INVESTIGATING STUDENTS PLAGIARISM IN ACADEMIC WRITING

A THESIS

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in
English Language Teaching Faculty of Teacher Training and Education
Muhammadiyah University of Mataram

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MOTTO

“Dunia itu tempat berjuang, istirahat itu disurga”

(Syekh Ali Jaber)

DEDICATION

This thesis is dedicated to:

1. My beloved father and mother who always support, pray for who have worked tirelessly and tiredly for the sake of their children, and who have guided me to be successful in studies and dreams and aspirations in my life. Thank you so much for all the effort and motivation.
2. All my beloved sisters, thank you for always supporting, encouraging me to continue learning, thank you for the love and support, I love you all.
3. All lectures who patiently guide me and my friends, thank you for the knowledge that you have given us all.

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In the name of Allah, the Beneficent and the Merciful. All praises belong to the Almighty Allah Azza Wa Jalla, the Most Gracious and the Most Merciful. He is the Lord of the world, the King of the King, the Creator of everything in this universe. Because of His guidance, blessing, and love, I could finally finish this thesis and my study at the English Language Education Department Muhammadiyah University of Mataram. Peace and salutation be upon to our prophet Muhammad PBUH, along with his family and companions who have brought enlightenment into human life and guided the ummah to the right path. I would like to express my gratitude to:

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Last but not least, I realize that this thesis is far from perfect. The criticism and suggestions for the improvement of this thesis are highly appreciated. Finally, hopefully, this thesis will contribute to the advancement of education. Aamiin.

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ABSTRACT

The research investigating students plagiarism in academic writing. The researcher focused on investigating the types of plagiarism committed by English education students of Muhammadiyah University of Mataram in their thesis and the factors which makes them to commit the plagiarism. The data collection was carried out using two research instruments: document analysis (thesis suspected for plagiarism) and interview four thesis were analyzed, and four participants were interview. The document analysis result showed that there were two major types of plagiarism including patchwork plagiarism and verbatim plagiarism. The interview result showed that four major factors encourage them to commit plagiarism, difficult in discovering ideas, a lack prior of knowledge, poor time managements and internet access. Besides, all participants understand what plagiarism is, but it does not help them avoid plagiarism. Based on the results, it can be concluded that students" awareness of avoiding plagiarism in academic writing should be increased to improve their academic writing quality, especially their thesis.

Keywords: plagiarism and academic writing

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ABSTRAK

Peneliti dalam peniltian ini menyelidiki plagiarisme siswa dalam tulisan akademik. Peneliti hanya memfokuskan penelitian pada jenis-jenis plagiarisme yang dilakukan oleh mahasiswa pendidikan bahasa Inggris Universitas Muhammadiyah Mataram dalam skripsinya dan faktor-faktor yang menyebabkan mereka melakukan plagiarisme. Pengumpulan data dilakukan dengan menggunakan dua instrumen penelitian yaitu analisis dokumen (skripsi yang diduga plagiarisme), dan wawancara. Ada empat skripsi yang dianalisis, dan empat peserta diwawancara. Hasil analisis dokumen (skripsi) menunjukkan bahwa ada dua jenis plagiarisme yang terdapat dalam skripsi tersebut diantaranya plagiarisme tambal sulam dan plagiarisme kata demi kata. Hasil wawancara menunjukkan bahwa empat faktor utama yang mendorong mahasiswa untuk melakukan plagiarism; sulit dalam menemukan ide, kurangnya pengetahuan sebelumnya, manajemen waktu yang buruk dan akses internet. Selain itu, semua peserta memahami apa itu plagiarisme, tetapi tidak membantu mereka menghindari plagiarisme. Berdasarkan hasil tersebut, dapat disimpulkan bahwa kesadaran mahasiswa untuk menghindari plagiarisme dalam penulisan akademik harus ditingkatkan untuk meningkatkan kualitas tulisan akademik mereka, terutama dalam penulisan skripsi mereka.

Keywords: plagiarism and academic writing

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CHAPTER I

INTRODUCTION

1.1 Background of Study

In English education, there are four skills to be learned speaking, reading, writing and listening. But of the four skills, in this study I just wanted to discuss is writing. Unfortunately, out of the four English language skills, writing is considered as the most difficult one (Darwish & Sadeqi, 2016). Hussain (2019) also stated that of all English language skills, writing is the greatest challenge for students due to the demand for the style, structure, and vocabulary. Furthermore, writing always brings errors and mistakes along. Similarly, Sifiani et al (2018) stated that writing crucial for EFL students and they need to learn how to develop this skill appropriately to construct good compositions.

Furthermore, writing difficulties that EFL students faced affected on their writing ability (Toba, Noor, Sanu, 2019). According to Toba (2019) argued that EFL students should master writing at it is one of the productive English skills used for written communication and academic purpose. According to Husin and Nurbayani (2017), writing ability is one of the keys to succeed in academic writing. It can be concluded that if a student faces many writing problems or lacks writing ability, they will find it difficult in producing good academic writing.

