doing this course, it's ok because I had already done my best. That's all my ability, I had already done my best and I will receive whatever the score." (student C)

- “I never think to get “A” because I know my ability. So I’m just doing it as maximum as i can”. (student B)
- “I never targeted to get a good score. If I get bad score it means that I have to study hard.” (student C)

In students’ perspectives, there are many obstacles that they faced just to get the better grade. The obstacles influenced students to do the plagiarism due to the motivation to get “A”, the deadline that was short, the difficulties of finding reference and their ability. The following statement is the reflection:

- “I think there is a plagiarism in my proposal, the purpose is to catch up with the deadline and then continue to get a good grade.” (student F)

b. Analysis on Plagiarism due to Bad-time Management

Bad time management becomes another to cause plagiarism within students. There are several reasons inside. Some students felt that the deadline of writing proposal that they are doing is very short. Yet they haven’t finished their writing proposal afterwards many more assignments were very closed to the deadline. This made students felt burdened. In this situation, students often felt confused about what should they did first, whether working on writing proposal or doing another assignment first. Here are the statements from the student:

- “The deadline of this proposal is very short and there are so many other assignment that had a closed deadline too.” (student A)

Some external factors become the reason why the students have a bad time management while writing the proposal. First, the deadline of this proposal is only 1 week. Also, the lecturer did not give much time to the students for working on their proposal as the final examination. Here are the statements from the students:

- “The time that was given by the lecturer is very short.” (student F)
- “It’s only 1 week and we have to finish chapter 1, 2, 3 in 1 week.” (student E)

Second, some students also stated that sometimes the lecturer was absent from the class and it made the learning process in the class was not effective. Here are the statements from the students regarding the instructor’s absence.

- “In one semester, all we do is just consulting our proposal and then getting approval or disapproval, and the class sometimes is off.” (student E)
- “Sorry I’m forgotten because when we are write the chapter 2 the lecturer sometimes is absent. It makes the class condition is not efficient and it makes us doing chapter 2 by fast. It’s so sudden because the lecturer sometime is absent.” (student D)

Third, the short period of deadline caused some students did not have much time to paraphrase after they took a sentence from a resource. Here is the statement from a student.

- “Actually this is other people’s writing, if I have much time to do this proposal I will change the sentence and make a citation. But I don’t have much time.” (student B)

Sometimes the students are influenced by their psychological condition. One student was very lazy to work on their assignment. He was one of procrastinator types within the respondents. He used to touch the assignment when the due date was very much closed. He believed that brilliant idea would come when he was under-pressure despite no resources were available. As a matter of fact, when he had no idea to write about, plagiarism was the only way to get away with. Not all respondents had the same idea about the impact of being under-pressure. A respondent felt lack of idea within heading for deadline period. Here are the statements from students.

- “I am a procrastinator. I can do the assignment when the deadline is closed. I can think of many idea when the deadline is almost closed. But it makes me had lack of data and references.” (student B)
- “Actually I’m lazy to do this proposal assignment. I always delay my assignment until the deadline is closed. I am a procrastinator type. That’s why I’m doing this proposal two days before the deadlines. I

can get many ideas when the deadline is closed so i can do the proposal right away”. (student C)

- “Of course I’m feeling difficult because when I’m under-pressure or when the deadline is closed I can’t think of anything. My mind is just going blank. What should I do, what I have to write, I’m confused. There is an idea but because the time is very short so I feel blank and difficult’. (student F)

Proposal writing also became the last priority for students to work on as the students had so many assignment then they choose an easier assignment to finish rather than working on the proposal writing. They leave the proposal behind and sometimes they forgot that actually proposal writing need a lot of time and academic resources. In the end, plagiarism became a final solution the due date is coming. The following statements reflect students’ priority on proposal writing.

- “I’m finishing this writing proposal in the last week before the due date. The background part was already finished 2 weeks before it but because this is writing proposal so I’m doing other assignment than the writing proposal.” (student B)

Some students stated that due to the lack of time or bad time management they forced to do plagiarism. They don’t have much time to do the writing proposal. Some of them say that mostly they plagiarize on

chapter 2, especially when they have no time to search a theory. Here are the statements from students confessing the plagiarism action.

