STUDENTS' PERSPECTIVE ON THE USE OF REFERENCE AND WRITING STRATEGIES IN AVOIDING PLAGIARISM

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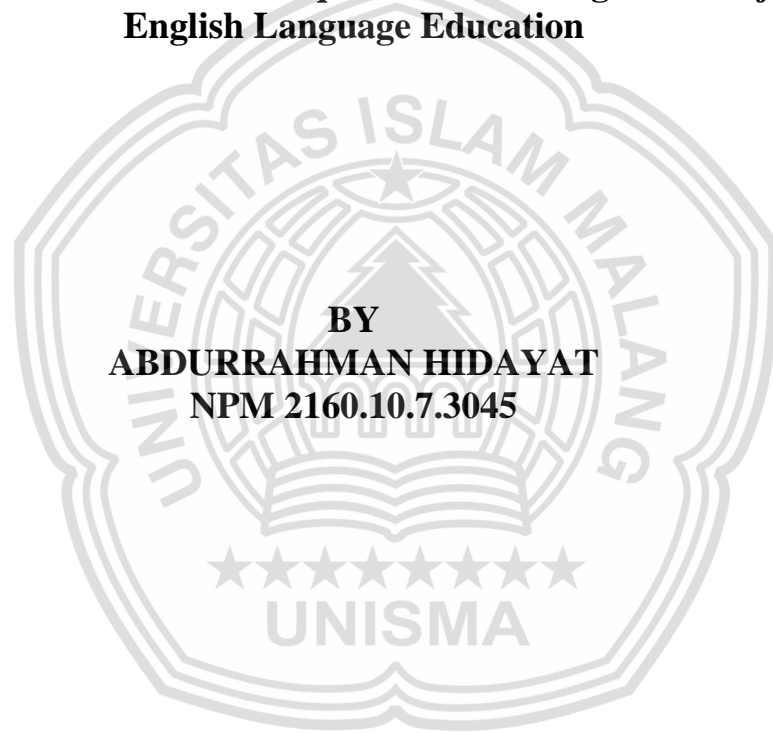**ENGLISH EDUCATION DEPARTMENT**
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ABSTRACT

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Keywords: Academic writing, plagiarism, direct-quotation, paraphrase, summary

In academic writing, incorporating source from previous research and expert is essential to support an article. However, improper use of other's works might cause plagiarism. it is important to understand what is plagiarism and strategies to avoid it. This study aims to identify students' perception about source incorporation, plagiarism and unintentional plagiarism due to error in writing as well as the strategies that they use to avoid plagiarism. This study use narrative qualitative framework and semi structural interview as instrument of data collection. Research data collected from 10 late-semester students of English department from University of Islam Malang. The result shows that most students understands about plagiarism and incorporation of other's idea, but participants only mention problems related to textual plagiarism, and none mention about plagiarism of idea or self-plagiarism. To avoid plagiarism, each participant use direct-quotation technique properly, but not everyone paraphrase and summarize effectively. Every participant has shown no intention to transgress in academic writing that indicates strong influence of prevention rules regarding plagiarism.

CHAPTER I
INTRODUCTION

This chapter presents the introductory information that comprises background of the study, formulation of research problem, purpose of the research, scope and limitation, and definition of key terms.

1.1 Background of the Study

Using other ideas as reference to support an analysis or theory in academic writing is indispensable. In order to partake and success in the academic argument, it is essential to know how to report prior works. Campbell (1990) points out that the success in academic writing requires the capability to incorporate information from previous study. Hyland (2002) gives similar point that logical reference to prior study is fundamental to academic writing. Academic writing can be challenging for students and might be difficult for inexperienced writers as inappropriate writing cases may have plagiaristic outcomes. In regards to this problem, it is significant to distribute information regarding the way to use reference in academic writing.

As undergraduate students requires reference to support their study, improper way of incorporating the source text or failing to attribute the originator of the source will result in plagiarism. Plagiarism is the act of applying or presenting the work or ideas of others as without appropriate acknowledgement, credit to the originator of the source, and considered as severe forms of academic misconduct. Debnath (2016) states that plagiarism, simply means as an act of presenting work or idea of someone else's lacking appropriate credit or

acknowledgement as one's own, he also states that plagiarism is one of the most infamous types of scientific transgression dominant in this time and probably has already infested the process of worldwide scientific publication. Plagiarism is a prominent problem that academic writer or student have to avoid in order to properly authorize their work, in academic writing there are three types of plagiarism, those are plagiarism of text, data and plagiarism of ideas. Plagiarism of refers to the improper way of text incorporation such as copy-paste or combining the text from the source without proper citation. Plagiarism of ideas is using other idea as one's own without proper citation. Meanwhile, plagiarism of data refers to the use of data from single or multiple sources without attributing the source of data. It is difficult to detect plagiarism of idea, but plagiarism of text becomes major problem in academic publication due to its frequent amount of detection in published academic works. According to Debnath (2016), considerable amount of manuscripts refusal and disclaimer in published articles are credited to plagiarism. In the consideration of this problem, suitable writing strategies required to avoid plagiarism.