Besides, many researchers found that EFL students had various problems in academic writing as well. According to Rahmatunisa (2014), Indonesian EFL students had academic writing problems in terms of linguistics, cognitive, and psychological. Academic writing is quite different from general writing in terms

of its purpose, potential readers, text structures, and language styles (Zhang, 2018). Yet, in academic writing, students also face general writing problems, such as poor spelling and grammar, as well as inadequate structure. The complex nature of academic writing seems very difficult for EFL students.

For students in their final year of undergraduate degree studies, writing their thesis should be one of the most challenging requirements to complete the degree. As one of the academic writing forms, in writing the thesis, students are required to understand the aspects of academic writing, such as the content, structure, vocabulary, grammar or language use, and mechanics (Prihatmi, 2017). Zulfikar (2020) also stated that, for most students, writing a thesis is complicated and challenging; they experience some difficulties in completing their thesis writing within an expected length of time.

Plagiarism and students' difficulties in writing are related to one another. According to several researchers, factors that make students engage in plagiarism are the difficulties they faced in writing. The lack of vocabulary, inability to transfer the knowledge of grammatical rules in their writing, and confusion in expressing their ideas into words are factors contributing to students committing plagiarism (Darwish & Sadeqi, 2016). Academic writing rules, such as understanding the appropriate concept of citing and referencing ideas and theories, are the challenges that lead them to plagiarism (MacLennan, 2018).

Furthermore, their personal factor, such as laziness, also encourages EFL students to plagiarize (Darwish & Sadeqi, 2016). They agreed that plagiarism is an easy way to complete their writing task because they do not need to struggle in

expressing their own ideas, and it takes a shorter time to do plagiarism. A similar finding was also reported by Anney and Mosha (2015), but they added other factors, including access to the internet, shortage of books, and poor academic writing skills played a key role in students' plagiarism.

As one of the growing problems in the education field (Eret & Ok, 2014), many researchers have discussed and defined plagiarism. According to Anney and Mosha (2015), plagiarism is stealing someone else's work and depriving the right of ownership. Likewise, other researchers consider plagiarism as academic dishonesty or collusion to deceive or receive credit or reward for someone's else work (Eret & Ok, 2014; Sutton, Taylor, & Johnston, 2014).

As one of the academic dishonesty components, plagiarism is banned in academic writing because plagiarism is reproducing ideas or words or statements of another person as one's own without acknowledgment (Ligi, 2014). He added that plagiarism includes behaviour, such as turning in a paper written by another student or buying a paper from a commercial source and failing to attribute quotations within a paper properly.

Many authors have elaborated various types of plagiarism in their research. Parfitt (2012) viewed the most common types of plagiarism; they are intentional and unintentional plagiarism. He added that students commit unintentional plagiarism because they do not understand the rules of documentations. Similarly, Teeter (2015) stated that plagiarism is done consciously or unconsciously. While Anney and Mosha (2015) elaborated plagiarism into six forms, i.e., copy and paste plagiarism, word switch plagiarism,

style plagiarism, metaphor plagiarism, idea plagiarism, and plagiarism of authorship.

The researcher focused on investigating the types of plagiarism committed by English education students of Universitas Muhammadiyah Mataram in their thesis and the factors which makes them to commit the plagiarism. This research is expected to provide an insight on the plagiarism among EFL students. Besides, it is hoped that the findings of this research can enrich students' knowledge about plagiarism and increase their awareness of avoiding plagiarism in academic writing.

1.2 Research Questions

The research is guided by the following research questions:

1. What are the types of plagiarism committed by English education students in academic writing?
2. What are the factors that cause English education students commit the plagiarism in academic writing?

1.3 The Objective of the Study

1. To investigate the types of plagiarism committed by English education students in academic writing
2. To analyze the factors that cause English education students commit plagiarism in academic writing

1.4 The Significances of the Study

This is research is expected to be useful for students, lecturers, and researcher.

1. ***Students***

This research is expected to be useful for students, especially for English education students of Universitas Muhammidiyah Mataram. Knowing the factors that lead them into plagiarism and the types of plagiarism they have done will increase their awareness of avoiding plagiarism in academic writing. Hence, their writing quality will be improved as well.

2. ***Lecturers***

As educators, a lecture is responsible for educating their students about plagiarism because it is one of the academic dishonesty forms. This research is expected to be useful in increasing lecturers' awareness to instruct their students about plagiarism avoidance, especially in writing their thesis.

3. ***Researcher***

The researcher expects that this research will be useful for herself, especially in improving her knowledge about plagiarism and avoiding plagiarism practices in academic writing to improve her writing quality.

1.5 The Definition of Key Terms

1. ***Plagiarism***

The plagiarism comes from the Latin "plagiarism" which means steal. According to the writer Ajib Rosidi as quoted by Teuku Kemal Fasya, plagiarism is the announcement of a work of knowledge or art by scientists or artists to the public for all or most of the works others without mentioning the name of the author whose work was taken (Soelistyo, 2018).

