

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussion

1.1 Findings

There were two research findings presented in this study. First, the research finding that showed EFL undergraduate students' understanding towards plagiarism at UIN Raden Fatah Palembang. Second, EFL undergraduate students' reasons behind plagiarism at UIN Raden Fatah Palembang. The data gained from interview were analyzed by using thematic analysis. The descriptions of the findings were as follows:

1.1.1 EFL undergraduate students' understanding toward plagiarism

In order to find out the students' understanding of plagiarism, I analyzed the data gained from interview. All of the participants stated that they knew the definition of plagiarism. The themes and codes gained from the analyzing of qualitative data obtained from interview were described in table 1:

Table 1: Themes and codes for EFL undergraduate students' understanding towards plagiarism.

Themes	Codes
1. Definition of Plagiarism	Some students knew the definition of plagiarism. They argued that plagiarism

	was the activity of taking words, sentences, or ideas belonging to others.
2. Types of Plagiarism	Some students had no ideas about the types of plagiarism, and some said that plagiarism could be categorized into different types.
3. The Prevalence of Plagiarism	Most students thought that plagiarism was very common, and some others thought that plagiarism was quite common.
4. The Seriousness of Plagiarism	Some students said that plagiarism was a serious thing, and some said plagiarism was a very serious thing, but many students ignored it.
5. Possibility of Being Caught	Most students thought that plagiarism could be caught, while others said plagiarism could be caught but there were no sanctions.

1.1.1.1 Definition of Plagiarism

Based on interview data, I found students generally knew the definition or purpose of plagiarism. They said that the definition of

plagiarism was the activity of taking other people's work as their own. As they reported: Participant 1 "*plagiarism was an activity of cheating or imitating other people or writings of other people (work)*" (personal communication, June, 26, 2019). Participant 5 "*in my opinion plagiarism was someone who copying and pasting or taking data without included the source*" (personal communication, June, 28, 2019). Participants 2, 3, 4, and 6 also shared the same opinion.

Furthermore, based on the data obtained from the interview, I also found that what students did in plagiarism was students copied-pasted the work or ideas of others. As they reported:

Participant 1 "*for example, saw other people's journals, saw references from books or written directly without paraphrasing*" (personal communicationn, June, 26, 2019).

Participant 2 "*copied the words of others they needed*" (personal communication, June, 26, 2019).

Participant 3 "*students quoted or took other people's ideas or sentences without included the source*"(personal communication, June, 26, 2019).

Participant 4 "*they actually copied-pasted like the experts have*" (personal communication, June, 28, 2019).

Participant 5 "*usually copied-pasted*" (personal communication, June,

28, 2019).

Participant 6 "*because it was the age of technology so it was easy for students to access from the internet, or downloaded, or copied the material they needed*" (personal communication, June, 28, 2019).

When being asked the conditions that can be said plagiarism, they answered when someone or a student copied-pasted or took other people's data without included the source. This was in line with the notion of plagiarism as they said.

1.1.1.2 Types of Plagiarism

Based on data obtained from interviews, I found that some students had no ideas about the types of plagiarism, and some said that plagiarism could be categorized into several types.

The interview data showed that some students mentioned that plagiarism can be categorized into several types, such as plagiarism of ideas plagiarism, sentences plagiarism, and paraphrase plagiarism. As reported by participant 5 and 6. Participant 5: "*plagiarism of ideas, sentences, and paraphrases*" (personal communication, June, 28, 2019). Participant 6: "*as I usually did paraphrase, retrieved some data from the internet, or downloaded, or copied the material needed*" (personal communication, June, 28, 2019).

Furthermore, from the interview data, I found that some students had

no ideas about the types of plagiarism. This based on the acknowledgment of participants 1 and 2 which said that plagiarism could not be categorized, and participants 3 and 4 who said that they did not know the types of plagiarism.

1.1.1.3 The Prevalence of Plagiarism

Based on data obtained from interviews, I found that most students thought that plagiarism was very common, and some said plagiarism was quite common among the public especially among students.

