

Awareness of plagiarism and ways to avoid it among students and teachers

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Abstract

Plagiarism is the act of utilizing someone else's words, ideas, or works without citing the author in order to create misleading or incorrect assumptions about where the ideas, concepts, or works came from. It also includes using someone else's work without giving the author's name. The objectives of this study were to know the students and educators' awareness of plagiarism in research and to investigate their ways to avoid plagiarism. Twenty EFL undergraduate students in the sixth semester at a university in Medan and ten educators took part in this study using a qualitative case study approach. Six statements on questionnaires with the options strongly agreed, agreed, neutral, disagreed, and strongly disagree, as well as a semi-structured interview with four students who volunteered to participate, were used to gather the data. The findings indicated that both students and educators have an awareness of plagiarism in writing a research article. They also have their own ways to avoid the occurrence of plagiarism in writing, such as paraphrasing, citing and quoting.

Keywords: Awareness, Educators, Students, Plagiarism, Research

1. INTRODUCTION

Writing research is one of the writing activities used in universities by one institution to express one subject of study using linear ideas, which are found on scientific principles and demand the use of a number of scientific languages as well as scientific logic and reasoning (Oktarina et al., 2018). Many educational and other major professionals in a university context may find it to be an onerous effort to write scholarly articles and publish them in approved or worldwide publications, particularly in nations where English is not the native language (Barroga & Mitoma, 2018). One of the difficulties students encounter when producing research articles is the issue of plagiarism (Breen & Maassen, 2005; Culwin, Lancaster, 2001; Sentleng & King, 2012; Sutherland-Smith, 2005).

Scientific plagiarism occurred when someone doesn't understand or create independently or doesn't cite sources properly (Lathrop & Foss, 2000). Scientific plagiarism is a pressing problem for educators (Waltzer & Dahl, 2020), and

institutions, as well as teachers, often exaggerate its prevalence (Fish & Hura, 2013; Curtis, et al, 2013). Students think plagiarism happens more frequently as actually does, in addition to teachers, and they typically blame others instead of people they know or themselves for the high number of cases (Engler, 2008 cited in Fish & Hura, 2013). Extensive analyses have been done on how students and teachers portray plagiarism (Fish & Hura, 2013; Gullifer & Tyson, 2010; Hu & Lei, 2015; Manalu, 2013; Wilkinson, 2009).

There is a myriad of elements that are thought to be capable of causing plagiarism, with the Internet being the most probable factor (Hasan & Khan, 2018; Peytcheva-Forsyth, et al, 2018; Sentleng & King, 2012), poor management of the educational environment (Hoodbhoy, 2009; Malik et al., 2021), lack of awareness (Bairmani et al, 2021; Malik et al, 2021; Manalu, 2013; Ramzan et al, 2012) and many other factors. However, studies also show that students are aware of plagiarism when writing research papers (Oyowole & Abioye, 2018; Vanbaelen & Harrison, 2013; Wilkinson, 2009). Due to Oyowole & Abioye (2018), the mass of responders understood what plagiarism was and was well-versed in the many acts that qualify as plagiarism. Vanbaelen & Harrison (2013) report that most teachers and students are aware of the regulations governing citation and reference due to high school or university-level courses. The association with plagiarism is not, however, usually drawn. This shows that there is a critical need to handle both plagiarism and citation and reference at the same time. Wilkinson (2009) found that although faculty and learners generally have identical judgments of fraud and plagiarism, there are some instances where these views may diverge, which could lead to conflicting signals about the importance of specific copying practices.

This study will be undertaken to close the knowledge gap on the awareness of students and educators of plagiarism in research in Indonesia, and the purpose of the issue in this study is:

- a. To observe the students' and educators' awareness of Plagiarism in research?
- b. To understand the students and educators avoid Plagiarism in research?