While Belinda Rosalina in her dissertation defines plagiarism is the act of plagiarizing other people's ideas, ideas or works to be recognized as one's own

work or to use the work of others without citing the source so as to give rise to incorrect assumptions or wrong about the origin of an idea, idea or work (Soelistyo, 2018).

2. *Academic writing*

Writing is defined as a reflective activity that requires enough time to think about the specific topic and to analysis and classify any background knowledge (Akhadiyah et., 2019). According to Akmal, Dahlian, and Fadhliana (2020), writing is defined as a process of exploring thoughts and feelings towards a subject. The writer are encouraged to deliver the information in a good language order. For university students, the purpose of learning writing and academic writing is to prepare for the final task of writing a thesis (Akhadiyah , 2019).

According to the Hussain (2019), there are several styles of academic writing. They are academic essays, term paper, research paper, and thesis. Similary, Toba et al., (2019) categorized academic writing into several forms: letters, essays, papers, articles, journals, project reports, thesis etc.

In this research, the researcher will only focus on discussion one of the academic writing forms: thesis. For undergraduate students, a thesis is one of the research report forms undertaken by an undergraduate university students following certain standards and process for the sake of becoming a bachelor (Hussain & Nurbayani, 2017).

CHAPTER II

LITERATURE REVIEW

In conducting the research, theories are need to explain some concepts applies concerning into the research. These following term are clarified for the purposes to explain all the terms related to the theory of plagiarism. This chapter discusses about definitions of plagiarism, types of plagiarism, factors that encourage students to commit plagiarism, the definitions of academic writing, types of academic writing, academic writing difficulties and plagiarism, and previous study.

2.1 Previous Study

As plagiarism is a widespread problem in the education field, many authors have discussed and investigated about plagiarism. They defined plagiarism in different ways, divided plagiarism into different types, and found various factors that led students to commit plagiarism in writing using various methods and analyses.

For example, Anney and Mosha (2015) investigated students' plagiarism practices in Tanzania higher learning institutions by involving two universities (one public and one private university), as a case study. The study employed a qualitative research approach within the interpretive paradigm. The case study participants were purposively selected while the data were collected using focus group discussions and document analysis (assignments, dissertations, and proposals suspected for plagiarism). In their research, it was found that plagiarism is a critical problem for the students in sampled universities as assignments

submitted during the course contain a substantial text copied from other sources without acknowledging the original authors. Factors such as internet access, shortage of books, student's laziness, and poor academic writing skills played a key role in students' plagiarism at the two universities. Based on these results, the study recommends universities to have adequate resources in particular software for detecting plagiarism (Anney & Mosha, 2015).

This research has similarities with research conducted by researchers, which are both researched the analysis of academic writing and used a qualitative research approach. In addition to similarities there are also differences, researches Anney and Mosha the data collected using focus group discussion and the analyzed documents are (assignments, dissertations, and proposals). While the research conducted by the research, the data collected using interviews and documents that were analyzes were only thesis. In addition, researchers Anney and Moasha only focus on the factors that cause students to plagiarize, while in this study apart from factors, the researchers also investigate the types of plagiarism.

While Ligi (2014) focused on university students' reasons for committing academic dishonesty and students' knowledge about regulations concerning academic dishonesty, it is a qualitative study carried out with students from Estonia, Finland, and the U.S.A, consisting of six in-depth interviews. A document analysis has been carried out to compare how different universities regulate academic dishonesty. The results of this study indicated that students commit academic dishonesty mainly because of individual reasons, such as not

being able to memorize the necessary amount of material and individual perfectionism (Ligi, 2014).

This research has similarities with research conducted by researchers, which are both researched the analysis of academic writing and used a qualitative research approach. Another similarity is also the date collected using interviews. In addition to similarities there are also differences, Ligi researches only focus on the reasons or factors that cause students to commit dishonesty or plagiarism, while in this study apart from factors, the researchers also investigate the types of plagiarism.

Besides, Darwish and Sadeqi (2016) tried to investigate the real motivation for EFL students to plagiarize in writing. This research was conducted with a freshman writing students through Fall Semester 2015/2016 in the English Department. A simple questionnaire and journal writing were used. The results showed that the participants mainly plagiarize in writing to get good grades and pass the course. Moreover, their main source for plagiarizing is the internet (Darwish & Sadeqi, 2016).

This research has similarities with research conducted by researchers, which are both researched the analysis of academic writing and used a qualitative research approach. In addition to similarities there are also differences, Drawish and Sadeqi researches only focus to investigate motivation or factors that cause students to commit plagiarism, while in this study apart from factors, the researchers also investigate the types of plagiarism.

2.2 Theoretical Framework

In conducting research on investigating students plagiarism in academic writing, this framework discussed about types of plagiarism by Streefkerk (2022), and the factors that cause students to plagiarize by Hussain, Al-Shaibani, and Mahfoodh (2017).

