

PLAGIARISM IN ENGLISH ACADEMIC WRITING: STUDENTS' PERCEPTIONS

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ABSTRACT

This study aimed at investigating students' views on plagiarism in English academic writing and the factors that lead them to plagiarize. A descriptive quantitative method was used to describe and explain the phenomenon of student plagiarism. A questionnaire was used as an instrument to obtain some data. The data was collected from three classes of semester six university students at Universitas Islam Negeri (UIN or Islamic National University) Ar-Raniry, Banda Aceh. The result of the first analysis demonstrated that students perceive some types of plagiarism as more serious than others, ranging from using another author's whole document, another author's sentences/paragraphs, another author's phrases or another author's ideas. Furthermore, students said acts of plagiarism included: 1) copying statements (from books, websites and/or electronic journals without using inverted comas to show they are quotes, 2) combining and changing various statements from published works of others, 3) buying assignments from senior students/others, 4) using the work of others and using research findings from electronic journals without attribution, and 5) copying all or part of another person's assignment without proper citations and references. Acts they saw as not plagiarism included copying statements from books, websites and electronic journals using inverted commas, translating sentences from the internet in another language and then constructing one's own sentences while acknowledging original authors that were the source of ideas. The secondary results showed that students perceived the five major factors of why plagiarism was committed were (i) efficiency gains, (ii) lack of

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understanding, (iii) temptation and opportunity, (iv) time management and in particular, last but not least (v) LACK OF DETERRENCE POLICIES. Finally, the opinion of students on the factors of why plagiarism is committed is also related to many factors such as students' past experiences, bad examples from others, thinking no one will know, laziness and wanting to appear clever.

Keywords: *plagiarism, academic writing, students' perceptions*

INTRODUCTION

Writing is a challenging skill to learn since it is the result of several separate acts (Wallace et al., 2004). It involves the process of rendering ideas and thoughts into cogent sentences and paragraphs (Nunan, 2003, p. 88). For English foreign language (EFL) learners, writing plays an important role in mastering the language. Thus, EFL learners need to learn how to develop this skill well so that they can construct good compositions.

According to Mustafa (2016), at the university level, in general, students have to learn to write in academic genre. However, EFL learners tend to experience a number of problems in writing academically, for example students' lack of vocabulary, difficulties in grammar, laziness, lack of motivation and problems with referencing. Related to this situation, Flowerdew and Li (2007) have said that a novice or second language writer has a greater temptation to commit plagiarism.

Plagiarism itself comes from the word "*plagarius*" which means 'kidnapper' (Walker, 1998, p. 89). He then adds that plagiarism is "*an apt metaphor for the academic offence of the theft of another scholar's work and its representation as one's own*" (Walker, 1998, p. 89). Snow (2006) defines plagiarism as using other people's ideas or words without giving any acknowledgement to them. A more specific student-centered definition of plagiarism is given by Park (2004) who says that plagiarism is taking the work of others as one's own.

In fact, plagiarism has grown rapidly and rampantly in this digital age. Hart and Friesner (2004) have stated that plagiarism has spread worldwide, like a plague, and its seriousness has become worrying to the academic community. Since the incidence of plagiarism has become much more alarming, there have been numerous studies conducted to investigate its occurrence. Forgas and Negre (2010), for

example, conducted research at the University of Balearic Islands, UIB, using quantitative and qualitative methods to find out students perspectives on the factors related to academic plagiarism. The findings from their research showed that student behavior, opportunities provided nowadays by technology, the ambivalence of lecturers and lack of deterrence in courses were the main factors behind the phenomenon.

Another study, that was conducted by Adiningrum and Kutieleh (2011), at a university in Australia. with 33 Indonesian postgraduate students from both academic and non-academic backgrounds found that the students perceived plagiarism as a foreign concept. Twenty six of the students said that the concept of plagiarism had never been introduced to them during their studies in higher education in Indonesia, three students whose first degrees from Indonesia were in English literature reported that the concept of plagiarism was only limitedly exposed to them and only four students who have been taught by overseas-educated lecturers stated that avoiding plagiarism was a requirement of the lecturer.