A case related at university level of education was identified by Maurer (2006) from MIT portal that disciplinary committee handle 12 to 15 cases which then followed by penalty ranging from warning letters, retaking the exams, downgrades in academic degree, task assignments and in critical cases of suspension or even dismissal. Additionally, Maurer (2006) also examines six cases regarding to plagiarism in Oxford University that resolved in 3 refusal of plagiarized works, two candidates have to retake the examination to re-enter the

degree, and a candidate was dismissed. The penalty regarding plagiarism commonly depends on the university or institution connected to the situation or the person who plagiarize. However, not all plagiarism are intentional, According to Pecorari (2003), plagiarism is viewed as a serious crime in the academic community, but subjective evidence mention that some authors plagiarize with no intention for academic transgression. The case regarding to EFL students, during the study Chankova (2017) identifies that the plagiarism committed by Bulgarian EFL learners are mostly textual due to lack of knowledge and ability to write academic writing. In this case, serious penalty is not required, but refusal of works, revision or resubmission might happen depend on the institutional agreement.

In understanding the needs of plagiarism avoidance for the unintentional plagiarism, there are ways of avoiding plagiarism; the intended result is to produce proper rewriting with different enough words as the original with no alteration in the meaning or the important points of the source, and proper attribution to the source of the idea. Loranc-Paszylk & Marzec-Stawiarska (2019) points out that paraphrasing, direct quotation, summarizing and translation are basic and fundamental skills that students require to develop in order to write from sources. In conclusion, this regard, the ability to paraphrase, summarize and using direct quotation as well as proper acknowledgement to the originator of the source is necessary to avoid unintentional plagiarism.

To successfully integrate source in academic writing with minimum level of plagiarism, the writers have to ensure that the rewritten text is not to similar

with the original source except for direct quotation. In direct quotation, the writer should not alter any text of the original source, but should use quotation mark in the text used as reference. However, overuse of direct-quotation is not recommended in academic writing. Aside from direct-quotation, writers commonly use paraphrase to incorporate source. In order to properly paraphrase, the writer should alter the words, word order and structure of the text while preserving the meaning. Additionally, writer can also use summary to express the source idea concisely by eliminating unimportant details and synthesize the important points. However, in using summary the writer should not use too many words that similar with the original text to avoid textual plagiarism. In consideration to the use of other's idea, the writer should give proper attribution to originator of the text.

In academic writing, it is essential to understand the way to avoid plagiarism practice. Just preparing learners to know suitable strategy of direct quotation, paraphrasing, summarizing and citation is not adequate. It is also necessary to form their principles about plagiarism. Additionally, Maurer, Kappe and Zaka. (2006) separated the term plagiarism into four types, those are intentional, unintentional plagiarism, accidental and also self-plagiarism. They also added that accidental plagiarism happens because of lacking knowledge regarding to plagiarism and inadequate understanding of referencing. Unintended plagiarism happens if someone offers similar ideas as the others, accidentally while intentional plagiarism happens when somebody copies some portion or a whole of the works of others intentionally without giving proper attributions.

Meanwhile, self-plagiarism is using previously published own's work in dissimilar arrangement.

Writing an academic journal and paper especially in foreign language considered a demanding task as good L2 proficiency and skills to incorporate source are required in order to compose good academic writing. In the study of EFL writing, Darwish & Sadeqi (2016) points out that in EFL writing, students find out that choosing words, discovering and composing ideas for the sake of impressing the readers is difficult which then encourages them to plagiarize. The understanding of grammar, spelling, punctuation, which is important for students in EFL writing require conducting textual alteration. Another research by Chankova (2017) found that EFL students in Bulgaria have patch-writing and problems of plagiarism due to their low level of language proficiency and writing skills. This encourages student to copying already-made words, using portions of text to substitute for lack of ideas or training in academic writing. Concerning this case of EFL problems in academic writing, the importance of L2 proficiency and sufficient knowledge in academic writing is required to minimize the case of plagiarism.