- “There is plagiarism. I think mostly in chapter 2 because so much theory in chapter 2.” (student F)
- “Yeah that’s right, there is a plagiarism because of bad time management. But not all of them are plagiarism. Maybe many of them (plagiarism writing) is in chapter 2.”(student A)

c. Analysis on Plagiarism due to Lack Comprehension to the Task

Another factor that caused plagiarism to the students writing proposal is the students’ lack comprehension to the task. There are many reasons why the students can’t do the assignment. First, some students confused what to do in the assignment because of technical barriers. They did not really know the mechanic of making citation and paraphrasing sentences from original resources. The following is the student’s statement:

- “About the structure I think I know it even though just a little bit of it. Maybe I am still confused about the right technique to make a good writing, how to give a citation and how to paraphrase so that people will not accuse me that I’m plagiarize.” (student A)

Second barrier that the students faced was lack of comprehension to the assignment theoretical parts. Some students did not really understand

about chapter 3. What they had to do in chapter 3 and what steps to take were the issues.

- “In writing proposal I think I already understand about chapter 1 and 2. But I’m still confused in chapter 3. I want to discuss a problem but I don’t know the theory that I will used and how to process the data in chapter 3.” (student C)

The last factor was the fact that students did not really have time to practice. They do understand about the way how to write this proposal even though they still confused in some aspect but they could not implemented it in the writing practice. Here is the statement from a student:

- “I know the step by step when writing the proposal. But to implement it practically it’s still difficult to do.” (student B)

The obstacles that the student faced about lack of comprehension to the task made them commit plagiarism. Even though not all student doing plagiarism because of this reason but some students admitted that they were doing plagiarism because of this aspect. This is reflected in the following statements.

- “There is a plagiarism because of the obstacle that I faced and because I still don’t know about the writing technique.” (student A)
- “there is a plagiarism even though it’s just a little bit” (student F)

d. Analysis on Plagiarism as a Persistent Fault

Students –despite only few of them- had an opinion that plagiarism was not a fault. Some of them think that copying and pasting (read: plagiarizing) was much better than changing original sentences into their own. This happened because they did not know particular mechanism of citing a resource. In this research, all respondents disagreed with the statement “plagiarism is not a fault”. Some students also stated that doing plagiarism is a crime. Stealing other people’s word and confess it as our own work is a crime. They agreed that plagiarism is not acceptable, especially in academic writing. When students committed plagiarism, they knew that they would get punishment such as score reduction and academic sanctions. This was expressed in students’ disagreement about plagiarism as follow:

- “I can imagine if I already finished my assignment and someone asked for my works and suddenly he confessed it as his own work. It would make me shock. I never agree to people say “plagiarism is not a fault”. Of course, it’s clear that plagiarism is a fault.” (student D)
- “Of course it’s a fault. It’s an academic crime because it steals other people’s idea and I think that it’s a fault.” (student B)
- “Yeah, I agree that plagiarism is a fault because they took other’s idea and it’s not pure our own thinking. So it’s a big fault.” (student C)

- “Plagiarism is very inappropriate. Someone’s intentionally took other’s idea and make it as it’s our own work without putting the source so it’s a crime.” (student F)

Even though still many students thinking that doing plagiarism is a fault but a student in this research is still committing plagiarism as a persistent fault. She thinks that it’s impossible for students to stay away from plagiarism action. Although the student knew the inappropriateness of plagiarism but still they did it to finishing their assignments. The following statements from student reflect the summary above:

- “It’s a fault because we steal other’s idea. Yeah, I think it’s a fault but I don’t want to omit that. If I have in a hurry to do my proposal, the deadline is in front of me and my mind is going blank, what I’m supposed to do? Eventhough I know it’s wrong, I don’t have any other choice except doing that plagiarism.” (student E)

e. Analysis on Plagiarism owing to Laziness

The fifth reason why students committed plagiarism is because of the laziness. Laziness made them feel bored and frustrated. Proposal writing assignments needed students to read many references, searching for some theories, and reading previous proposals as examples before students themselves worked on their assignments. According to the respondents in this research, students felt bored because the instruction

and explanation of the task were not specific enough to direct students what to do. This caused confusion within students as it is expressed in the following statement:

- “It’s very boring. Because from the beginning of the writing proposal class the lecturer only tell us that we will study and make a mini research from chapter 1 to chapter 3. The explanation is not specific so I and my friends get confused.” (student A)

In addition, students felt that making research proposal was difficult. They did not know what to do after receiving the assignment. The confusion made them lazy to write the proposal. Several difficulties from students’ perspectives are expressed in the following statements:

- “It’s very difficult because we don’t know what to do. The lecturer only ask us to make a proposal. We get confused because we never try to make a proposal before.” (student A)
- “It’s very difficult at the beginning, and it makes me lazy. It’s very difficult because it’s the first for us to make the real writing proposal.” (student F)
- “It’s hard to make a good sentence, to get a view, and then what should we do after this one, this one and this one.” (Student E)

Next, students were lack of idea and references within the process of their writing. As we know that writing a proposal needs a lot of references and sometimes intuition plays here. Without references and

good idea to write about, students turned lazy as the following statements informs:

- “It’s difficult. It’s not as easy as we thought to find the inspiration.”
(student A)
- “It’s hard for me to get some references that I need. So I just used what I’ve found. And also it’s hard to get the theory framework and analyzing it.” (student B)
- “It’s difficult. No idea, no inspiration and I don’t know what should I do.” (student E)

Furthermore, students were so lazy to read books. They did not have much time to work on their proposal and it made them avoided books to read. The time limits made them lost the focus as expressed in the following statement:

- “May be because I’m lazy to read and it’s hard to avoid it. And also because there are a lot assignment that makes me doesn’t have much time to read and it make some not focus.” (student A)

Also, the students feel bored when writing the proposal because the process of writing this proposal was very long. It took a lot of time to write the proposal. Here is the statement from the students:

- “What makes it boring is the process. The process of making this proposal need a lot of time. When we have mistaken, we need to give

a revision afterward. It's very boring to do the writing proposal"
(student D & F)

Although the students felt bored and lazy to do the writing proposal but still they put a lot of effort into finishing their proposal and find a solution for it. This is a part of students' consciousness that the assignment was their responsibility. Some of the students asked their friends about the assignment and are hoping to accomplish the writing. Another student was waiting until the deadline of the assignment while other students made a schedule to finish their proposals. Here are the statements:

- "I know that it's a must to do this proposal because it is for the middle test. So even though I feel lazy to do it but I have to finish it because it is an obligation." (Student D)
- "Sometimes I ask to my friend that already used to make a proposal in Dakwah faculty. I ask about the step, how to make the proposal and etc. so I will not get confused anymore." (Student B)
- "I'm waiting for a great time or when the deadline is coming so I can have an intention and sincerity to do this assignment." (Student C)
- "I have targeted what to finish in this assignment. For the first week I have to finish the chapter 1, then chapter 2, and chapter 3. And it will not work so hard in because I have already done it one by one."
(Student F)

Even though some students managed solution for their assignments but they still stated what causes plagiarism action. The boredom and laziness made them commit plagiarism. They did not have much time, references, and or ideas to write down on their proposal. Laziness was the root of plagiarism action within the students. Several students admitted that they did plagiarism mostly in chapter 2 as in the chapter they had to write some theories to extract from several references. These antecedents are the summary of plagiarism because of students' laziness.

f. Analysis on The Ease of Access to Internet to Cause Plagiarism

The ease of access to internet became one of the reasons why the students do plagiarism. It is the fact that internet provides abundant of interesting features and information which potentially make students commit plagiarism. Everyone can search for any information on the internet. There are many reasons why students are sometimes very depending on the internet access. First, it is hard to find a hardcopy of a book on the library which matches students' research. The limitation of campus library collection made students quite depending on the internet. On the internet, students are easier to find any kinds of books and journals rather than visiting campus library. The following are the statements from students:

- "I'm depending on the internet because it's easier to find some books and journal on the internet." (Student F)
- "There are so many data that we can actually take and download from the internet such as E-book without going to library." (Student C)
- "for this proposal, I took many resources from the internet because I can't find the source or book that suit with my research" (Student B)

Second, there are some external factors which made students' neglecting campus library to find some books as the resources for their research. The students felt difficult to look up for particular books, especially English second language learning. The library does not have much English teaching references. In addition, the librarian was not friendly enough to the students. They found the librarian was angry when students photograph resources that they need. The librarian doesn't allow them to do that and she got angry to the students. This atmosphere made students lazy to go to the library. Here is the statement from student:

- "The book that contain our theory in English is very minimum in our library and also the librarian is not friendly at all. It makes me doesn't want to go there anymore." (student F)

The third reason why the student feel better to get a source from the internet because it saved more time compared to looking for books at the

campus library with personal visits. The following are the statements from student:

- “we can search anything that we need on the internet but when we are looking for the hardcopy on the library it is wasting time. It needs a lot of energy and time just to go there. We don’t need to read, we don’t need to go to library because our library doesn’t have enough theory in English language teaching.” (student A).
- “it’s hard to find the printed resource in the library, if we are searching on the internet it is much easier and it doesn’t waste our time.” (student D)

Besides the students were able to access all of the material from the internet, the digital world also provides information and theories which students need without struggling to find the printed resource. The ease of access to the internet the made students committed plagiarism intentionally or unintentionally. Some of them did not want to struggle hard when they worked on their assignments. Information from the internet is very easy to copy and paste. Therefore, students are sometimes misused this ease of information access.

g. Analysis on Instructor’s Slack Attention to Cause Plagiarism

Instructor’s attention is an important thing within classroom learning process. Instructor’s attention determines whether students

perform well in their course materials. Feedback is a form of the attention itself. When students do not receive any feedback from their instructors, students would gradually lose their interest of study and get lazy. In this research, some students stated that they never received any feedbacks from their instructors. There are many reasons why the students experienced that. First, the condition of the class sometimes determined whether the students were able to get feedback or not. When the students were in a big-size class, they got classical feedback. The course instructor did not have enough time to check student assignments one by one because of time limit. The following are the statements from students:

- “It’s very rare to get a feedback from the lecturer because the population of the class is very large so the lecturers unable to handle the students and get the feedback one by one. Also the time is not enough. So it’s rare to get a feedback.” (Student F)
- “It’s minim to get a feedback because of the time and the lecturer maybe is busy.” (Student A)

There are also some problems that the students faced related to the instructor’s attention. Sometimes students found the lecturers very subjective. This made students lazy as they assumed their best efforts would not result in good grades. The grades and instructor’s attention is a combination to decrease students’ motivation to work well. The following is a statement from a student regarding the issue above:

- “For me the lecturer’s attention is determining very much. If the lecturers are rarely giving feedback it will make the student less motivation. It will make us lazy and doing the writing proposal randomly.” (Student F)

The teacher’s attention motivated students to do their best. Instructor’s feedback would encourage students to revise their paper works according to instructor’s direction. Therefore, students realized that the instructor really paid attention to students’ paper works. When students got no feedbacks, they would consider that their instructor did not really check the paper works. Therefore, students committed plagiarism just to fill out pages on their proposal assignments.

h. Analysis on Students’ Weak Capacity in Rules of Academic Writing

Students’ comprehension of the rules in academic writing also became a factor whether students decided to plagiarize or not. Some students had weak capacity in understanding the rules of academic writing. The student still didn’t understand how to paraphrase, to give a citation, and to compose appropriate footnotes. Those obstacles made them feel hard to write the proposal as expressed in the following statements:

- “I did not fully understand. I think paraphrasing is a difficult thing and also to make a citation is also difficult. It makes me confused.