As a worrisome phenomenon, it is important to find out the opinion of students towards plagiarism. Thus, the researcher was interested to find out the perceptions of UIN English students towards plagiarism in English Academic Writing, to truly understand the perceptions of those students towards plagiarism in English academic writing.

Research Questions

1. What are the perceptions of UIN Ar-Raniry, Banda Aceh EFL English students in semester VI towards plagiarism in English academic writing?
2. What are the factors causing plagiarism to be committed, according to those UIN Ar-Raniry Semester VI EFL English students?

Research Objectives

1. To find out the perceptions of Semester VI, EFL English students at UIN Ar-Raniry to plagiarism in English academic writing.
2. To find out the factors why plagiarism is committed, according to Semester VI, EFL English students from UIN Ar-Raniry.

LITERATURE REVIEW

Definitions of Plagiarism

Plagiarism has been noted as a problem since the 1600s (Ali, Ismail & Cheat, 2012). As revealed by Hansen (2003), Western students started committing plagiarism from printed materials as early as the 17th Century (McKenzie, 1998). Nevertheless, the methods of students' plagiarism have been changed by the advances in technology, in particular, electronic computers for typing and information communication technology (ICT) connected to the internet since the 1990s (Hansen, 2003). Plagiarism by students, has become alarmingly more common compared to previous eras.

Besides, some less negative terms for plagiarism have also been given to the act by some scholars. They have labelled it as patch-writing, textual borrowing, textual plagiarism, language re-use, and transgressive/nontrans-gressive inter-textuality. The first notion, patch-writing, was proposed by Howard (1993). This practice occurs when students copy a source text then delete and change some of the grammatical structure and put in substitute words (Howard, 1993, p. 233). Howard argues that patch-writing is not always regarded as a negative action because it can help learners understand unfamiliar material.

Textual borrowing is another label which is acknowledged by some authors as a common strategy used by student writers. This practice is regarded as a way for students to acquire academic/disciplinary literacy. Comparing to plagiarism, textual borrowing is less negative (Casanave, 2004 as cited in Flowerdew & Li, 2007) and it is probably a broader term than patch-writing. Then, Pecorari (2003, p. 318) uses the term textual plagiarism whenever a person does not acknowledge the work of other authors. Flowerdew and Li (2007, p. 164) used the term language re-use in their study to show that "students writing scientific research articles re-use language taken from other sources in all of the sections of the prototypical research paper, with this useage varying from "short phrases to stretches of sentences in a row."

Then, Chandrasoma et al. (2004) also formularize the issue of plagiarism in terms of transgressive and non-transgressive inter-textuality. According to them, student development, writing strategies, authorial selves, common knowledge, inter-discursivity and inter-disciplinarity are the nature of students' inter-textualities. Even though

these are terms to show a less negative form/view of plagiarism, yet Roig (2010) classifies plagiarism as a form of academic dishonesty because the offenses in question usually involve academic assignments.

Academic Writing and Plagiarism

“Academic writing is the product of the mind which includes mental and cognitive activity” (Fadda, 2012, p. 124). It is a compulsory subject in all Departments of English Language (Rahmah, 2008). Obviously, English major students are required to prove their pedagogic competence by submitting academic papers. Since these are scientific writings, so it is expected that the students must be able to write in academic genre format, must understand academic conventions in English and must be able to differentiate between what is considered academic and what is not.

However, it is not always easy for EFL English students to learn academic genre writing. Murshidi (2014) has pointed out many challenges faced by students in academic genre writing. The challenges include generating ideas about their topics and putting their own words into their writings. According to Amin and Alamin (2012, cited in Badi, 2015), students’ hesitance towards the worth of their own words that they think may lead to mistakes in grammar etc, can make them unwilling to paraphrase or summarize the work of others, instead, they just copy and paste.

Basically, plagiarism represents insufficient understanding of how to do citations and notations properly and of being less sensitive to the offence of cheating. Making students knowledgeable towards plagiarism could be a way to decrease plagiarism. Thus, teaching students some skills related to academic writing such as skills of citing, quoting, paraphrasing and summarizing is very important.