The interview data showed that most students considered plagiarism to be very common among students. For example, participant 5 mentioned *"it was very common because plagiarism often practiced or a habit from elementary schools to the present, maybe because technology makers also made it easy to do plagiarism, so it was usually done by the community"*(personal communication, June, 28, 2019). Participant 6 also said the same thing *"now in Indonesia, it was normal. It was very common. For example, in UIN itself, most students have done it"*. participants 1, 2, and 4 also said the same thing. While some students considered plagiarism to be quite common. As participant 4 said *"it was quite common, especially difficult material, very often it (plagiarism) happened"*(personal communication, June, 28, 2019).

1.1.1.4 The Seriousness of Plagiarism

Based on data obtained from interviews, I found that some students

said that plagiarism was a serious thing, and some said plagiarism was a very serious thing.

Interview data showed that some students thought that plagiarism was a serious matter. As participant 2 said "*actually it (plagiarism) was something serious but many people ignored it*" (personal communication, June, 26, 2019). Participant 1 also said the same thing. Besides that, students also said that plagiarism was a very common thing among students. As participant 3 and 5 reported: "*Plagiarism was very common, because I have met it very often everywhere*" (Participant 3, personal communication, June, 26, 2019). "*Very common, because plagiarism was often done or was a habit from elementary school until now. Maybe because of the influence of technology as well, so it was easy to do plagiarism so it was usually done by the community*". (Participant 5, personal communication, June, 28, 2019).

In addition, they also argued that plagiarism was a serious matter and that it could also be discovered or caught, but some participants also argued that there were no sanctions for plagiarism actors, even if caught, there were no sanctions that could deterred plagiarists.

1.1.1.5 Possibility of Being Caught

Based on data obtained from interviews, I found that most students thought that plagiarism could be caught, while others said plagiarism could be caught but there were no sanctions.

Interview data showed that some students understood that plagiarism could be caught or even caught red-handed. As participants 1, 3, 4, 5, and 6 shared, they said the same thing, that in doing plagiarism it could be discovered. This was supported by technological advances. While one of six participants said that in doing plagiarism it could be known but she thought there would not be caught red-handed by the lecturers or other parties or there were no sanctions for the plagiarists.

From the results of the interview, I found that students already knew the definition of plagiarism, but many of them did not know clearly the types of plagiarism. Some of them knew that plagiarism was a violation, but they felt plagiarism was common with little possibility of being caught. Another assumption, plagiarism was a serious matter, but I found that not all participants knew the sanctions for the plagiarists.

1.1.2 EFL undergraduate students' reasons behind plagiarism.

After analyzing the data from interview, I found that there were some factors that caused students to do plagiarism. The themes and codes gained from analyzing of qualitative data obtained from interview were described in table 2:

Table 2: Themes and codes for EFL undergraduate students' reasons behind plagiarism

Themes	Codes
1. Pressure of Assignment	A. Most students felt pressured when

and Time Saving.

the assignments were given at the same time and must completed at the same time.

B. Some students felt that the assignments were sometimes difficult so they required more time to do or complete them.

2. Easy to Do (Copy-Paste from Internet).

A. With advanced in technology and information, students chose to do plagiarism because it was easier and saved time.

3. Feeling Less Interested to the Subject or Lecturer.

A. Feeling bored and difficult material made students lazy to learn. It made most students looked for other activities and did plagiarism while doing assignments. As some students said that they did plagiarism just to complete their task.

B. Sometimes in some subjects the lecturers asked the students to finish the task in a hurry and



perfect. So it made the students uninterested to learn.

4. Desire to Get Good Grades. A. All students want to get good grades, and most students chose to do plagiarism to get more benefits.

5. Environment Influences (Imitate Friends). A. When a student learned, and her friend was doing plagiarism, they would also did plagiarism. This was because generally plagiarism behavior among students.

6. Lack of Confidence in Ability A. The difficulties of materials made students feel less confident for their abilities, and made plagiarism an aid for their difficulties

7. The Prevalence of Plagiarism and Assumed no Severe Sanctions for the Plagiarists A. The lack of application of sanctions for plagiarism made students thought that doing plagiarism was not a big thing and often the sentence given was so light and made students who did plagiarism did not feel prevented.