2. METHODS

This research was conducted using the qualitative research method. Specifically, it employs a case study design, which is often used throughout most domains, just as an assessment, when the researcher performs a thorough analysis of a specific situation (Creswell, 2017). This study examines educators' and students' awareness of plagiarism and their ways to avoid it. Twenty undergraduate students in the sixth semester from a university in Indonesia and ten educators were invited to take part in

this study. The author has asked some students about their experience in writing scientific research. Based on the preliminary data regarding the participants' demographic, all of the students had experience in writing scientific research and had a quite big problem avoiding plagiarism in writing.

For the purpose of data collection, two instruments—questionnaires and interviews—were employed to gather the data in accordance with the research questions. Using a Likert Scale, the questionnaire consists of six questions with optional responses: strongly agree, agree, neutral, disagree, and strongly disagree. Each student may only select one answer option per question. The Likert scale provided spans from highly positive to very negative. The questionnaire was distributed to all students and educators following the awareness of plagiarism they faced in writing research articles. The interview was then conducted with a subset of participants (n = 4) who were selected on purpose to elicit further information regarding their ways to avoid plagiarism in research. The purpose of the interview is to collect more specific and accurate data, supplement previous findings, learn more about the student's ways in avoiding plagiarism, and obtain direct information pertaining to the overall objectives and specific research questions. With the participant's consent, the researcher audio-recorded the interview using a cell phone. The audio recording was subsequently transcribed verbatim prior to data analysis.

The data collected using the two instruments were afterward analyzed simultaneously using two techniques: frequency count for the questionnaire data and content analysis for the interview data. Each researcher separately and manually coded the interview transcripts using open and axial coding procedures (Saldaña, 2012). The two different sets of coding were then integrated and sorted by broad topical groups and participation. Independent coding and group sorting were performed iteratively prior to the identification of emerging themes and selected illustrative data vignettes

3. RESULTS AND DISCUSSION

Students' and Educators' Plagiarism Awareness of Writing Research

The primary goal of this study is to determine the awareness of plagiarism among educators and students. Data was collected by giving a questionnaire with every six statements for students and educators that covered various topics linked to the awareness of plagiarism in order to learn how they perceived the awareness. The study of the data shows that students are generally aware of plagiarism when writing

research articles. Table 1 shows the replies from the students to each statement, while Table 2 shows the responses from the teachers.

Table 1. Students' awareness of plagiarism

No	Statements	SA	A	N	DA	SDA
1	I am aware of what plagiarism is.	95%	5%	-	-	-
2	I think it is faulty to plagiarize.	100%	-	-	-	-
3	The majority of educators do plagiarism checks on student papers.	90%	10%	-	-	-
4	Copying someone else's work is unprofessional.	95%	5%	-	-	-
5	It's bad writing when there are no references.	85%	15%	-	-	-
6	Taking off someone else's concepts, drawings, or images as yours is improper.	100%	-	-	-	-
Average		94%	6%	0%	0%	0%

The average results in the table (SA= 94%, A= 6%, N= 0%, DA= 0%, and SDA= 0%) indicate that the students are aware of plagiarism when producing research articles, according to their responses to the questionnaire. The table demonstrates that the majority of the students that were chosen strongly agree with each assertion. Additionally, some students chose to agree, while none chose to neutral, disagree, or strongly disagree answers. A close inspection of the data in the table reveals the specific outcome of each statement as it was understood by the students.

Table 2. Educators' awareness of plagiarism

No	Statements	SA	A	N	DA	SDA
1	I am aware of what plagiarism is.	100%	-	-	-	-
2	I think it is faulty to plagiarize.	100%	-	-	-	-
3	The majority of educators do plagiarism checks on student papers.	80%	20%	-	-	-
4	Copying someone else's work is unprofessional.	90%	10%	-	-	-
5	It's bad writing when there are no references.	80%	20%	-	-	-
6	Taking off someone else's concepts, drawings, or images as yours is improper.	100%	-	-	-	-
Average		92%	8%	-	-	-

According to their questionnaire replies, the educators are aware of plagiarism when writing research articles, as shown by the average findings in the table (SA= 92%,

A= 8%, N= 0%, DA= 0%, and SDA= 0%). According to the table, the vast majority of the educators who were selected strongly concur with each statement. Additionally, some educators selected "agree," but none selected "neutral," "strongly disagree," or any other response. The particular result of each statement as it was perceived by the educators is revealed by careful scrutiny of the data in the table.