Forms of Plagiarism

There are many forms of plagiarism that have been written about by many scholars. Mu (2010) points out that when students do not get enough information about how to use quotations, paraphrasing, citations and referencing, and do not understand the meaning of “*common knowledge*” and of the expression “*in their own words*”, students might commit a type of plagiarism which is called unintentional plagiarism. According to Park (2004), intentional plagiarism, as the name says, occurs due to students’ willingness to do so while unintentional plagiarism occurs due to students’ unawareness

and inadequate academic ability and knowledge of how to do quoting, paraphrasing, citing and referencing properly.

In addition, Maurer et al. (2006) have divided plagiarism into four types; intentional, un-intentional, accidental and self-stealing. According to them, accidental plagiarism occurs due to a poor knowledge about plagiarism and a lack of understanding of citation and/or referencing guidelines. Un-intentional plagiarism happens when someone presents the same ideas as others have, unknowingly. Intentional plagiarism occurs when a person intentionally copies part or all of somebody else's work without making any acknowledgements. Meanwhile, self-plagiarism is re-using one's own work that has been previously published in a different form.

In the end, as there are various types of plagiarism, it is important for students to know how to avoid the practice of plagiarism. Training students to understand the proper ways of quoting, paraphrasing, citing and referencing is not enough; their beliefs towards plagiarism must also be shaped.

Factors Contributing to Plagiarism

Peer influence

The major factors of plagiarism have been viewed differently by some scholars. McCabe et al. (2001), for example, sees the influence of peers as the most significant factor in students' cheating behavior. As social beings, students always interact and socialize with others, observe one another's behaviors, and whether they realize or not, they get affected by the behavior of others. Unsurprisingly, students are influenced by both good and bad behavior that they observe. In conditions where most of the students commit plagiarism, that might be seen by a student as an acceptable way to survive in academic life, thus, they will probably see no reason why they should not plagiarize too. As a result, students are influenced to keep plagiarizing others' work and they would undoubtedly pass the blame on to others.

The problems of students and their personal attitudes

Life for students is not always easy. They must deal with both academic and non-academic problems and pressures. The problems students have to manage their time, the pressure students have to achieve high grades and the problems students have with/in their learning environment are viewed as factors contributing to students' plagiarism by Wilhoit (1984), cited in Walker, (1998). While Ali,

Ismail and Cheat (2012) see students' laziness, low self-realization, poor ethics and bad personal attitudes as major factors, MacDonald (2000) as cited in Bahadori, (2012) believes that students' low commitment to the learning process and students' life styles also contribute to the plague of plagiarism.

Internet access

Clearly, the internet has made plagiarism much easier and much more rampant. As revealed by Dordoy (2002) and Ali et al. (2012), it is now very easy to plagiarize because anyone can access thousands of articles on the internet. Moreover, as the internet is free for anyone to surf on, by using search tools, hundreds of relevant articles are available that can be freely down-loaded and saved: Then later parts can be copy-pasted and used as one's own original writing. In short, the ease and the popularity of the internet has increased the opportunity and the ease of committing plagiarism.

Students' lack of understanding

Ali et al. (2012) point out that there are many reasons why students commit plagiarism. He then points out that students' understanding or rather lack of understanding of what is plagiarism and what constitutes plagiarism are the most likely reasons that motivate EFL English students to commit plagiarism since, as Dordoy (2002) has said, many students are unaware of the rules and the regulations concerned and unwittingly plagiarize as it is more difficult to prepare material otherwise (McCabe, 2001).

Students' Perceptions, Types of Perceptions and Factors Affecting Perceptions

It is true that people have an ability to perceive something in their surroundings. People are also able to interpret something as a result of stimuli to their sense organs. According to Richards et al. (1985, p. 211) perception is "the recognition and understanding of events, objects, and stimuli through the use of the senses (sight, hearing, feeling, smell, taste and balance). In addition, Sharma (2016) has said that perception is the process of interpreting stimuli. Richards et al. (1985) divide perception into three categories; visual perception, auditory perception, and speech perception.