2.3 Plagiarism

2.3.1 Defining Plagiarism

The definition of plagiarism in the Cambridge Dictionary is “the process or practice or using another person’s ideas or work and pretending that is your own.” The history of plagiarism is long. And the first known instance of plagiarism involved the work of the Roman poet Martial. The term “plagiarism” originates from the Latin word plagium, which means “kidnapping.” Thus plagiarism is a serious crime, especially in modern society, with it is emphasis on ideas on creativity (Seung-Yun Shin, 2019).

The various terminologies used in this context have been summarized well by Kumar et al. the term is derived from “*plagiare*” (Latin word for “steal/kidnap”). “Plagiarius” usually rivers to a kidnapper. The Oxford dictionary defines plagiarism as “the action or practice og taking someone eles’s work, idea, ect, and passing it as one’s own, literary theft”. The Encyclopedia Britannica defines plagiarism as “the act of taking the writing of another person and passing them off as one’s own (Suvarna Satish Khadiilkhar, 2018).

2.3.2 Plagiarism Types

Plagiarism types appear in different works, scientific paper, documents, and research article. It can be classified as in the following ways pretension of others work as your work, copying others work without mentioning the credit or citation, whether citation was mentioned or not, calming someone's contribution on your own, refereeing to other works as yours by reconstructing their work, and adding a misleading acknowledgments of others as your work. Textual plagiarism and Source Code plagiarism are the two main types of plagiarism and they will be reviewed in the following.

These are the five most common types of plagiarism along with the example by (Raimo Streefkerk, 2022)

1. **Global Plagiarism: Plagiarizing an entire text**

   Global plagiarizing means taking an entire text by someone else and passing it off as your own work.

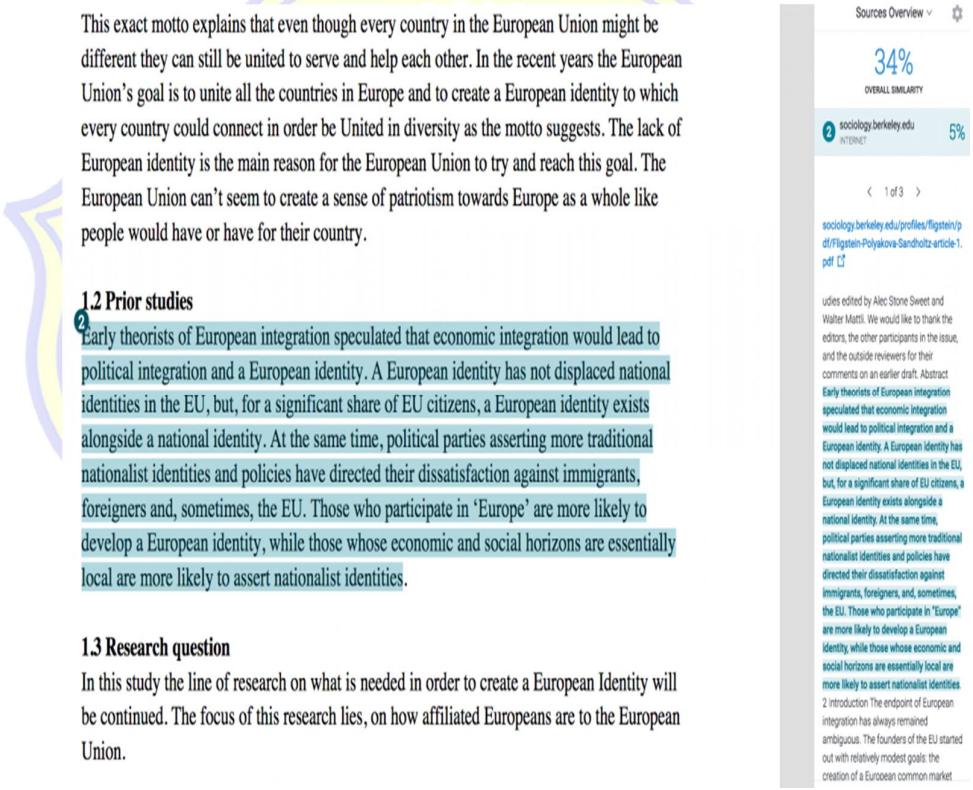
   For example, if you get someone else to write an essay or assignment for you, or if you find a text online and submit it as your own work, you are committing global plagiarism. Because it involves deliberately and directly lying about the authorship of a work, this is the most serious type of plagiarism, and it can have severe consequences.

2. **Verbatim Plagiarism: Copying words directly**

   Verbatim plagiarism, also called direct plagiarism, means copying and pasting someone else's words into your own work without attribution.

This could be text that's completely identical to the original or slightly altered. If the structure and the majority of the words are the same as in the original, this counts as verbatim plagiarism, even if you delete or change a couple of words. In academic writing, you can and should refer to the words of others. To avoid verbatim plagiarism, you just need to quote the original source by putting the copied text in quotations marks and including an in-text citation.

