

CHAPTER I

INTRODUCTION

This chapter presents research background, identification of the problem, limitation of the problem, research question, research purpose and significance of the research.

1.1 Research Background

Writing English is challenging for non-native English students because they face many difficulties and issues in the process (Ferro & Martins, 2016). Moreover, Doro (2014) explains that English university students faced more difficulties in writing that eventually leads them to commit plagiarism namely general language proficiency difficulties, academic writing challenges, the extra time needed to study the assigned learning materials, and possible differences in writing traditions. These setbacks were faced by English university students when they have to write papers on their assignment increased their tendency to plagiarize in their writing (Dağaçan, Durmuş, Saka, & Saka, 2017).

Plagiarism is mostly done by English university students when they were asked to write academic paper (Nugraha & Rudianto Putra, 2018). Furthermore, Permana and Santosa (2018) support that EFL students mostly did not know other plagiarism types than Copy-Paste only. Rampolla (2004) adds that tendencies to commit plagiarism have greatly increased with the growing popularity and dependence on the Internet. There is enough proof that indicates a rising level of

plagiarism because of the Internet provides easier access to information (Ackerman & White, 2008). Supporting this statement, Townley and Parsell (2004) state that the Internet becomes the major reason for plagiarism among the students despite the questionable reliability and quality of information provided there due to many information available online. Plagiarism mostly involves improper citing of the source (Vishniac, 2012). Thus, plagiarism is considered as a disgraceful act because it leads to confusion and misleading on who gets the proper credit for the intellectual work done (Helgesson & Eriksson, 2014).

Plagiarism can still be found in many research and articles around the world as there are empirical evidences abroad showed that university students committed plagiarism. A study to detect plagiarism in published documents already done by Ison (2015) involving journal articles assignment. Several studies of EFL students' perception on plagiarism was conducted by Hu and Lei (2015) in China, Kokkinaki (2015) in Cyprus and Permana and Santosa (2018) in Indonesia. A study on plagiarism types detection in these have been done by See (2015). As in Indonesia, there were several articles of plagiarism related topic found. Absari (2018) studied about EFL students' perception of plagiarism in an online world, Permana (2018) done a study to find out EFL students perception in Singaraja and the only study about plagiarism detection is conducted by Sulaiman (2015). In addition, Weber-Wulff (2010) explains about plagiarism types that found in many literatures especially in academic papers and thesis namely Copy and Paste, Shake and Paste Collections, Translations and Clause Quilts/Mozaic Plagiarism.

Plagiarism in undergraduate English theses still exists. To prove it, initial check was conducted. Selected sample of undergraduate English theses was

analyzed by using online plagiarism detection tool. The result then was cross-checked to definition and example of plagiarism types theory from Weber-Wulff (2010, 2013). Samples of plagiarism found can be seen in Figure 1.1 and Figure 1.2

Usually, code-mixing is incidentally used beyond the speaker expectat
only bear significance for the individual; it also indexes societal values a
difference of dialects in Nusa Sari village is a normal situation, rememb
and their overt manifestations are constantly subject to evaluative judgment both within and outside of
linguistics.

Duplicate content found on
<http://www.cal.org/caelanetwork/resource>

Figure 1.1 Plagiarism found in English Language Thesis

As seen from Figure 1.1, there is a part of the sentence that is highlighted from the result of the software analysis. It indicated that that part of sentence is detected as plagiarism because that exact same content was also found in another passage of a source. It indicated that the writer tried to enrich his writing but failed to avoid plagiarism due to the absence of correct citation from the originated source.

or word commutation (Su, 2011). As the time goes by, both c
Local people start to understand the dialect included sentences, words and mixed their vocabulary in a
communication. Nusa dialect is a part of Balinese language which is uncommonly used by Balinese people
nowadays. Bali Aga dialect has its own characteristic and uniqueness which sound strange for others
Balinese dialect. Table 2.1. List of Nusa Penida Dialect compare with Common Balinese Dialect (CBD),
(Dharma Laksana, 1977).