According to Richards et al. (1985), the first type of perception, visual perception relates to understanding of information received from

visual stimuli. For example, people will be able to compare things around them and able to show their feelings after visually seeing something. Auditory perception refers to what is perceived by people after they hear a certain sound eg a fire alarm. The last type, speech perception, refers to what a person perceives after getting to hear someone say something.

Relating to these three types of perception for this study, university students might use these three types of perceptions; visual, auditory and speech, to create an understanding of a given situation, in this case plagiarism. Their perceptions about plagiarism might be as a result of many factors affecting the perception itself. Their past experience such as teachers' explanations, information from books, tv, magazines, etc, for example, will influence the way they perceive something.

However, two people may perceive one and the same thing differently. This is because individuals have different perceptual abilities. Therefore, there are some factors related to people's perception and below is an explanation based on Sharma's (2016) point of view:

a. Perceptual Learning

The first factor affecting human perception is perceptual learning. Perceptual learning comes as a result of people's past experiences or special training that they have had in the past. Due to their past experiences or training, some people may be able to perform something better than those who did not get any such training or experience.

b. Mental Set

Mental set is the second factor: This factor refers to someone's readiness to get some sensory input. Furthermore, he also states that when people are ready to receive the input, it makes people prepare with good attention and concentration.

c. Motives and Needs

Sharma (2016) mentions that motives and needs influence what people perceive about something. According to him, people's attention cannot be directed towards things unless they are satisfied with their motives. He gives as an example that it is only the food items, among other articles, that people want to recognize when they are hungry.

d. Cognitive Styles

It is true that the way different people process information is different one from another. This is because people have their own understanding of a particular situation. According to Sharma (2016),

flexible people will be able to have good attention. They are not easily affected and dominated by both internal or external needs and motives.

To conclude, it is true that perceptions influence the way people perceive something. This is affected by many factors such as perceptual learning, mental sets, motives and needs, and cognitive style. For sure, all the above factors will affect the perceptions of UIN English students about plagiarism in English Academic Writing.

Sanctions and Penalties

Plagiarism is one of the serious problems in academic life. As a serious problem, plagiarism must be taken seriously and dealt with accordingly. In fact, many attempts have been made to reduce the practice of plagiarism. Giving sanctions and penalties and investing in plagiarism-detection software are two forms of responses taken at universities.

In Indonesia, academic plagiarism is categorized as a criminal action. This has been announced through Regulations of the Ministry of Education and Culture of the Republic of Indonesia, Number 17 of 2010 and in Law Number 20 of 2003 (Lembaran Negara Republik Indonesia). As a matter of fact, many people who were seen as dedicated in their field have been punished for their academic violations concerning plagiarism. Some university lecturers, proven to have committed plagiarism have had to resign from their positions as lecturers and have also lost their academic titles. In short, as plagiarism is becoming much more worrisome, real actions to prevent and overcome this alarming problem are crucial and are being implemented.

Anti-plagiarism software

There are many factors causing students to commit plagiarism. In particular most students do not consider plagiarism and its consequences as a serious problem, thus they are not likely to change their behavior and many will keep doing it (Park, 2004). What makes it worse, is they are more likely to continue to plagiarize when the institution they are connected with is not serious about detection and does not give any punishments for proven offences (Hart & Friesner, 2004).

One solution to overcome this problem is through using a digital detection system which is able to compare the text of a document to try to find matches. Systems that can detect the copy and paste of text from

the internet are needed and are available now as online plagiarism detection tools, hence Turnitin.com, has been developed (Park, 2004). Developed in 1998, this tool won a contract with Britain's Joint Information Systems Committee (JISC) to serve more than 700 higher education institutions in Great Britain (Johnston, 2002).

Turnitin.com works when students' essays are submitted over the internet. It will search its database which contains many millions of documents. If students' papers or parts of them match with other documents in the database, then *Turnitin* will return an annotated document that includes the URL of source documents (Anonymous, 2002 cited in Park 2004).

