

CHAPTER II

Literature Review

This chapter presents: (1) concept of plagiarism, (2) types and ways of plagiarism, (3) causes or reasons of plagiarism in EFL context, (4) sanctions for plagiarists, (5) previous related studies.

1.1 Concept of Plagiarism

In learning, it will be familiar with plagiarism. Karami and danaei say that plagiarism is defined as kidnap (as cited in maimunah, et al., 2018, p.663). Plagiarism is the practice of using someone else's ideas or work and pretending that it as yours ("Cambridge Dictionary online," n.d.). In this case included in published and unpublished material, whether in the form of texts, printed or in electronic form. Additionally, plagiarism leads to stealing ideas or words more than normal and pretending as general knowledge (Park, 2003, p.473). In short, plagiarism is the act of taking the work of others as their own without providing the appropriate source and/or without gaining the name of the actual work maker.

Plagiarism occurs because there are reasons and supporting factors. One of the factors is from the advancement of information and technology. It has a big influence on the world of education, both positive and negative impacts. The good thing about technological advances is that it makes it easier for students to learn quickly and sophisticated educational media such as on the internet. Then, In addition to the good

effects of the internet, there are also adverse effects of technological advances, especially the internet in the educational world. One of them is making it easier to get information. If the students can be wise in using the internet, it will have a good influence on the development of education and students' abilities, but many students deviate from the proper benefits of the internet. One of the most felt effects is the increasing in plagiarism among students.

The development of technology and information make it easier in conducting plagiarism. One of which is the rapid development of technology and information, such as internet. Internet become the main media in doing plagiarism. Plagiarism is inseparable from the development of technology that is getting easier and faster. The Comas-Forgas and Asuredé-Negre examine the cause of plagiarism from the student's perspective, the causes of plagiarism: the ease with which the internet finds information, less time to do tasks due to poor time management (as cited in Basuki, 2014, p.5).

Technological developments give positive and negative effects in education. Technology develops very quickly, and sometimes people cannot filter the bad impact that can be caused by the fast development information and communication technology to the society. One of the negative impacts to education is the easier to plagiarism. Heineke says that technology as a facilitator of quality education (as cited in Apriani, 2016, p.62). Technology plays an important role in facilitating students or

other elements to do plagiarism in many kinds of plagiarism form. Mundava and Chaundhuri (2007), say that people can download or buy paper from the Web through commercial paper mills and copy and paste text or graphics from an electronic database without providing an appropriate source

Internet and copy-paste are part and parcel of students plagiarism. McCabe (2005), found that almost two thirds (62%) of undergraduates and 59% of graduate students who reported being involved in 'cutting and pasting' plagiarism at all, have been involved in plagiarism as from both written and internet sources. The easiness of getting information from the internet becomes a dependency for students, while the Web can offer more variety of sources that are easily accessible.

From the explanation above, it can be concluded that plagiarism is thief or taking other peoples' work and claim it as our own. Plagiarism a thing that often occurs in the educational environment or in learning process. Even this can not be separated from the influence of technological developments that are increasing and accelerating and facilitating the plagiarism. One of them is the internet. The internet makes it easy to copy and paste data, and makes internet become one of the biggest factors in increasing plagiarism, especially among students.

1.2 Types and Ways of Plagiarism

Chang (2002) describes plagiarism in four types: quotation, paraphrase, idea, and translation.

1. Quotation Plagiarism

Plagiarism in the form of direct quotation is the clearest type, and the easiest to detect and avoid. When a text is copied word for word without references or quotation marks, it is plagiarism.

2. Paraphrase Plagiarism

Paraphrase plagiarism is likely to be more common and trickier. There are many variations on the types of paraphrase plagiarism from the degree of its resemblance to the original. Paraphrase plagiarism is nearly the same as direct quotation that is changed one or two words.

3. Idea Plagiarism

Idea plagiarism is the plagiarism that occurs when a writer takes ideas, thoughts or theories from a source and make it as his own. This type of plagiarism, also has a range, ranging from the "borrowing" of deliberate ideas from obscure sources to the removal of credit to the pioneers of certain ideas because the students do not know about them.

4. Translation Plagiarism

In the use of language in non-native speaker or those who do not really understand a language, plagiarism becomes more complicated when language must be translated. For example, many students do not consider translation of foreign words to be a direct quotation. Thus, they may think leaving out the quotation marks is right thing.

Sastroasmoro (2006) divides plagiarism into the following types:

The types of plagiarism based on the stolen aspect: idea plagiarism, content plagiarism (research data), word plagiarism, sentences plagiarism, paragraph plagiarism, total plagiarism., Classification by deliberate plagiarism: deliberate plagiarism, and unintentional plagiarism., Classification based on the proportion or percentage of words, sentences, hijacked paragraph: mild plagiarism (<30%), moderate plagiarism (30-70%), several or total plagiarism (>70%)., Based on the pattern of plagiarism: word for word plagiarism, and mosaic plagiarism.

So, the types of plagiarism include quotations, paraphrases, ideas, and translations. In addition, plagiarism can be categorized into several types based on aspects taken, portion percentage, pattern, and intensity of the theft of other people's work.