Example of verbatim plagiarism:



This exact motto explains that even though every country in the European Union might be different they can still be united to serve and help each other. In the recent years the European Union's goal is to unite all the countries in Europe and to create a European identity to which every country could connect in order be United in diversity as the motto suggests. The lack of European identity is the main reason for the European Union to try and reach this goal. The European Union can't seem to create a sense of patriotism towards Europe as a whole like people would have or have for their country.

1.2 Prior studies

2 Early theorists of European integration speculated that economic integration would lead to political integration and a European identity. A European identity has not displaced national identities in the EU, but, for a significant share of EU citizens, a European identity exists alongside a national identity. At the same time, political parties asserting more traditional nationalist identities and policies have directed their dissatisfaction against immigrants, foreigners and, sometimes, the EU. Those who participate in 'Europe' are more likely to develop a European identity, while those whose economic and social horizons are essentially local are more likely to assert nationalist identities.

1.3 Research question

In this study the line of research on what is needed in order to create a European Identity will be continued. The focus of this research lies, on how affiliated Europeans are to the European Union.

Sources Overview

34%

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2 sociology.berkeley.edu 5%
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sociology.berkeley.edu/profiles/fligstein/pdf/Fligstein-Polyakova-Sandholtz-article-1.pdf

udies edited by Alec Stone Sweet and Walter Mattli. We would like to thank the editors, the other participants in the issue, and the outside reviewers for their comments on an earlier draft. Abstract Early theorists of European integration speculated that economic integration would lead to political integration and a European identity. A European identity has not displaced national identities in the EU, but, for a significant share of EU citizens, a European identity exists alongside a national identity. At the same time, political parties asserting more traditional nationalist identities and policies have directed their dissatisfaction against immigrants, foreigners, and, sometimes, the EU. Those who participate in "Europe" are more likely to develop a European identity, while those whose economic and social horizons are essentially local are more likely to assert nationalist identities. 2 introduction The endpoint of European integration has always remained ambiguous. The founders of the EU started out with relatively modest goals: the creation of a European common market

3. Paraphrasing Plagiarism: Rephrasing Ideas

Paraphrasing means putting a piece of the text into your own words. Paraphrasing without citation is the most common type of plagiarism.

Paraphrasing, like quoting, is a legitimate way to incorporate the ideas of others into your writing. It only becomes plagiarism when you rewrite a

source's points as if they were your own. To avoid plagiarism when paraphrasing, cite your sources just as to would when quoting. If you translate a piece of text from another language without citation, this is also a type of paraphrasing plagiarism. Translated text should always be cited; you're still using someone else's ideas, even if they're in a different language.

Example of paraphrasing:

- Incorrect

  "Thus the past came to occupy a prominent place in Romanticism. The Romantic thinkers, however, had little affinity with historical schemes such as Condorcet's. A linear and rational progression in history was the last thing they considered important. For them, the richness of the past lay in its otherness and strangeness rather than in what predictably preceded the here and now, in a distance era like the Middle Ages or antiquity rather than in the cursed, prosaic Enlightenment that preceded it. Such remote, distinct periods were usually manifestations of a golden age that had ended, but to which one could return with the aid of imagination…"Romantic thinkers were fascinated with the past, but they rarely adopted a linear viewpoint on historical progress. Rather than the rational Enlightenment period, Romanticism is imaginatively preoccupied with the more distant and thus more enchantingly alien past: the Middle Ages and the ancient world.

- Correct

  "Thus the past came to occupy a prominent place in Romanticism. The Romantic thinkers, however, had little affinity with historical schemes such as Condorcet's. A linear and rational progression in history was the last thing they considered important. For them, the richness of the past lay in its otherness and strangeness rather than in what predictably preceded the here and now, in a distance era like the Middle Ages or antiquity rather than in the cursed, prosaic Enlightenment that preceded it. Such remote, distinct periods were usually manifestations of a golden age that had ended, but to which one could return with the aid of imagination…"Romantic thinkers were fascinated with the past, but they rarely adopted a linear viewpoint on historical progress. Rather than the rational Enlightenment period, Romanticism is imaginatively preoccupied with the more distant and thus more enchantingly alien past: the Middle Ages and the ancient world (Doorman, 2003, p. 45).