Even though this kind of software is now able to detect plagiarism, nevertheless, both process and procedures are usually the best answers to this problem (JISC, 2002). Whatever plagiarism-detection software is used, it actually can only help and assist the users. To sum up, the tool has not been created to replace the expertise of human beings.

RESEARCH METHODOLOGY

This research is designed quantitatively. To present the result of the survey, the descriptive statistics was used to describe the numerical numbers. Then, the type of survey where students are asked to give their reaction on is in a form of questionnaire. Since this study intends to find out students' perceptions, a Likert scale is used. According to Brown and Rodgers (2002), "Likert scales are generally useful for getting at respondents' views, judgments, or opinions about almost any aspect of language learning."

This research was conducted at UIN Ar-Raniry Banda Aceh. Three classes of semester six English Major Students at UIN Ar-Raniry Banda Aceh were selected. All participated students have already taken English Academic Writing classes, thus, it was easier to give their opinion towards plagiarism in English Academic writing. The numbers of students who participated in the questionnaire were 65 out of 77 students; 28 students in Class I, 18 students in Class II, and 19 students in Class III.

Population and Sample

The population in this study is all semester six students of English Language Department of UIN Ar-Raniry, which is consisted of eight classes, or approximately 200 students.

As the sample, the researcher took three classes of semester six students at English Language Department of IAIN Ar-Raniry. According to Arikunto (2006, p.130), sample is partial or representative of the population. In order to ensure that the sample is representative, the ideal solution is to select samples from the target population. As there are eight classes, three classes were chosen to be the sample. The chosen classes were randomly chosen through lottery and the total sample was 65.

Research Instrument

In order to obtain the data in this research, the researcher used questionnaire as an instrument. The questionnaire was used to answer all research questions that have been formulated in this study. The questionnaire consists of 26 close-ended statements. They are adapted from several sources; Ali et al. (2012), Fish and Hura (2013) and Park (2010). There are 17 likert-type scale statements for the first research question and nine likert-type scale statements for the second research question.

There are three sections in the questionnaire. Those include students' personal information, students' perceptions on plagiarism, and the factors, according to UIN English students, that make plagiarism is committed. The first section is needed as students' background data and the second section is needed to find out students' perceptions towards plagiarism. In the second section, students are asked to give their opinion about the seriousness types of plagiarism on a 3-point likert scale. The four types of plagiarism range from "using another author's ideas", "using another author's phrases", to "using another author's sentences/paragraphs" and "using entire document by another author". Besides, students' perception on plagiarism in English Academic Writing data are also gotten from their answer on a 5-point scale statement of the second questionnaire adapted from Ali et al. (2012).

The last section comprises nine statements about the factors, according to UIN English students, that make plagiarism is committed. This section asks the participants to indicate on a 5-point likert scale to what extent they agree with each statement that describes a likely cause of plagiarism in English academic writing, with a higher score indicating greater agreement. This section is to answer the second research question.

Technique of Data Collection

As mentioned previously, in order to collect the data from the participants, the researcher distributed questionnaire to three chosen classes of semester six English Major Students at UIN Ar-Raniry who have passed Academic Writing Classes. The three classes were unit 3, unit 7, and unit 8. The questionnaire for the first class, unit 3, were distributed on March 9, 2017 at 14.40 pm. There were 30 students in the class, but only 28 students attended the class on the questionnaire distribution day. The questionnaires were administered after students were briefed on the survey and agreed to participate. It took about 20 minutes for students to complete the questionnaire.

The second class where the researcher distributed the questionnaire to was unit 8. It was on March 14, 2017 at 10.30 am. Only 18 of 23 students participated in the questionnaire because the other 5 students were absent. The students of unit 8 also needed about twenty minutes to complete the questionnaire. The last class was unit 7. The researcher came to the class on March 14, 2017 at 14.40 pm. There were 24 students in the class, but five students did not attend the class. After the students were briefed and agreed to participate, the researcher handed out the questionnaire and collected it back when they have finished filling it up. Finally, after all students have shared their thought about plagiarism in English Academic Writing in forms of questionnaire, the researcher thanked the students for their participation.