Regarding the first statement "I am aware of what plagiarism is" 19 students (95%) choose strongly agree and 1 student (5%) chose agree. Besides that, there are also 10 educators (100%) chose strongly agree with the first statement. Plagiarism is a serious problem in colleges all over the world and is plaguing the academic community today. This could occasionally result in assignment submissions with insufficient references or, even worse, in the submission of assignments that are mostly (or fully) the product of another person (Howe & Dlamini). It seems from the first statement that all students are aware of what plagiarism is, which is excellent because it suggests that students and educators will undoubtedly be cautious when writing their studies.

Whether the author wrote the article that was delivered or not is one of the quality elements that is evaluated. Regarding the second statement "I think it is faulty to plagiarize", 20 students (100%) chose strongly agree and there are also 10 educators (100%) chose strongly agree. These findings demonstrate that both educators and students are conscious that plagiarism is a negative action. Because of plagiarism, the other people whose work we have stolen will suffer.

Educators can instruct students on how to avoid plagiarism as a teacher, especially when doing tasks. In order to understand student plagiarism behavior, it is necessary to consider its causes. Students may have a variety of approaches to solving coursework or practical issues with online plagiarism. Of course, there are other ways, too. Educators can verify student work for plagiarism. Educators can verify it using a variety of currently available applications, but they must also inform pupils of the results of their plagiarism checks. The purpose of this is to make students more cautious and aware of the risks associated with plagiarism, which are known to educators. Regarding the third statement "The majority of educators do plagiarism checks on student papers.", 18 students (90%) chose strongly agree and 2 students (10%) chose agree. This indicates that students believed educators had reviewed their work from their point of view. The educators also acknowledged that they checked the students' papers for plagiarism.

Regarding the fourth statement "Copying someone else's work is unprofessional", 19 students (95%) chose strongly agree and 1 student (5%) chose agree.

From the educators' side, there are 9 educators (90%) chose strongly agree and 1 educator (10%) chose agree. A lecturer or professor must be an authentic role model for his students. which views are your own and which are other people's? Academics who venture to oppose the injustice and dishonesty of authorities outside the academic world are supposed to find a forum even in the academic community. Additionally, those who plagiarize are punished appropriately, including having their credentials revoked, being barred from teaching, and having to compensate others whose work they have stolen. If plagiarism is not penalized, the roots of fresh plagiarists will remain to sprout, and ultimately our nation will never advance.

Regarding the fifth statement "It's bad writing when there are no references", 17 students (85%) chose strongly agree and 3 students (15%) chose agree. And besides that, 8 educators (80%) chose strongly agree and 2 educators (20%) chose agree. When an author plagiarizes, they typically do it without sufficiently crediting the source or without making it evident where the ideas came from. It is equivalent to stealing other people's work if we use someone else's ideas without citing the author. As can be seen from the statement above, both students and educators are aware that plagiarism occurs when we fail to cite the references we use in our writing.

Regarding the sixth statement "Taking off someone else's concepts, drawings, or images as yours is improper", 20 students (100%) chose strongly agree. This finding also occurs by the teacher side which 10 educators (100%) chose strongly agree. Plagiarism must be managed to avoid in classwork, articles, reviews, and undertakings written on one's own time as well as in open-book and closed-book written tests. Plagiarism is the display of some other person's thoughts, phrases, or pictures and graphs as tho they were one's own and is a form of cheating. It's great that both students and educators are aware that plagiarism occurs when we pass off someone else's ideas as our own.