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<http://www.balitourismdirectory.com/bali>

Figure 1.2 Plagiarism found in English Language Thesis

As seen from Figure 1.1 and 1.2, the whole part of a sentence was highlighted. It indicated that the writer used the entire of sentence from another

source and therefore it is detected as plagiarism because the duplicated content was found when investigated to the source given in the result. The results from the document analysis above emphasized the existing studies on existence of plagiarism in the students' theses. In this initial check the plagiarism found was detected as copy-paste because the duplicate contents found were completely taken from another source and the writer did not put the proper citation. Such condition is matched to one of plagiarism types described by Weber-Wulff (2010) where copy-paste is one of plagiarism types where the writers copy the whole information and paste it into their work without properly citing the original source. The results of this initial check were also in line with a recent study on EFL students' perception by Permana and Santosa (2018). Students understood copy-paste as the only type of plagiarism because of their lack of knowledge about plagiarism types other than copy-paste.

Based on the phenomenon and the preliminary observation explained above, this study is conducted to investigate the plagiarism types found in undergraduate English theses because EFL students specifically English university students were not aware of other plagiarism types than Copy-Paste and they have the tendency to commit plagiarism when they write papers as an assignment in which leading them to continue commit plagiarism in writing undergraduate English theses. Furthermore, there are limited studies on investigating plagiarism types conducted in Bali. Therefore, this study is focused on finding plagiarism types in undergraduate English theses of a public university in Bali.

1.2 Identification of Problem

Plagiarism in undergraduate English theses still exist, seen from the initial check of this research that detected copy-paste (Weber-Wulff, 2010) in the preliminary observation and limited number of plagiarism identification study found in Indonesia.

1.3 Limitation of the Problem

This research is focused on identifying the plagiarism types occurred in undergraduate English theses.

1.4 Research Question

From the background of this study and the limitation of the problem, the research question can be formulated: What types of plagiarism are found in the undergraduate English theses?

1.5 Research Purpose

Based on the research question, this research has a purpose to identify plagiarism types found in undergraduate English theses.

1.6 Significances of the Research

1. Theoretical Significances

Theoretically, this research is hopefully could bring some essential significances. The result of this research could provide alternative resources to support other researchers in plagiarism topics. Besides, it could enrich science and

knowledge related to plagiarism, specifically plagiarism types found in undergraduate English theses for the readers.

2. Practical Significances

This research is practically expected to provide useful information for following readers:

- a. Undergraduate English students are encouraged to expand their knowledge about plagiarism, especially plagiarism types in academic writing. This research can also enrich their understanding about plagiarism, what constitutes as plagiarism, and they know many types of plagiarism based on the purpose of this research.
- b. For English teachers/lecturers, the result of this study could give a better encouragement and also help them to give a better evaluation toward students' writing in detecting plagiarism on their work especially in their academic writing activities such as written assignments and written exams since they have more knowledge on many types of plagiarism occurred in undergraduate English theses.
- c. For other researchers, this research is expected to give another perspective on plagiarism in term of reference whenever they want to conduct a similar study and could use this research as a pilot study for a broader research on plagiarism especially in the field of plagiarism detection since this research provided the result of plagiarism types occurred in undergraduate English theses.

1.7 Definition of Key Terms

1.7.1 Theoretical Definition

The theoretical definition is focused on the main topic of this study, which is plagiarism. Plagiarism is the act of taking the words, ideas, or research of another person and putting them forward without citation as if they were your own, and plagiarism is classified as intellectual theft and a clear violation of the code of ethics and behavior (Rampolla, 2004).

1.7.2 Practical Definition

Practical definition is the theory of plagiarism types that will be applied in this study to achieve the purpose of this study. Indonesian Ministry of Education issued regulation number 17, 2010 about classification of which act is considered as plagiarism. It is divided into four types as follows:

1. Citing or quoting the terms, word or sentence, and data/information without acknowledging the source.
2. Randomly using terms, word or sentence, and data or information from different sources without citing the sources properly.
3. Using the ideas, opinion, view, and theory without citing the source properly then turn it to one's own work.
4. Formulating ideas by using own words and sentence from a source in a form of words, sentence, idea, opinion, view or theory without citing the source properly or not listing the reference list.