Technique of Data Analysis

The collected data are analyzed by Likert-type scale. The scale score was computed for each participant by averaging his/her Likert-scale responses over the items on the scale in question. These scale scores were examined to obtain participants' perceptions on plagiarism and the factors, according to them, that make plagiarism is committed. The data is then described descriptively into findings. Below is the simple percentage formula from Hatch and Farhady (1982) which was used to analyze the data from questionnaire:

$$P = \frac{f}{N} \times 100\%$$

Which: P = Percentage
f = Frequency
N = Number of the Respondent

RESULTS AND DISCUSSIONS

Students' Perceptions on The Seriousness of Plagiarism Types

From the Table that follows the first item: *"Using another author's ideas"*, was thought to be the least serious type of plagiarism with 70% choosing moderately and very serious. Then, the findings for the second item, *"Using another author's phrases"* were found to be more serious, with 81% of the students believing it to be a moderate or very serious form of plagiarism.

Next, 56 (86%) of the students said that *"using another author's sentences/paragraphs"* is a moderate or serious type of plagiarism. Finally, 97% agreed that the most serious form of plagiarism, was *"using an entire document by another author"*.

Table 1. Students' Perceptions on The Seriousness of Plagiarism Types

No.	Items:	How Serious, (%) & No.		
		Not at all serious	Moderately serious	Very serious
1.	Using another author's ideas	31% (20)	48% (31)	22% (14)
2.	Using another author's phrases	18% (12)	58% (38)	23% (15)
3.	Using another author's sentences/paragraphs	14% (9)	46% (30)	40% (26)
4.	Using an entire document by another author	3% (2)	5% (3)	92% (60)

Table 2. Students' Opinions about Whether Each Statement Is An Act of Plagiarism in English Academic Writing

No	Statements	Agreement %				
		Disagreement				
		Strongly	Agree	Neutral	Disagree	Strongly
						Sagree
1	Copying statements from web-sites without proper reference or	43	32	8	14	3

	acknowledgment					
2	Copying statements from websites with proper references or acknowledgment	8	18	2	28	45
3	Copying statements from electronic journals without proper references or without acknowledgement	48	25	8	20	0
4	Copying statements from electronic journals by citing proper references	5	22	3	26	45
5	Copying source of statements without inverted comas (“ “) but acknowledging original author	6	18	45	23	8
6	Translating and constructing into another language (for example, Bahasa to English Language) from the internet and providing acknowledgement	5	17	15	31	32
7	Combining various statements taken from websites without proper reference or acknowledgement	20	38	20	17	3
8	Changing statements taken from websites and claiming them as one's own writing	40	18	14	20	3
9	Buying assignments from senior students through internet and sending them as one's own work/writing	34	31	17	14	8
10	Using other writers' work from the internet as one's own without prior knowledge of the authors	46	29	2	12	5
11	Using research findings from electronic journals without citing proper references	34	42	12	12	2
12	Copying a friend's assignment without his/her knowledge	51	25	9	6	2
13	Copying a friend's assignment and claiming it as one's own without his/her knowledge	51	25	9	6	2

Table 2 above shows the students' opinions towards plagiarism in English academic writing. As can be seen, the number of respondents who showed their agreement with the first item, copying statements from websites without proper reference or acknowledgment, is three quarters of the number of respondents or 75%. Thus, it can be assumed that students understand the concept of plagiarism through the use of ICT.

The second statement, which was about non-plagiarism through the use of Information and Communication Technology (ICT) item, has been correctly identified as a non-plagiarism activity. In the same way, the third item was also able to be identified correctly by the respondents. By the number of respondents or 73% students who were able to answer the item "copying statements from electronic journals without proper references or without acknowledgement", it proves that the students understood the concept of plagiarism.

The majority of students or 71% respondents realized that the fourth item was a non-plagiarism activity. However, a different case emerged with the next item. The students were undecided about whether it was plagiarism or not for the statement "Copying statements without inverted comas (" ") but acknowledging the original author". Was it plagiarism or not?