From the findings gathered show students and educators are aware of the meaning and relevance of plagiarism. The outcomes of the questionnaire revealed a number of declarations that they were aware of plagiarism. This finding is consistent with a number of earlier findings suggesting educators and students are aware of plagiarism in academic work (Nabee et al, 2020; Sentleng & King, 2012; Vanbaelen, 2013; Wilkinson, 2009). According to Nabee et al. (2020), there is a good level of understanding about plagiarism and awareness of the departmental and university regulations on the subject. Additionally, Sentleng & King (2012) hinted that although the majority of undergraduate students consider plagiarism to be a serious offense, it

is nonetheless done inside these departments. Based to Vanbaelen (2013), both educators and students are concerned about plagiarism and feel that restrictions are necessary. The mass of people have taken classes in high school or college that have covered the requirements for citations and references. The association with plagiarism is not, however, usually drawn. Although staff and students generally view cheating and plagiarism similarly, Wilkinson (2009) found that there were several instances where the two groups' perspectives diverged, possibly sending conflicting signals about the gravity of diverse cheating practices.

Additionally, this study differentiates from multiple others where participants were unaware of plagiarism (Malik et al, 2021; Oyewole & Abioye, 2018; Ramzan, 2012; Razera et al, 2010; Waltzer & Dahl, 2020). Researchers Malik et al. (2021) and Ramzan (2012) found that students' awareness and comprehension of plagiarism were lacking. Moreover, According to Oyewole and Abioye (2018), a sizable fraction of postgraduate students—110 or 55.6%—were unaware that their university had a plagiarism policy in place. The majority of responders had strong research skills in terms of preventing plagiarism. According to Razera et al. (2010), there are disparities between teachers and students in their perceptions of and awareness of plagiarism, and neither group can agree on what constitutes fraud, plagiarism, or uncontroversial content. According to Waltzer & Dahl (2020), students' perceptions varied according to the degree of the large number of similarities and the nature of the academic activity. Students virtually always felt that behavior was bad when they saw it as plagiarism. Students frequently brought up issues about norms, justice, and learning outcomes while defending their assessments of plagiarism. As was to be predicted, the majority of students questioned whether the copying was wrong and what exactly qualifies plagiarism.

Students' Ways to Avoid Plagiarism in Writing Research

The second research question concerns the students' way to avoid plagiarism during writing research. The single most difficult challenge in attempting to write about plagiarism is to avoid committing it (Randall, 2001). To answer this research question, the researchers supplement questionnaire data with information gathered through interviews. Four students participated voluntarily in the interview. The results of the data analysis reveal four ways in which students used to avoid plagiarism.

Paraphrasing

Essentially stated, paraphrasing is the process of re-expressing the message of genuine source materials using various grammatical and lexical elements. This has long been debated with respect to plagiarism, an overall term for academic dishonesty, that incorrect paraphrases (such as replicating a long sequence of original text or

making only minor linguistic modifications) might be considered plagiarized (Thienthong, 2018). The process of paraphrased involves recreating a passage either from written work in the voice and fashion of the paraphraser instead of that of the article's creator (Soles, 2003).

I usually paraphrase a word or sentence from the source I will use first. This is done so that the level of similarity between our work and the source material reduces (Excerpt 1)

This finding is consistent with the earlier research on paraphrasing, which is thought to be able to lessen the quantity of plagiarism (Fitria, 2021; Hasna et al, 2021; Ruslan et al, 2020; Stander, 2020; Thadphoothon, 2019). They think they may lessen plagiarism by turning sentences into other sentences by paraphrasing them, either by using internet tools or their own words. And when writing research papers, their students use paraphrasing. There are some students who believe they may avoid plagiarism in their written work by using online phrase tools, namely Quillbot.

I usually paraphrase the sentence first using the Quillbot application. Because by using the application, work becomes easier and faster than we have to paraphrase them one by one manually (Excerpt 2).

Using the web application QuillBot, authors can reduce long phrases, avoid plagiarism, and improve their language for greater clarity and a more professional appearance. This program can be a backup plan and a solution for pupils who lack the initiative to manually paraphrase English writing (Fitria, 2021). There are numerous papers discussing different paraphrase tools available today, including Quillbot (Fitria, 2021; Ho, 2022). They think Quillbot can facilitate students' completion of tasks by serving as a tool for paraphrasing, a plagiarism detector, or a grammar checker.

