

CHAPTER I

INTRODUCTION

1.1. Research Background

Due to easy access of much information by using the internet, plagiarism, one of academic misconduct, might happen. Plagiarism is major “threat and challenge” generally for educational integrity and quality (Park, 2003). Plagiarism is the action or an instance of plagiarizing, that means taking somebody else’s ideas or words and use it as if they were one’s owns. Saunders (1993), stated that plagiarism came from Latin word *plagiarius* which means thief or stealer. Plagiarism happens when one’s work or idea is taken by someone else without giving credit to the owner or even put a reference of it (Kramer, Leggett, & Mead, 1995). It can be summarized that plagiarism is an act of retrieve someone’s work and admit it as one’s work.

Plagiarism has several classifications from researcher. An example comes from Oakes and Kia (2004) that classified plagiarism into 3 different types, namely direct, patchwork, and paraphrase plagiarism. Later, this classification was further developed by Shidarta (2011) into 5 types, those are: (1) verbatim plagiarism, (2) patchwork plagiarism, (3) paraphrase plagiarism, (4) keyword plagiarism, and (5) idea plagiarism. Every type has its own definition. Verbatim plagiarism, which is classified as the highest level of violation, is taking one’s work exactly as it is. Second, patchwork plagiarism means taking several ideas or work without giving credit to the owner and then remake it into one new idea or work. Third, paraphrase plagiarism means paraphrasing one’s work without giving credit. Next is keyword plagiarism that has meaning of stealing keywords from one’s work, then forming a new work without giving reference. Last, and the most hideous, is idea plagiarism. It is stealing one’s idea and then makes a new, different work that is usually having different sentence or even keyword in this new work.

Several considerations might be the reason why people plagiarize one's work. A research done by Schneider (1999) stated that students have less time to make their tasks and an instant "cut and paste" action started to be a culture. Zalnur (2012) found two factors that are being reasons of university students in an Islamic college in Indonesia to execute plagiarism act. Those are (1) development of technology that facilitate students to access any kind of necessary information that are needed in order to finish their work quicker and (2) high volume of tasks that are burdened the students so they think to finish them as fast as possible.

Plagiarism cases exist universally through time. They are exposed not only in students' homework or academic task, but may appear also on post-graduate works, include those who have finished years, decades ago. Two online articles, a case from Hungary (Legowo-Zipperer, 2012) and the other from Germany (Vogel & Kupferschmidt, 2013; Werkhäuser, 2013), shared similar academic misconduct. Ex-president of Hungary in period of 2010-2015, Pal Schmitt, led his country only for approximately two years before he resigned himself in 2012. He was accused of doing plagiarism in his dissertation. Another case came from Germany, where its ex education minister, Annette Schavan, was found guilty of doing plagiarism in her dissertation. Ultimately, each of their doctoral title is revoked and they have decided to resign from their position.

In Indonesia, there are also some appalling plagiarism cases. Written by Saptohutomo (2014), an online article entitled *5 Kasus Plagiarisme yang Mengguncang Dunia Akademik* consists of 5 exposed cases of shocking plagiarism act in academic field in Indonesia. The article starts with a case of 3 lecturers of one university in Indonesia who wanted to get an academic title. They were proved as cheating their work and their position is downgraded as the result of their misconduct. 2 lecturers from two different universities in Indonesia shared similar cases. One of them resigned himself while the other one fired from his position.

Doing plagiarism is clearly unacceptable. Santosa, Paramartha, and Absari (2019) studied EFL students' perception of plagiarism. They found out that these students are aware not to do plagiarism act, but they lack of knowledge so they do

not want to be punished when they are proven guilty of plagiarizing. Thus, making student understands the concept of plagiarism should be done i.e. monitoring students' understanding of plagiarism gradually (Ali, Ismail, & Cheat, 2012). Mulyana (2010), in his research related with students' thesis, stated several ways to prevent plagiarism act. He divides it into several steps, those are (1) identifying any plagiarism indication in students' task, (2) discussing it with certain lecturer, (3) talk to the owner of the thesis, (4) shows the owner the original source, and (5) ask the owner to change his/her thesis completely. External factor outside of college itself gives higher chance to prevent this academic misconduct. Zulaekhah, Hijriwati, and Soeharto (2013) advised educational-related government to give a frequent anti-plagiarism campaign and or training in any college under its authority. In UK, University of Bradford has implemented a new regulation to prevent plagiarism act known as Plagiarism Awareness Programme (PAP). Reported by George, Costigan, and O' Hara (2013), The Dean of Student in this university, co-operating with the library, has been doing this program since 2008 with a "very useful program" feedback from the participant itself.

Study of plagiarism has been done by many researchers from time to time in many countries i.e. Indonesia (Mulyana, 2010; Absari, 2018; Santosa et al., 2019), New Zealand (Walker, 2010), Australia (Gullifer & Tyson, 2010), USA (Scanlon, 2010), Saudi Arabia (El, Menai, & Bagais, 2011), Turkey (Eret & Ok, 2014), China (Hu & Lei, 2014), UK (Ashworth, Bannister, & Thorne, 1997; Larkham & Manns, 2002), and even in both China and UK (Zhang et al., 2014). Most of these studies concentrated more around students and less on the lecturers. Looking at the lack of studies in the lecturers' perspective, a study on this important issue in the academic world, like plagiarism, is highly important. Therefore, this study had two main objectives. First objective is gaining information about lecturer's perception of their students' plagiarism act. Second objective is finding solutions to prevent students' wrongdoing. This study will analyze survey responses from lecturers from various institutions in Indonesia. The research was conducted to gain information from Indonesian lecturers'

perspectives related with why plagiarism exists among students and how to prevent it.

1.2. Identification of Problems

Plagiarism is an academic misconduct that threatens the quality of students' academic work. Several reasons exist behind plagiarism act for example lack of time for finishing all tasks given by teacher or lecturer and the amount of tasks at a significant time. Development of technology that facilitates students to access information and high volume of task contribute to this violation. Gradually, this type of academic violation becomes culture among students. A lot of studies had involved students related with this disgraceful act but less study found about plagiarism from lecturers' point of view. Therefore, the researcher conducted this study to gain information about lecturer' perception on students' indication of doing plagiarism act.

1.3. Limitation of the Problem

This research was conducted in order to know lecturers' perception toward students' plagiarism act in various institutions in Indonesia.

1.4. Statement of Problems

Based on the background above, the research problem can be stated as follows:

1. How do English Language Education lecturers' in Indonesia perceive students' plagiarism act?
2. What are the solutions from the lecturers to prevent students' plagiarism act?

1.5. Research Objectives

Based on the problems above, the purposes of the study are:

1. Gaining information related to Indonesian lecturers' perception toward students' plagiarism act.
2. Finding solution of lecturers in Indonesia to prevent students' plagiarism act.

1.6. Research Significance

This research brings several significances such as:

1. Theoretical Significance

The result of this study is expected to provide information related with plagiarism act in lecturers' point of view. This research aims to find solution to prevent plagiarism act that is done by students.

2. Practical Significance

- a. For lecturer

The result of this study is expected to widen lecturers' perception, find solution to prevent plagiarism act, and apply the solution.

- b. For future researcher

This research is expected to support future researcher who conducts the same topic.