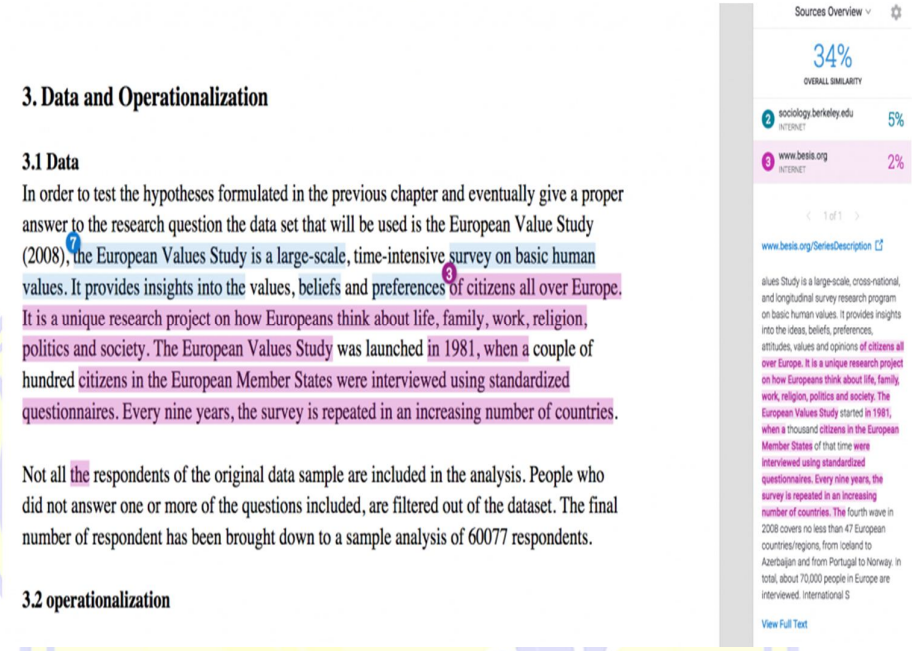
4. Patchwork Plagiarism: Stitching together sources

Patchwork plagiarism, also called mosaic plagiarism, means copying phrases, passages, and ideas from different sources and putting them together to create a new text.

This can involve slightly rephrasing passages while keeping many of the same words and the same basic structure as the original, and inserting your own words here and the to stitch the plagiarized text together. Make sure to site

your sources whenever you quote or paraphrase to avoid plagiarism. This type of plagiarism requires more effort and is more insidious than just copying and pasting from one source, but plagiarism checkers like Turnitin can still easily detect it.

Example of patchwork plagiarism:



3. Data and Operationalization

3.1 Data

In order to test the hypotheses formulated in the previous chapter and eventually give a proper answer to the research question the data set that will be used is the European Value Study (2008), the European Values Study is a large-scale, time-intensive survey on basic human values. It provides insights into the values, beliefs and preferences of citizens all over Europe. It is a unique research project on how Europeans think about life, family, work, religion, politics and society. The European Values Study was launched in 1981, when a couple of hundred citizens in the European Member States were interviewed using standardized questionnaires. Every nine years, the survey is repeated in an increasing number of countries.

Not all the respondents of the original data sample are included in the analysis. People who did not answer one or more of the questions included, are filtered out of the dataset. The final number of respondent has been brought down to a sample analysis of 60077 respondents.

3.2 operationalization

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2 sociology.berkeley.edu INTERNET 5%

3 www.besis.org INTERNET 2%

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www.besis.org/SeriesDescription

alues Study is a large-scale, cross-national, and longitudinal survey research program on basic human values. It provides insights into the ideas, beliefs, preferences, attitudes, values and opinions of citizens all over Europe. It is a unique research project on how Europeans think about life, family, work, religion, politics and society. The European Values Study started in 1981, when a thousand citizens in the European Member States of that time were interviewed using standardized questionnaires. Every nine years, the survey is repeated in an increasing number of countries. The fourth wave in 2008 covers no less than 47 European countries/regions, from Iceland to Azerbaijan and from Portugal to Norway. In total, about 70,000 people in Europe are interviewed. International S

View Full Text

5. Self-plagiarism: Plagiarizing your own works

Self-plagiarism means reusing work that you've previously submitted or published. It amounts to academic dishonesty to present a paper or piece of data as brand new when you've already gotten credit for the work.

The most serious form of self-plagiarism is to turn in a paper you already submitted for a grade to another class. Unless you have explicit permission to do so, this is always considered self-plagiarism. Self-plagiarism can also occur when you reuse ideas, phrases or data from your previous assignments.

Reworking old ideas and passages is not plagiarism as long as you have permission to do so and you cite your previous work to make their origins clear.

2.3.3 Factors to Contributing to Plagiarism

Hussain, Al-Shaibani, and Mahfoodh (2017) classify the factors leading to the students plagiarism identified by the literature in the field five main categories: institutional, academic, external, personal and technological.