Citing

If an author borrows a concept from another person, they must cite the primary author. The author should always cite the original sources, although if they simply utilize a portion of the concepts (Ratnasari, 2019). In scholarly work at universities, especially beyond institutions, citing is typically performed because plagiarism is highly forbidden and can result in legal action. We must always cite our sources when making an argument or expressing an idea that is based on the work of another person. The Chicago Manual of Style, Turabian, APA, MLA, and other citation formats are just a few examples. The writer can examine the style of references being employed by the college or organization you are a part of (Ratnasari, 2019).

I usually write the source of the quote in the reference and in the form of a body note in the text used (Excerpt 3).

Based on the aforementioned findings, participants consistently utilized references that were drawn from the same sources as the passages they were quoting. This finding backs up the earlier findings (Aghayani, 2021; Hasna et al, 2021; Moore, 2014; Patak & Tahir, 2019). As shown by Aghayani (2021), authors are required to reference earlier works when they use content they have already produced. Moreover, according to Hasna et al., 2021, if students constantly noted the source, it suggested that they had taken precautions to prevent plagiarism. Seven out of nine students reported that they had never exploited someone else's thoughts or words without citing the author. To prevent plagiarism and show appreciation for the author, these seven students claimed that they all consistently recorded references. This technique aids EFL students in avoiding self-plagiarism. Moore (2014) examined the veracity of citing as well as plagiarism in theses that were released online. In-text citations and references were compared to analyze the thesis texts, and in cases of consistent error, a Google search was conducted to check for suspected plagiarism. In order to prevent plagiarism, Patak and Tahir (2019) discuss the importance of citing and referencing using Mendeley. In the context of higher education, Mendeley usage acquaintances are anticipated to serve as useful tools for preventing plagiarism and fostering academic integrity.

Quoting

A quotation is a piece of literature that has been modified by another author. A good supporting component in our work is a quotation. If we put the thoughts down from trustworthy and qualified sources, the quotation will be significant (Ratnasari, 2109) In order to add material from outside sources in academic writing, a quotation is a crucial strategy. Since your quotations give your audience a road plan of the work you have conducted, it is crucial that you include the original reference when employing quotations. You must consider carefully the contribution that using someone else's ideas will make to the development of your own point if you desire to employ quotations in your writing effectively.

I usually put quotations from statements that I take at the base source so that it doesn't become plagiarism (Excerpt 4).

A quote is the most straightforward approach to mention an author's writing. This is when you directly quote from a source, cite it, and put it in quotation marks. The findings presented above are consistent with a number of earlier findings (Aghayani, 2020; Muluk et al, 2021; Sowell, 2018). Effective quoting, according to Aghayani (2020), entails direct quotation in a manner that is 100% accurate. In other words, the author must cite the source and include the page number, author's name,

and date of publication. For EFL students, learning how to prevent plagiarism in their writing is a fundamental skill. According to Muluk et al. (2021), paraphrasing and quoting other people's academic writings frequently brought up throughout interviews. Although quotations could be used to integrate material from sources, Sowell (2018) advises students to be aware that paraphrasing and summarizing are much more often used in academic writing. Just use quotations when absolutely required. Quotes ought to be employed anytime a paraphrase would yet fall short of honoring the original quote's meaning, intent, or style.

4. CONCLUSION

Although plagiarism can take many different forms, it always results in the theft of another person's work. The use of someone else's thoughts and material without citing the original author is known as plagiarism. Plagiarism is a form of theft, especially when the concept or piece of work belongs to another person. The goals of this study were to determine how aware students and teachers were of plagiarism in academic work and to look into their strategies for avoiding it. A qualitative case study methodology was used in this study, which involved ten instructors and twenty EFL undergraduate students in their sixth semester at a university in Medan. In this survey, it was discovered that every student and educator who took part in it understood the significance and value of being aware of plagiarism in research articles. They define plagiarism as an act that degrades writing quality and is dishonest and unprofessional. The educators and students also offer a number of strategies for avoiding plagiarism in writing, including paraphrasing, citing, and quoting. These three elements are thought to be effective at lowering the degree of resemblance in writing and at preventing plagiarism.

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