Plagiarism not only prevalent to non-native ESL/EFL learners or students with low language proficiency level that might happen accidentally due to lacks of writing skills, but also prevalent in high achieving students and even native language learners. Though, the reason for plagiarism might be different as high achiever students consider incorporation of ideas as beneficial skills in academic struggle, procrastination, and competition among high achieving students. In a

research, Haddad (2014) present some evidence regarding high achiever students' case of plagiarism. As reported by Burt (2010) that 63,700 estimated undergraduate students exposed that 62% of them admitted to cheat in written task. Regrettably, this problem is ever growing. The highly competitive nature of the students in this digital era is encouraging them for cheating to thrive. Another report submitted by Perez-Pena (2012) about Harvard cheating scandal in 2012, reported that Harvard Crimson newspaper just conducted a survey of 1300 incoming freshman, and found 42% of the students admits to cheat in assignments before enrolling Harvard.

The researcher chose this study to give acknowledgement about the unlawful nature plagiarism and to inform that plagiarism is not intentional; most of all unintended plagiarism is mostly due to improper way of writing and attributing reference. This study also intended to inform about how to avoid plagiarism using the proper guideline of referencing in academic writing. The aims of the study is to explore the perception of the participants about the use of other's idea and the practice of plagiarism in production of academic writing and what strategies implemented by the students in their academic writing to avoid the plagiarism. When using the texts from other sources by identifying whether the participants have the potential of writing error that could leads to plagiarism. Additionally, the researcher also identifies the participants' intention when using others' idea, in this case identification of intentional or unintentional plagiarism.

1.2 Research Problems

Based on the background information, the researcher points out some problems that need further attention and those problems are:

1. What are the perspectives of participants about using other's idea in academic writing?

2. How do participants conduct direct-quotation, paraphrase and summary to avoid plagiarism in academic writing?

3. How the participants perceive writing error and unintended plagiarism?

1.3 Purpose of the Research

According to the research problems above, the researcher points out the purpose of the research are:

1. To explore the participants' perspective of using other's idea in academic writing.

2. To identify the strategies conducted by participants in direct-quotation, paraphrase and summary to avoid plagiarism in academic writing.

3. To identify the perception of participants about writing error and unintended plagiarism.

1.4 Scope and Limitation of the Study

The research was conducted to 10 participants undergoing final project in English education department affiliation teacher training and education at university of Islam Malang. The research conducted using semi-structured interview about how they use information from the source and their views of using others idea in their academic writing, however, the study was limited to English education department students who had completed academic writing class

and undergoing final project, in this case all the participants had prior knowledge of academic writing. This research also limited to the question given during the interview, the participants are having difficulties in giving detailed answer due to the use of L2 in the whole interview process. This makes the researcher give a close ended question to get the data required for the study. In this case, the interview should be done in L1 then translated into English instead of directly use L2 completely, it is also necessary to use open ended question in the hole roces of data collection. In formulating the research problem, the researcher only covers one type of plagiarism, which is unintentional plagiarism through writing error. Meanwhile there are other kinds of plagiarism such as self-plagiarism and superficial plagiarism.

1.5. Significance of the Study

In this study, the researcher points out the benefits of this study that can give significant contribution to the study of academic writing.

1.5.1 Theoretical Benefit

Theoretically, the result of this research can contribute to the knowledge and information about how to use others' idea in academic writing, basic knowledge about plagiarism and acceptable criteria in avoiding plagiarism.

1.5.2. Practical Benefit

The result of the study can give practical benefit to the reader about academic writing and strategy to avoid plagiarism.

A. For general readers:

This research will be beneficial to inform people about strategies in evading plagiarism in writing, this research will cover strategies that not only useful in avoiding plagiarism in academic writing, but also in other or general form of writing.

B. For researcher:

With this research the researcher will receive theoretical knowledge on how people use some information from other's idea in the further research about academic writing, gain information about the correct way of using the idea of others using reference and rewriting.

C. For academic scholar: this research will give more references, knowledge, and information about many ways and strategies to properly use information from the others to avoid plagiarism and some perspective about their acceptability to be used in academic writing.

1.6 Definition of the Term

This section will explain the definition of the key terms used in this research to avoid misunderstanding.

Plagiarism:

The term of plagiarism refers to the use of idea or text from others as own's writing without proper attribution and acknowledgement that can be divided into textual plagiarism, plagiarism of idea as well as intentional and unintentional plagiarism.

Paraphrase:

The term paraphrase means composing the ideas of others differently using own's word without altering the original meaning.