1. **Institutional factors**
   a) Educational framework (teaching strategies and methodology)
   b) Conventional teaching methods
   c) Unclear policy of academic misconduct behavior and penalties
2. **Academic factor**
   a) Difficulty and nature of students' tasks
   b) Type and difficulty of the tasks set/difficulty of assignment
   c) Subject matter of the course
   d) Lack of understanding of tasks/assignment
   e) Language skill (such as student' poor writing skill)
3. **External factors**
   a) Peer behavior
   b) Cultural factors and ethnicity
   c) Group pressure
   d) Pressure from parents

4. Personal factors

a) Students' perceptions that lectures have apathy and disinterest regarding plagiarism committed by students

b) Students' perception that lectures do not know plagiarism well

c) Students' perceptions that the assignments are boring

d) Poor time managements

e) Difficult in discovering ideas

5. Technological factors

a) Ease of access to material via the internet

b) Ease of copying via ICT and the internet

c) Students' access to software programs used for detection of plagiarism

2.4 Academic Writing

2.4.1 The Definitions of Academic Writing

According to Sukesi, Emzir, and Akhadiyah (2019), EFL writing is useful in two aspects. First, it motivates students to think, organize their ideas, and develop the ability to summarize, analyse, and criticize. Second, it strengthens how students learn, think, and reflect on their English language.

Unfortunately, writing is a skill that requires a complex activity, a social act reflecting the writer's communicative skills which are difficult to develop and learn, especially in an EFL context because it embodies various components, such as vocabulary, grammar, citation, procedures, genre variations, etc (Sukesi et al., 2019).

Similarly, Kwak (2017) explained that writing is considered as a transferable skill. He added that learning writing means constructing knowledge of grammar, punctuation, and sentences by reproducing exemplary texts. He also highlighted that one of the academic writing criteria is reproducing an appropriate text type rather than education for preparing an unpredictable and unknown future.

Zhang (2018) also agreed that writing is regarded as a habit formation in which learners learn to master the linguistic knowledge to produce grammatically accurate sentences by following a certain structure. Based on the communicative theory, students' active role in constructing ideas is essential in writing. Furthermore, Manjet (2015) stated that writing has certain advantages over speaking.

These advantages include:

1. Writing is permanent, so it can be read over and over again.
2. Writing can be perceived in terms of pressure, intonation, content, pause, and so on.
3. In terms of complexity, written language requires higher perfection compared to oral language.
4. Writing may be arranged and more formal than spoken language.

According to Husin and Nurbayani (2017), the ability in writing is claimed as the key factor to succeed in academic writing. Sulisworo, Rahayu, and Akhsan (2016) argued that the ability or skill in writing is the indicator of a successful learning process for students in their education and future.

Three major points affected the student's academic writing ability were highlighted by Sukesi, Emzir, and Akhadiyah (2019). These include grammatical knowledge, reading habits, and creative thinking. These three factors have a positive interrelationship and very useful in improving students' learning outcomes for academic writing. Besides, they explained that if students' grammar knowledge is improved, their outcomes of learning academic writing will also increase. Similarly, when students have strong reading habits, their academic writing will also be stronger. Then, if students' creative thinking is improved, their academic writing achievement will also be improved.

2.4.2 Types of Academic Writing

According to Hussain (2019), there are several styles of academic writing.

1. Essays

   Academic essays are basically a presentation of the writer's idea. It is short in length, with an average of five paragraphs. Essays in classrooms are assigned for amateur writing practice. L2 writers learn to hone their writing skills by presenting ideas thoughtfully and logically. This writing type incorporates a literature review. A literature review is an evaluation of the information that has been read on a topic. The L2 learner is expected to use such strategies as summarization, evaluation, description, and clarification.

2. Term paper

   A go-between essay and research paper, writing a term paper, essentially prepares an L2 learner to write a full-term research paper. A term paper signifies a topic or more that has been comprehended by an L2 learner. It is

expected that the paper criticizes current topics and allows for the writer's opinions, with facts from a variety of reliable sources. A rule of thumb is that a term paper should have between 1 - 3 references per page. Technically, a research paper answers theoretical questions posed by the writer.

3. Research paper

The real difference between a research paper and a term paper is that an academic study is carried out. A research paper is the culmination of a researchers' work on a particular topic. The research paper also expresses a writer's idea and incorporates the ideas and insights of others. It is at least eight pages in length. The researcher is expected to familiarize himself with other papers previously written on the topic of interest. The writer can choose to write on a subject scenario, in which case it is called a 'case study.' The writer is expected to restructure and present the topic while incorporating citations to support the analysis (Moreno, 2011).

4. Dissertation/Thesis

A dissertation is more like an academic book. It is required to be submitted as a partial fulfillment of the requirement of an academic degree. An L2 academic write-ups are also based on a hypothesis. The writer presents hypothetical questions and solves this along the body of the dissertation or thesis. For undergraduate students, the thesis is one of the research report forms undertaken by an undergraduate university student following certain standards and processes for the sake of becoming a bachelor (Husin & Nurbayani, 2017).

2.4.3 Academic Writing Difficulties and Plagiarism

Academic writing is the mind's product, which includes mental and cognitive activities (Fadda, 2012). EFL students are required to prove their pedagogical competence by submitting academic papers. Students are expected to be able to write in academic genre format, must understand academic conventions in English, and must be able to differentiate between what is considered academic and what is not. Yang

However, it is not always easy for EFL students to learn academic genre writing. They faced many challenges, including generating ideas about their topic and putting their own words into their writing. According to Darwish & Sadeqi (2016), some of the EFL students faced the stressful experience of staring helplessly at a piece of paper. They unable to think or put the words down a paper; consequently, they commit plagiarism.