B. Students did not feel afraid when doing plagiarism, due to lack of supervision from lecturers or from other parties resulting in a small chance of being caught

1.1.2.1 Pressure of Assignment and Time Saving

Based on data obtained from interviews, I found that one of the factors causing students to do plagiarism was pressure of the assignment and to save time. That was because Sometimes the large number of tasks given by lecturers at the same time and must be completed in a short. So, some students did plagiarism to shorten the time.

The data obtained from the interviews showed that most students felt pressure when given assignments at the same time and with relatively little work time. They said that they needed more time to complete the tasks given. Therefore, they found it was difficult to complete the task at the allotted time. So, many students chose to do plagiarism to complete assignments and save time. For example, participant 1 said "*because of the lack of time dateline, for example in working on the paper, it should be collected next week while other work was still available. So, to shorten the time and be faster, plagiarism*" (personal communication, June, 26, 2019). Participants 2, 4, and 6 also said the same thing as participant 1.

Furthermore, based on data obtained from interviews, some students also said that sometimes the assignments were quite difficult so it took time to understand and complete them. For example as participant 3 said *"sometimes the material was rather difficult so it was taken a long time to thought. Therefore time was tight and I made plagiarism as the fastest way to complete tasks"* (personal communication, June, 26, 2019). Participant 5 also said the same thing.

1.1.2.2 Easy to Do (Copy-Paste from Internet)

Based on the data obtained from the interview, I found that most students did plagiarism because it was eaasy to do. Some students thought to complete their assignments quickly and easily with the internet. This supported by the availability of complete and extensive information on the internet. A student said that because technology was increasingly advanced and improved so it made plagiarism easier. Other students also argued that *"yes, because that was just copied-pasted, because it was more sophisticated, we could search on Google and copied and pasted"* (participant 4, personal communication, June, 28, 2019). Other participants also said the same thing *"because of the age of technology, so looking for whatever needed was available on the internet and saved more time and effort"* (participant 5, personal communication, June, 28, 2019).

From these results, I concluded that students engaging in plagiarism

were supported by the rapid development of technology and information causing the availability and accessible of information from the internet.

1.1.2.3 Feeling Less Interested to the Subject or Lecturer

Based on the data obtained from the interview, I found that some students who practiced plagiarism admitted that they did plagiarism because they were not interested to the subject or lecturer. Some students said they were not interested in a material or subject. This was because sometimes the material or subject was difficult causing laziness to learn. For example, participant 5 said "*yes, maybe because of lack of interest in material or lessons that were rather difficult so it was better to do plagiarism*" (personal communication, June, 28, 2019).

The interview data provided information that some students also said that sometimes they also felt less interested because they were less interested to the lecturers. This was because some lecturers sometimes gave difficult assignments in a short time. They also said that sometimes lecturers put high demands on assignments given to students, which made some students depressed and less interested in learning. For example, participant 4 said that "*yes because the instructor asked to be perfect, so hurry*" (personal communication, June, 28, 2019).

Besides that, students also said that when they were not interested in a material or lecturer they will be lazy to learn. As stated by participants 5 and 6 that they were plagiarism or copy paste because it was only to

complete college assignments quickly and easily. This can be concluded that laziness is one of the effects of being less interested in a material or a lecturer that caused students to choose to do plagiarism.

In short, students felt uninterested to learn caused by some factors. First, the students uninterested to the material or subject. Some students said that they uninterested to the material because the material was too hard. Second, students felt uninterested to learn because they did not like the lecturer of the subject or the way the lecturer taught. Some students said that sometime the lecturer asked the students to finish the assignment in limited time, or some lecturers gave the students assignments in the same time and made the students felt difficult to finish the assignment at that time.

1.1.2.4 Desire to Get Good Grades

Based on data obtained from interviews, I found that some students reasoned doing plagiarism because they wanted to get good grades. Participant 1 said that by using the work or ideas of the experts there would certainly be more information that was incomparable compared to the work or ideas themselves. She also added that it would be easier to claim the work or idea as our own work or idea and would increase the value obtained. Participant 6 also agreed with this.

1.1.2.5 Environment Influence (Imitate Friends)

Based on data obtained from interviews, I found that environmental conditions influenced the behavior and habits of students. It was also included in the academic environment of students. Where many students reasoned doing plagiarism because of imitating friends.