Students are doing plagiarism in many ways, Park (2003) defines ways of plagiarism of students in four main ways based on Wilhoit, Brandt, and Howard studies. First, stealing material from a source and taking it as your own, copying an assignment from a source without recognition, collecting assignments made by other students with or without the knowledge of the students concerned. Second, submitting a paper written by others and passing it as their own. Third, copying several pieces of material from some source texts. Fourth, paraphrasing material from several source texts without including proper documentation.

Doro (2014) also defines ways of students committed plagiarism in

three points, that are stealing or presenting a work done by others as our own work, such as collecting other students' papers, buying papers from paper mills and bank essays, asking others to write the entire text without knowing the source, giving references but not quotation marks in sentences taken, using words that are almost the same as those in the text, thus giving the impression of the appropriacy of referencing, patchwriting, excessive paraphrasing from various texts, usually on a sentence level, without the indication of the sources.

In short, students plagiarism in many ways, namely by stealing the work of others, buying the work of others, or copying the work of others without including the source or without the approval of the parties concerned.

1.3 Causes or Reasons of Plagiarism in EFL Context

Many studies found several reasons why students do plagiarism. One of the studies that focusing on EFL students by Mu (2010) investigated Chinese EFL students' perceptions of plagiarism and the reasons for plagiarism. Several factors was found by Mu that could explain the plagiarism of Chinese students: Lack of knowledge and instruction about the rules of acoustic writing; Encouragement of Chinese teachers who tell students to memorize and use words or sentences from native speakers of English and use them as they were their own in their writing. Gu (2003) also states that impersonation is one of the most important skills in Chinese writing;A little emphasis on plagiarism in

Chinese ethnicity that Chinese culture is not sufficiently concerned with plagiarism; Psychological factors: Many students think that their teacher will not find examples of plagiarism in their writing; Inability to complete difficult assignment when the assignment is beyond their ability, students resort to copying from others. From the results of the research above, and coupled with the results from Gu, it is increasingly emphasized that students do plagiarism with many reasons where they consider that plagiarism is a normal little thing and think that plagiarism will not be easily discovered.

Besides that, Razera (2011) also found the reasons of plagiarism that is three most common causes of plagiarism were laziness, lack of interest in the subject and difficulty of the assignment, lack of time, and lack of deterrence in the study the investigating the attitudes towards and understanding of plagiarism of Swedish and international graduate students at Stockholm University.

Another study that found the reasons of students of plagiarism was by Doro's study (2014), the perceived reasons for plagiarizing indicated by the eight Hungarian instructors could be grouped under the following 12 categories: Lack of time, demanding schedules, perceived easiness of cheating, economy of effort, lack of information about what constitutes plagiarism, lack of citing and paraphrasing skills, lack of self confidence: unable to state/paraphrase the source as well as the original, good grades, pressure to perform well, task too demanding, inadequate language and

general writing skills, lack of ideas, getting away with it (beating the system, tricking the instructor, circumventing policies), permissive plagiarism practice, desire to look smarter

There are at least five common reasons for plagiarism from Chang's study (2002). First, students plagiarize out of *expedience*. In a fast-food culture, nothing is more convenient than ready-made papers to go. The lazy student simply finds a paper on the Internet, changes a couple of words, adds his name, and prints it out. Second, students plagiarize out of *greed*. The desire for good grades and academic honors usually motivate students to perform well. But such motivation can easily turn into obsession. Third, students plagiarize out of *fear*. The fear of low grades, rather than the greed for high marks, drives this sort of plagiarism. The lack of confidence leads some writers to give up trying altogether and resort to plagiarism. Fourth, students plagiarize out of *desperation*. Competent students are often poor time managers and find themselves in a bind. Fifth, students plagiarize out of *ignorance*. Rarely, a writer will commit plagiarism unwittingly through unconscious copying. He writes a line that is in his mind, but does not realize that it comes from a source he has read.

Another study shows that the following are among the most important reasons why students plagiarize informed particularly by the work of Stevens and Stevens, Davis, Bagozzi and Warshaw, Love and Simmons, and Straw as in Park (2003) study captures the multiple and contingent motives of plagiarism by students.

1. Genuine lack of understanding. Some students plagiarise unintentionally, when they are not familiar with proper ways of quoting, paraphrasing, citing and referencing and/or when they are unclear about the meaning of 'common knowledge' and the expression 'in their own words'.
2. Efficiency gain. Students plagiarise to get a better grade and to save time. Auer and Krupar (2001) identify a strong consumer mentality amongst students, who seem to believe that 'they should get grades based on effort rather than on achievement'.
3. Time management. There are many things that students do in their daily life and pressure to complete multiple work assignments in short amounts of time.
4. Personal values/attitudes. Some student see no reason why they should not plagiarise or do it because of social pressure, because it makes them feel good or because they regard short cuts as clever and acceptable
5. Defiance. To some students plagiarism is a tangible way of showing dissent and expressing a lack of respect for authority. They may also regard the task set as neither important nor challenging
6. Students' attitudes towards teachers and class. Some students cheat because they have negative student attitudes towards assignments and tasks that teachers think have meaning but they do not.