According to Badi (2015), students are not confident to use their own words because they think it may lead them to make some mistakes in grammar, etc. Consequently, it can make them unwilling to paraphrase or summarize the work of others. Instead, they just copy and paste someone’s work.

CHAPTER III

METHODOLOGY

This chapter presents the descriptions of the research setting, research design, research participants, method of data collection and method of data analysis.

3.1 Research Design

Research design aimedat investigating factors influencing students to commit plagiarism and the types of plagiarism used by the EFL students on their writing. Therefore, a qualitative approach was employed in this research. Qualitative research is educational research in which the researcher is relying on participants' experiences and analysing information in the form of words (or text) from participants rather than quantification in the collection and analysis data (Bryman, 2012).

3.2 Research Participants

The researcher used the snowball sampling technique in choosing the participants. Bryman (2012) argued that snowball sampling is a sampling technique in which the researcher initially samples a small group of people relevant to the research questions. These sampled participants propose other participants who have had the experience or characteristics relevant to the research.

The participants were students from the English Education Department of Muhammadiyah University of Mataram, who took all of the writing classes, especially academic writing. They are students in the final year of study from

batch 2018, students who will register for the thesis examination this year, and students whose thesis was suspected of plagiarism.

3.3 Methods of Data Collection

The researcher used interview and document analysis as procedures in collecting the data. The document analysis was employed to answer the first research question, while the interview was conducted to address the second research question.

3.3.1 Document Analysis

In this research, the researcher only focuses on analysing the types of plagiarism committed by students in chapter one and chapter two of their thesis by using Turnitin.

Turnitin is a plagiarism software detection which is used in many higher learning institutions (Anney & Mosha, 2015). Similarly, Bensal and Miraflores (2013) stated that Turnitin is claimed to be the leading academic plagiarism detector utilized by teachers and students to avoid plagiarism and ensure academic integrity.

How to use Turnitin checking plagiarism in an account

1. Open the web www.turnitin.com
2. Click login
3. Enter your account and password
4. Upload file
5. The result of checking plagiarism are seen in the Similarity column (%)

6. For details of sentences that are considered plagiarism, click Percentage results
7. If the similarity plagiarism is more than 25% out at all sentence the article is considered plagiarism

After checking plagiarism using Turnitin, the research observed what types of plagiarism were used by English students in their thesis proposals.

3.3.2 Interview

The type of interview that was utilized in this research is a semi structured interview. An interview is a conversation between interviewer and interviewees, whether direct or indirect, to achieve certain purposes (Arifin, 2012). According to Bryman (2012), a semi-structured interview is a type of interview in which the researcher has prepared a list of questions, but the question may not follow exactly the way outlined on the schedule. The researcher can add or delete questions that were designed in the interview guide. In short, questions that are not included in the guide may be asked as the interviewer notices things said by the interviewees (Bryman, 2012).

Unfortunately, because this research is conducted during COVID-19 pandemic, the face-to-face interview cannot be undertaken. The participants conducted the phone interview to flatten the curve and prevent further escalation of the spread of COVID-19. Bryman (2012) stated that telephone interviews are allowed to be conducted if the researcher and the participants find it impossible to come to a location for an interview. The researcher called the participants one by one with a duration of 15-20 minutes on average.

Before starting the interview, the researcher firstly conveyed brief information to the participants about the study's background, the purposes of the study, the significance of the study, the research procedure, and the participants' protection of confidentiality. The participant's consent were also seek to record the whole interview process using a voice recorder.

Five interview questions were provided for participants:

1. Apakah Anda pernah mendengar istilah plagiasi?
2. Menurut Anda, apa itu plagiasi?
3. Apa saja masalah atau tantangan yang Anda hadapi dalam penulisan skripsi Anda?
4. Menurut Anda, apakah keterampilan menulis akademik yang buruk seperti kurangnya pengetahuan tentang sitasi dan kerempailan refrensi merupakan faktor yang mendorong Anda untuk melakukan plagiasi? Mengapa?
5. Apakah menurut Anda internet mempengaruhi tindakan plagiarisme? Mengapa?

3.4 Methods of Data Analysis

3.4.1 Data Collection

In collecting the data through document analysis, the researcher employed several steps:

1. The participants were purposively selected by the researcher. The participants were English education students who have met certain criteria set by the researcher.

2. Those participants were requested to send their thesis so that the researcher can identify whether their thesis contains plagiarism or not by using Turnitin. In this study, the researcher only focused on analysis chapters 1 and 2 of the participants' thesis.

3.4.2 Data Analysis

The procedure of data analysis of this research followed the procedures laid out in the related theory. As the researcher only focused on analysis the types of plagiarism on students' thesis, the researcher only identified the types of plagiarism committed by students on their thesis.