The data obtained from the interview showed that students who did something, other students will be influenced and imitated the activities carried out by their friends including in doing college work. Some students said that they did plagiarism because it is influenced by the environment or friends. For example, participant 6 said *"Based on what I have done, I did plagiarism because of the environment or friends. Sometimes students who do plagiarism get better grades, so I think it is better for me to do plagiarism too. So, it does not require a long time"* (personal communication, June 28, 2019).

1.1.2.6 Lack of Confidence in Ability

From the interview data, I found that, some students felt less confident in doing their college work. They said that they lack confidence because they felt they had less ability and knowledge in a subject. For example, participant 1 said *"because I lack confidence in using my own words and also I was a bit lazy to paraphrase so I plagiarized"*. She also added *"because I could not arrange words properly and correctly, and especially I did not have a lot of references, and also I did not have much experience about that (subject)"*.

1.1.2.7 The Prevalence of Plagiarism and Assumed no Severe Sanctions for Plagiarists

Based on the data obtained from the interview, I found that there was another reason students did plagiarism. Students assumed that plagiarism was prevail and no severe sanctions for the plagiarists.

The interview data showed that, some students said plagiarism was a common thing. As participant 5 said that plagiarism was very common and often practiced or a habit among students, and she also assumed that supported by the development of technology. Besides that, participant 6 said "*now, in Indonesia, it was normal, very common. For example in UIN itself, most dtudents have done it*" (personal communication, June 28, 2019)

Furthermore, from interview data, some students thought there were no severe sanctions for the plagiarists. Participants 1,2, and 6 said that plagiarism was due to lack of knowledge about sanctions for plagiarists and the lack of supervision from lecturers or authorities in the context of lecturers on plagiarism issues. Participan 6 said "*...sometimes the lecturer who teaches does not provide clear rules*" (personal communication, June 28, 2019).

Besides that, students also gave other reasons for plagiarism was because there was little possibility of being caught. some participants said

being caught while doing plagiarism was very rare. Even if caught, the sanctions given were very mild. As participant 6 *"as a student, being caught doing plagiarism by lecturer could happen, but there are no consequences that give a deterrent effect for the plagiarists or do not give a negative influence for us"* (personal communication, June 28, 2019). Another students claimed that she plagiarized because she imitated or went along with friends. She said that it would not be discovered if plagiarism was done, and considered plagiarism was not sufficiently considered by lecturers. Participant 6 *"...the environment also helps each other to do plagiarism"* (personal communication, June 28, 2019).

From the participant accomplishments above, it can be concluded that there were many students who did not understand the rules and sanctions against the perpetrators of plagiarism, as well as the lack of socialization about the rules and sanctions of plagiarism from lecturers.

1.2 Discussion

This research aimed to explore the EFL undergraduate students' understanding towards plagiarism and EFL undergraduate students' reasons behind plagiarism. After I analyzed the data from interviews about students' understanding of plagiarism by using thematic analysis, I found some students' perceptions about plagiarism. These will be discussed in detail as follow.

Firstly, I found that students knew the definition of plagiarism. They

mentioned plagiarism was the intention to take the ideas or results of other people's work and make it as their own. This was similar to the one that conveyed by Park (2003), plagiarism leads to taking words, ideas more than normal and thinking of them as general knowledge. But there are also some students who were not sure about plagiarism. Some students asked to the interviewer to confirm their knowledge of plagiarism whether their answer was correct leads to plagiarism or wrong.

Next, I asked the types of plagiarism and found that most students did not know the types of plagiarism. The result was similar to the findings of the study of Maimunah, et., al. (2018), which revealed that the respondents of their research did not have appropriate knowledge about types of plagiarism. From the data I also found that some students mentioned types of plagiarism such as idea plagiarism, sentence plagiarism, and paraphrase plagiarism. According to Chang (2002), mentioned the types of plagiarism included quotation plagiarism, paraphrase plagiarism, idea plagiarism, and translation plagiarism.

Furthermore, from the interviews, I found that plagiarism was a common thing, even most students considered plagiarism to be very common among students. Many students claimed that plagiarism was very common and was supported by technological advancements such as the internet. Ease of access and availability of complete information on the internet was one of the factors caused plagiarism behavior among students. As in the research of Maimunah, et., al. (2018), stated that the

internet helped increased plagiarism. The most common thing students did in plagiarism was copied and pasted. As in McCabe's (2002) study, it was mentioned that almost two-thirds of students did plagiarism by "cutting and pasting".