7. Denial or neutralisation. Some students deny to themselves that they are cheating or find ways of legitimising it by passing the blame on to others
8. Temptation and opportunity. It is both easier and more tempting for students to plagiarise as information becomes more accessible on the Internet and web search tools make it easier and quicker to find and copy
9. Lack of deterrence. To some students the benefits of plagiarising outweigh the risks,

Students assume that plagiarizing is the easiest way to conduct their assignment, that is why students choose to plagiarize to make their assignment complete quickly. Indeed, we tend to speak about plagiarism as a simple matter of morality, of justice, or (sometimes) mercy; students plagiarize because they are lazy, stressed, or dishonest, and teachers must be either proactive, creating assignments that discourage plagiarism, or reactive, ferreting out and punishing the offenders (Blair, 2009, p.159).

Thus, it can be concluded that students do plagiarism due to several reasons such as lack of time, laziness, difficult material, wanting to get good grades, and lack of understanding of plagiarism.

1.4 Sanctions for Plagiarists

In Indonesia, plagiarism is regulated in several laws and regulations. Plagiarism has regulated in Indonesian Republic Law and minister of education. In Indonesian Republik Law number 19 of 2002 on copyright in

chapter XIII about criminal provisions article 72-73 and Indonesian Republic Law number 28 of 2014 on copyright in chapter XVII about criminal provisions article 112-120 mentioned that the plagiarism penalty is imprisonment and/or a fine of up to one billion five hundred million rupiah. Regulation number 20 of 2003 on national education system article 25 paragraph 2 mentioned that college graduates whose scientific works are used to obtain academic degrees, professions or vocations proved to be plagiarism, revoked the title. In article 70, if it is proven to be a plagiarism, the plagiarists will be punished by a maximum imprisonment of five years and/or a maximum fine 200.000.000,00 (two hundred million rupiah).

Plagiarism is also regulated in the Regulation of the National Education Minister number 17 of 2010 concerning the prevention and control of plagiarism in higher education. In article 12, sanctions for students who are proven to do plagiarism from the lightest to the most severe are reprimands, written warnings, delays in granting some students rights, cancellation of the value of one or several courses obtained by students, respectful dismissal of status as a student, and cancellation of a diploma if a student has graduated from a program. This is further explained in article 13, sanctions are imposed based on the proportion of plagiarism, intentional, accidental, and/or recurring.

In short, in Indonesia plagiarism is a criminal act that has been regulated in some regulation namely in the Indonesian Republic Law and

the Minister of National Education Regulation, with a sentence of imprisonment or paying fine, or the removable of the title.

1.5 Previous Related Studies

There are four studies that related to this study. First, the result from Doro's study (2004) entitled "Why do Students Plagiarize? EFL Undergraduates' Views on the Reasons behind Plagiarism". The aim of this research is to find the possible factors of students plagiarism. The screening of the twenty-five essays indicated that the majority of essays mention multiple causes, often within the same sentences, as in the following examples: everyone likes getting good marks, copy-pasting doesn't take too much time and doesn't require any serious brainstorming. The similarities of this study and my study are both of these studies used qualitative method and identify students' views on the reason behind plagiarism. Meanwhile the differences between this study and my study are title, population, time and location.

Second, Doro's study (2004) entitled "Students' perceptions of cheating and plagiarism: An exploratory study among Hungarian EFL undergraduates" found that in some cases the Hungarian students being even stricter. The results indicated general negative attitude towards plagiarism, except for cooperating with others on an assignment and lifting small sections from sources without acknowledging them. The similarities of this study and my study are both of these studies explore students' perception of plagiarism. Meanwhile the differences between

this study and my study are title, population, time and location.

Third, Erkaya's study (2009) entitled "Plagiarism by Turkish Students: Causes and Solutions." In finding the causes and the possible solutions of students plagiarism, the result indicated that prevalent causes of plagiarism are students' lack of awareness about plagiarism, students' lack of knowledge about writing research papers, students' lack of motivation to do research, students' lack of freedom to express their own opinions, and instructors' negative attitude towards writing as well as low expectations from students. The similarities of this study and my study are both of these studies used qualitative method and identify causes of the students doing plagiarism. Meanwhile the differences between this study and my study are title, population, time and location.

Fourth, the study from Maimunah, et al., (2018) entitled "Cutting the Prevalence of Plagiarism in the Digital Era: Student Teachers' Perceptions on Plagiarism in Indonesian Higher Education". The aim of this research is to explore the perceptions of Indonesian students teacher toward plagiarism in four higher education institutions. The result indicated that most students teachers knew the definitions of plagiarism, but they did not know the type of research misconduct. They tended to do plagiarism because they wanted to save time and they considered about the pressure of their study. The similarity between this study and my study is both of these study are explore the perception toward plagiarism. Meanwhile, the differences between this study and my study are the title, population and

sample, time and location, and the design of the study.