Translating and constructing into another language (for example, Bahasa to English Language) from the internet and not providing acknowledgement was a plagiarism item and it was easily identified by 65% of the respondents. A different result can be seen from item number seven. The findings showed that the number of respondents who did not give their opinion and the number of students who showed their disagreement was quite close. If the number of students who disagreed with it is compared with the students who did not give any comment, the difference was only about 10%. Thus, it can be assumed that this item has made students uncertain about whether this is plagiarism or not.

Most students correctly identified the item "changing statements taken from websites and claiming them as one's own writing" as plagiarism. With such numbers, it seems that most of these students had an adequate understanding about the concept of plagiarism. In the same way, the majority of students were able to identify the ninth, tenth, and eleventh items correctly as plagiarism.

Copying a friend's assignment without her knowledge was correctly answered as plagiarism by most of the students. Finally,

copying a friend's assignment using the internet and claiming it as one's own without her knowledge was correctly recognized as plagiarism by most of the students.

Findings for the Second Research Question

Table 3. Factors Contributing to Plagiarism

No	Statements	No of Students				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Pressures to get high scores	52 %	37 %	6 %	5%	0%
2	Ease of downloading from internet	35 %	38 %	9 %	3 %	14 %
3	Quicker & easier than thinking originally and more efficient	29 %	43 %	14 %	5 %	9 %
4	Didn't reckon the importance of a task	8 %	9 %	11 %	18 %	54 %
5	Didn't realize it's forbidden	34%	48%	5%	9%	5%
6	Lack of avoidance & sanctions	26 %	25 %	25 %	29 %	15 %
7	Negation of it's misdoing	6 %	11 %	28 %	11 %	45 %
8	Self behaviors	8 %	12 %	17 %	17 %	46 %
9	Classroom attitudes	8 %	5 %	20 %	15 %	52 %

Table 3 above is a recap of the opinions about the factors, according to the UIN English students, of why plagiarism is committed. As can be seen, there were four significant factors that were perceived to be the major factors of why plagiarism is committed; efficiency gain, genuine lack of understanding, temptation and opportunity, and time management.

Discussion

This study has some interesting findings. Two results - students' opinions about plagiarism and the factors, according to UIN English Students, of why plagiarism is committed - were found to be opposite to each other. Relating students' perceptions with the concept of plagiarism, showed that more than half of the total number of respondents were able to identify the right answers to both items showing what is plagiarism and items showing non-plagiarism through the use of ICT, which it is assumed shows students' high understanding of the concept of what is plagiarism. However, more than 80% of the students chose lack of understanding as the second major factor causing plagiarism. This means, that the students themselves were not aware whether their perceptions for each statement about plagiarism were correct or not because according to them, lack of understanding of the concept of plagiarism has contributed to plagiarism. This finding is supported by a previous study conducted by Pecorari (2003) who found that students were unsure about what constitutes plagiarism

Another interesting finding is related to the major factor of plagiarism. The highest percentage or almost 90% of students perceived that a gain in efficiency was the main factor contributing to plagiarism. From this finding, it can be seen that students regard high ambitions and pressures to achieve high Grade Point Average (GPA) scores has contributed to why plagiarism is committed as has been suggested by Wilhoit (1984, as cited in Walker, 1998). The existence of the internet is another reason. Based on these students' opinions, the temptations and opportunities provided by the internet has greatly contributed to plagiarism, putting it as the third major factor contributing to students' committing plagiarism. This reflects Dordoy's findings (2002) that easy access to materials on the internet has made it much easier to commit plagiarism and Macdonald (2000 as cited in Bahadori, 2012) has found that the popularity of the internet has lowered students' motivation and commitment to the processes of learning.

The above answers about the students' opinions on the factors of why plagiarism is committed might relate to students' past experience or to today's problems. As mentioned above, students' perceptions are influenced by many related factors. This means that students must be able to create an understanding or interpretation because they, themselves, have been through such a situation or they see or listen to someone who has also experienced it.