Paraphrasing Strategy:

Direct-quotation:

The term direct-quotation refers to direct acknowledgement to the author that using quotation mark without altering any text from the original source.

Patch-Writing:

The term of patch-writing in the context of academic writing is the writing process by making small changes, substitutions and replacement to a copied material from the original source or failed to give attribution to the author of the original source.

Summary:

The term of summary refers to a brief expression of important points from the original text, which acts as rewriting method to avoid plagiarism.
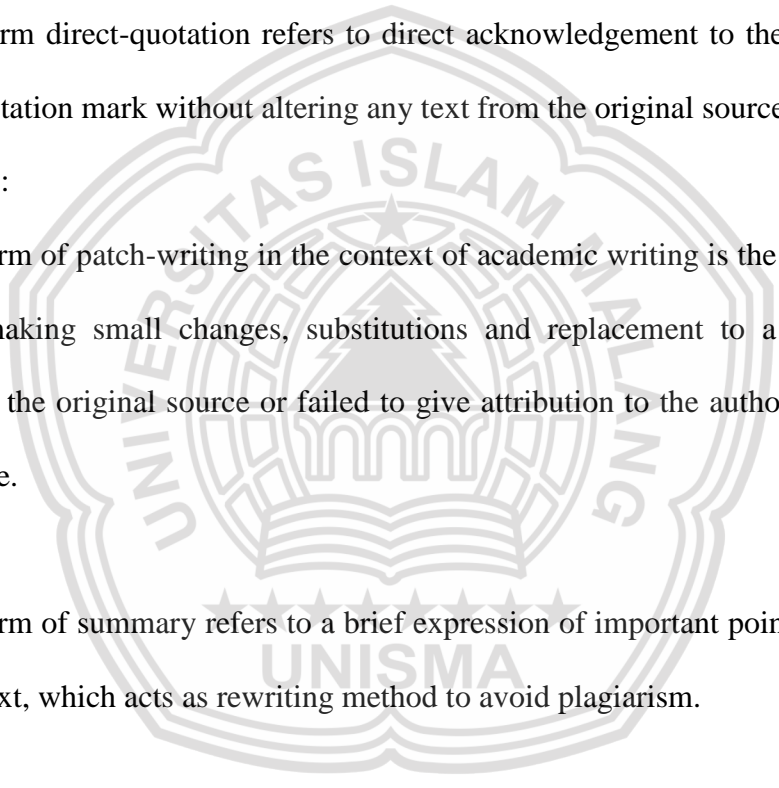
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

5.1 Conclusion

In this study the researcher concludes the result based on the problems of the research. In regards to the perception of incorporating others' idea in academic writing, all the participants view the use of other's idea in academic writing is allowed if done correctly. but in regards to the perception about plagiarism the participants view plagiarism as an error caused by improper way of writing and citation, but not mention any intentional use of others' idea as one own.

In terms of rewriting strategy all the participants are doing well in using both direct and indirect quotations. But in using paraphrase 6 participants using paraphrasing strategies properly, those are p2, p4, p6, p7, p9, p10, however, only p2, p4 and p7 that undergone strategy for producing both proper and good quality of paraphrase. In regards of summarizing strategies 3 participants that are p3, p6 and p9 are improperly conduct their summary and the other 7 done well in understanding summarizing strategies and 5 of them those are p1, p2, p4. P7 and p10 are conducting both proper and good quality of summary.

The result of the analysis about the perception on rewriting error and unintentional plagiarism the researcher found no intention to cheat or use other's idea as one own. All participants use reference merely to support their writing, not

to get credit from the use of other's idea. The researcher also found strong influence of rules regarding to plagiarism.

5.2 Suggestions

According to the conclusions, the writer proposes some suggestion as follows:

1. For the students who plan or currently undergoing academic writing, it is suggested to learn the writing guidelines carefully in order to effectively write and avoid plagiarism.

2. For higher academic institution it is suggested to give material of academic writing earlier to enables the students practice academic writing not only when nearing the time once the need to write academic writing for advancement is imminent.

3. Regarding to plagiarism in students' writing is not all intentional, it is suggested for the teacher and lecturers to evaluate further and perceive plagiarism in student's writing as writing error unless evidence of intentional attempt to plagiarize is spotted.

4. For the next researcher it is suggested to conduct the do more study about paraphrasing as the most preferable method to avoid plagiarism, it is also suggested to conduct the qualitative study with fewer participants and use L1 in the interview to get more detailed result and use open ended question.

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