Besides that, I also found students' understanding towards that was not found in other studies namely students did not consider plagiarism as a serious thing. They said that plagiarism was a habit and assumed that plagiarism would not be discovered. Even if caught, the sanctions provided were not severe. This was due to the lack of supervision from lecturers and related parties. This was also supported by a lack of student knowledge about the rules and consequences of plagiarism. The needed for socialization or introduction to plagiarism and academic integrity to build knowledge of plagiarism among students.

Furthermore, from the results of data analysis using thematic analysis, I also found that there were a number of reasons for students' plagiarism. These reasons have also been identified by previous researchers and would be discussed in detail as follow.

First, the reason for plagiarism of students was because of students felt pressure to the assignment and time saving. Many students claimed that they felt rushed to do or complete an assignment due to lack of availability or the time span given to complete an assignment. Besides that, the students also said that sometimes the material provided was

difficult so that it took a relatively long time to understand and complete a material or assignment. The result of this study was similar to the results of research from park (2003), Razera (2011), Doro (2014), and Maimunah, et., al. (2018).

Easy to do plagiarism was also one of the factors that students committed plagiarism. Most students said that making plagiarism was easier because it supported by technological advances. This was similar to research from Maimunah, et., al. (2018), and McCabe (2005), who stated that technology was a supporter in facilitating students to do plagiarism, such as with the internet (copy-paste).

Another factor that caused plagiarism of students was that most students had the desire to get good grades and to get more profits. Most students want good grades even some of them thought that grade was more important than achievement. This is similar to the results of Doro's (2014) research, and this also has been mentioned in research by Park (2003) and Chang (2002).

In addition, I also found that some students felt less interested in the subject or with the lecturer. Some students mentioned that they uninterested to learn because of the material or subject was too hard, and the other students said that they uninterested to learn because they uninterested to the lecturer or the way the lecturer taught. So, many students felt lazy to study or do an assignment. As stated by a student

who mentioned that sometimes the material was very difficult so chose to do plagiarism to finish it. The results of this study were similar to those of Razera (2011) and Chang (2002) studies.

Furthermore, I also found that environmental conditions could influence the habits of students, included plagiarism. If a student did plagiarism, then another student would follow and did the same with his/her friend. As stated by a student who said that when her friend did plagiarism to complete an assignment, she would also plagiarize. The results of this study were similar to the results of research from Maimunah, et., al. (2018), state that when a student know that his/her friend plagiarize, he/she tends to plagiarize too. It means that students would imitate their friend and made it as a habit that caused most students did plagirism.

Another reason that made students did plagiarism was because they lack confidence in their abilities. Students said that they did plagiarism because they felt lack of knowledge and lack of reference, as well as lack of experience on a material or subject. They said that lack of ability to write and arrange words or sentences was also a factor causing them to do plagiarism. Lack of confidence or ability was one of the factors caused the students did plagiarism. It was because less practicing from the students that made them felt less ability in the subject. This was similar to the results of Doro's research (2014), which stated that the lack of self confidence was one of the factors or reasons for students doing

plagiarism.

The prevalence of plagiarism was another reason students did plagiarism. Some students argued that plagiarism was a common thing among students. It was supported by the development of technology informasi such as internet. Some students argued that with internet, it was easier to get information and copy-paste from internet source. This was similar to the studies of Maimunah, et., al. (2018) and McCabe (2005).

In addition, beside the reasons that I have explained before, I also found another reason students did plagiarism that had not been discovered by other researchers, namely students assumed there were no severe sanctions for the plagiarists.

From the results of the study, I found that students did plagiarism because they thought it would not be easily found out let alone caught. Some students thought that doing plagiarism would not be discovered, and even if it was found out, the sanctions given were very mild and there were even no sanctions. From the results of the interview analysis, I found that the lack of recognition of the rules and sanctions for plagiarists made students did not understand correctly and clearly the negative effects of plagiarism. As explained in the Indonesian Republic Law and the Minister of National Education regarding the rules and laws for plagiarism practitioners.