Furthermore, students also perceive that plagiarism is more likely to be committed when the institution they are connected with does not make any serious efforts at detection and does not give any punishments to those who are found to have committed plagiarism which is in line with Hart and Friesner's findings (2004). In fact, there has never been a report about a student who was failed to complete their undergraduate studies due to plagiarism from any University in Indonesia. In the same way, no case of student plagiarism has ever been heard both at UIN Ar-Raniry and/or at Unsyiah. Students' grades might have been directly reduced by lecturers when found out, yet warnings or other more severe punishments have never been given to those who were caught for actual plagiarism.

The findings about the students' perceptions of the seriousness of the different types of plagiarism shows that almost all the students perceived that copying an entire document was the most serious act of plagiarism, followed by directly taking another authors sentences/paragraphs, phrases, and ideas. Consistent with the findings from other research (Fish & Hura, 2013), the students noted that taking any amount of text was more serious than taking another author's ideas. They then added it is clear that students regard copying from phrases and sentences to paragraphs as less serious than copying an entire document.

According to Fish and Hura (2013), students who have little experience in professional writing usually do not understand why developing a unique idea is important. The result is that they consider copying a text as a more serious form of plagiarism than taking other's ideas. However, Petric (2012) states that the rules about plagiarism on the issue of how many words constitute plagiarism or what type of words could be quoted are not clear. To sum up, students might not want to change their habits on cheating as long as their perceptions towards plagiarism remain the same. Misunderstandings and lack of clarity on what constitutes plagiarism will lead to difficulties in combatting plagiarism in the future.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Plagiarism is a bad action that needs to be eradicated from students behaviour. The findings showed that students perceive some types of plagiarism as more serious than others, ranging from using another

author's whole document, another author's sentences and/or paragraphs or another author's phrases and even another author's ideas. The findings also showed that the students perceived that acts of plagiarism include: 1) copying statements (from websites and electronic journals without putting them in inverted commas, 2) combining and changing various statements taken from websites, 3) buying assignments through the internet, 4) using the work of others and using research findings from electronic journals without attribution and 5) copying all or part of an assignment by another person without proper acknowledgements. Furthermore, copying statements from websites and from electronic journals and translating them and constructing one's own sentences in another language than that of the internet and acknowledging original authors when including statements are perceived as acts that are not plagiarism.

Regarding these factors, according to the EFL English students from UIN, the five major factors why plagiarism is committed are as follows:

- (i) gains in efficiency,
- (ii) lack of understanding,
- (iii) temptation and opportunity,
- (iv) time management and
- (v) lack of deterrence policies

while another four factors viz:

- (vi) personal values/attitudes,
- (vii) denial or neutralization,
- (viii) defiance, and
- (ix) attitudes towards teachers and classes

are perceived to be lesser contributory reasons for plagiarism.

In short, students' opinion on the factors of why plagiarism is committed might relate to students' past experiences, today's problems, and other related factors.

Suggestions

It is suggested that the right understanding of the concept of plagiarism must be explained and publicised more frequently for students in activities such as seminars, campaigns and lectures. The concepts of what is plagiarism and how to avoid it can also be taught in lectures and practical sessions to enable students to truly understand what plagiarism is. Students should not only be made aware of what to avoid in their writing, but also be taught what they can do and how to

do it effectively. With this right understanding, students can be prevented from plagiarizing. In fact lecturers should be required to remind students of what is plagiarism and how to avoid it in their first lecture every term.

In order to prevent plagiarism, universities have to make programs for detection and enforce sanctions systems to stop plagiarism. Detection must be enforced continuously and consistently so that students will take it seriously and avoid this conduct. Then, sanctions and punishments must be given if there are students who deliberately engage in plagiarism.

As a final note, this research has its own limitations and the findings from this study cannot be generalized because they are based on a relatively small number of self-reports from students at one university. Further research should be conducted, for example, using in-depth interviews which would reveal more textured and nuanced understandings of plagiarism and the factors related to it.

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