Where I have to give a citation and where should we put our citation.” (Student A)

- “I do understand because the lecturer already gives the explanation to us about that. But there is one thing that still confusing me. What is the standard of the citation that our university used and what the type of citation used here is. I’m still confused.” (Student F)
- “I know paraphrasing but it doesn’t mean that I’m understand. About citation I’m still confused.” (Student E)
- “I think that’s also my mistakes because I’m not fully understood about that. Actually I don’t want to plagiarize but because I’m not fully understand about the rules of writing, it makes me looks like that I’m plagiarize. I don’t understand how to give a citation and also how to put a right footnote.” (Student B)

One student already understood the rules of writing academic but she still feel hard to implement it. The following is a statement from a student:

- “I do understand about that. I do understand about summary, paraphrase and quotation. I also know that paraphrasing is more difficult than summary. But sometimes I am still confused when I try to apply it in a real proposal.” (Student D)

Some students already understood the rules in academic writing but in practice they have difficulties to implement their knowledge on real

settings. Actually students did not want to plagiarize, but lack of understanding about academic writing mechanics made students committed plagiarism intentionally or unintentionally.

3. Findings on Students' Reasons in Committing Plagiarism

Despite the plagiarism happened because of several different factors, the researcher found interconnected reasons in this research. First, bad-time management, lack comprehension to the task, laziness, and the ease of access to internet materials are commonly found in the “fast and easy plagiarism”, such as verbatim, mosaic, and inadequate paraphrase plagiarism. Students' laziness and procrastinating habits often cause the previously mention types of plagiarism. Second, instructor's slack attention and students' weak capacity in writing are often the cause of imperfect students' working paper. Therefore, for some points, their works are also considered as plagiarism. Within the two factors above, students' capacity in writing is more dominant according to the statistic. Furthermore, students understand that plagiarism is a fault and this cannot be continued. However, because of the due dates, students often still committed plagiarism. Regarding the grades, most students didn't really expect A in the course work. The most important for them was to pass the course. Therefore, not many of them worked optimally in their papers.

C. Discussions

The findings of this research inform that plagiarism infers several quality of education and the students' attitude in academic life. The findings involves information that many students committed easy plagiarism and some others committed plagiarism because of lack understanding of academic writing rules. This means that there are two categories of problems in students' academic writing. The first problem is that students' committing easy plagiarism did not really work on the task because of laziness and other preventing issues. The second problem is that students who put efforts into writing, but because of their lack comprehension to academic writing rules, they are considered plagiarized.

By acknowledging the typical of plagiarism in an institution, the management can take appropriate action based upon the problems. In the context of this research, the institution can take both preventive and punishment action at the same time. The preventive action is suitable to deliver in the beginning of academic year. Therefore, new students can be aware of plagiarism since the beginning. The preventive action can be in format of writing workshops and seminars. The punishment can be implemented with certain criteria of violation and what punishment to apply. Duke University, for instance, implement 3

semester suspension for students who commits plagiarism.¹ As a matter of fact, there is no such regulation in UIN Sunan Ampel's Buku Kode Etik Mahasiswa.

The easy plagiarism such as verbatim and mosaic indicate the low quality of students in understanding their learning materials and the low quality of carefulness in their study. The engagement of students and their learning task reflect their academic quality.² This means that the result of this research may become a starting point to investigate how far the students engage in the course activities during the lecture, the task, and the independent study.

In addition, the identified causes of plagiarism suggest that students should have more orientation in learning in higher education. Perhaps there is a stigma that education is only about getting grade, not about self-development. Grade orientation will concentrate students to the getting good grade. However, self-development orientation will bring students to be a better quality person through education process.

In line with the idea above, if students concentrate on self-development, writing should be considered as reexamining information, not just accomplishing task from university. Therefore, this research informs many information about students' academic attitude through their writings. Writing process is a reflection

¹ Duke University, Avoiding Plagiarism, (North Carolina: Duke University's Writing Studio), p. 7. Retrieved at https://twp.duke.edu/uploads/assets/workshop_plagiarism.pdf accessed on January 30th, 2016.

² P. Ramsden, Learning to Teach in Higher Education, (London: Routledge, 1992).

of individual honesty and efforts as well as academic quality and one's orientation in education.

