




Teaching English as a Foreign Language in Indonesia: University Lecturers' Views on Plagiarism

Andi Anto Patak¹  · Hillman Wirawan² · Amirullah Abduh³ · Rahmat Hidayat⁴ · Iskandar Iskandar⁵ · Gufran Darma Dirawan⁶

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Abstract

Plagiarism is a serious problem in an academic environment because it breaches academic honesty and integrity, copyright law, and publication ethics. This paper aims at revealing English as a Foreign Language (EFL) lecturers' responses in dealing with some factors affecting students' plagiarism practice in Indonesian Higher Education context. This study employed a qualitative method with case study approach. Eight experienced EFL lecturers were conveniently recruited, and the data were analyzed using thematic analysis technique. The results revealed that EFL students perpetrated plagiarisms due to three factors; 1) convenient access to online resources allowed the EFL students to retrieve some information without properly citing the sources, 2) Questionable lecturers' assessment, and 3) Student has poor academic writing-skills. The plagiarism practices are apparent in the Indonesian educational context, and this may produce other negative consequences, such as academic dishonesty and poor academic writing. However, further investigation is necessary to examine the relative contribution of each factor on students' plagiarism practice.

Keywords Plagiarism · EFL · Internet learning environment · Assessment · Academic writing skills · Lecturer

Introduction

Plagiarism is widely accepted as an unethical academic conduct across higher education institutions in any countries and it potentially leads to a criminal offence. Even though the bad practice has been strictly prohibited, the fact still reveals that plagiarism practice still occurs and many factors may influence this problem such as the proliferation of information technology (Jereb et al. 2018). Considering the role of lecturers in academic world, this study focuses on lecturer's views toward factors affecting plagiarism practice in higher education of Indonesia. This study could inform higher education institutions and the Ministry of Research and Higher Education of the Republic of Indonesia in terms of improving

✉ Andi Anto Patak
andiantopatak@unm.ac.id

Extended author information available on the last page of the article



the quality of higher education practices and establishing a policy that could prevent plagiarism.

Many studies have investigated plagiarism in academic setting around the globe (e.g., Akbulut et al. 2008; Babaii and Nejadghanbar 2016; Lin and Wen 2006; Ramzan et al. 2011; Smith, Ghazali, and Minhad 2007) and in Indonesia (see, for example, Adiningrum 2011; Cahyono, 2009; Leo 2010; Manalu 2013; Octaberlina 2009; Yugianingrum 2008). Most of these findings reported various factors contributing to plagiarism in higher education. Apart from the increasing number of plagiarism cases, lecturers are expected to guard academic honesty and identify any forms of academic misconduct. In this regard, their views toward factor affecting plagiarism considerably matters for higher education institutions. Unfortunately, little is known how the English as a Foreign Language (EFL) lecturers respond to the factors affecting the plagiarism.

Some higher education institutions around the world have reported this academic misconduct and indicated some factors related to the misconduct. Akbulut et al. (2008) argued that the academic environment in Turkey's higher education had benefited the scientific development and progress, despite the fact that the practices violated academic honesty. In the study, the internet potentially provided a positive contribution leading to science development and encouraged academic honesty. Unfortunately, it also resulted in some adverse impacts such as plagiarism. Babaii and Nejadghanbar (2016) highlighted that in order to reduce the plagiarism practices in Iran, the government should implement literacy training and enrichment starting from the early level, followed by moral consciousness, and practical skills to avoid plagiarism. The study indicated that avoiding plagiarism required a clear definition, some rules, and consistent university regulations. All these were intended to reduce the number of plagiarism cases and to encourage lecturers and students to respect the academic honesty. This was similar with Ramzan et al. (2011) study, where they discovered the fact that the faculty and academic staff were the main stakeholders who could control the plagiarism in Pakistan. Lin and Wen (2006) found that the higher frequency of students' plagiarism practice was deemed severe in Taiwan's higher education and might continuously occur. This should be a concern in the early stage to overcome the issue. This is the reason why Smith et al. (2007) suggested the importance of attitude toward plagiarism. They found that plagiarism in Malaysia could have noteworthy implications for educators as they improved the plagiarism detection and implement some punishments, and train potential plagiarism offenders.

Indonesian higher education is established by the order of the central government via the role of the Directorate of Higher Education. This directorate was interchangeably managed by the Minister of Education and Culture or the Minister of Research and Higher Education, it depends on the on-going central government policy. The government in this case involves in many university policies including rector selection, staff recruitments, and lecturer training and development. The aim is to standardize the quality of higher education institutions. However, the plagiarism which had been perpetrated by students could have been ignored by some lecturers in the universities. Albeit the universities have released some written documents related to academic integrity, it seems inconsistent how a lecture deal with this issue.

This case could be more severe among EFL students in Indonesia as some students were expected to submit their assignments and reports in English. Students who found the assignments are challenging and difficult would potentially find the internet as a convenient place to locate existing documents. They would copy and paste the contents without proper acknowledgement or citations. In Indonesia, previous recent investigations noted that EFL students had a positive attitude toward technology and advanced

learning medium which also allowed the use of internet in the process (Bashori 2018; Hamuddin and Dahler 2018). However, this positive attitudes and motivation to utilize internet in learning unwittingly brought negative consequences such as plagiarism. Lecturers, in this situation, failed to respond the students' motivation and learning preference. As an instance, some lecturers implemented traditional assessment (e.g., paper and pencil test) while students expected a real-time assessment via online platform and this eventually caused a conflict between policy and practice (Arslan and Üçok-Atasoy 2020). Many EFL students are intrinsically motivated to complete their education and pursue their career as English teachers (Mukminin et al. 2017; Setiyadi et al. 2019). Often the students engage in various personal development programs to support their endeavor (Cirocki and Farrell 2019).

In the Indonesian context, despite the fact that English is a compulsory subject, many universities still showed less attention to plagiarism issues (Cahyono 2005). University libraries have indicated that many university students had poor academic skills, including literature search and citations, and lecturers, on the other side, did not take this as a serious matter (Yugianingrum 2008). According to Leo's (2010) study, to avoid this plagiarism practice in Indonesian higher education, it requires the responsibility of stakeholders, such as lecturers, students, government, and the academic community.

Plagiarism in Indonesia might be a result of copying or following the existing thesis format without further imposing the clear guideline. Poor academic conduct could perpetuate plagiarism practice as students carelessly follow the writing format, while the government neglected the control over plagiarism (Octaberlina 2009). Besides, the lecturers' misconception of academic culture and legal copyright might impede students' creative thinking and academic writing. Adiningrum (2011) argued that awareness of lecturers on plagiarism is lacking consistency restrain the creative thinking of students and the quality of academic writing. However, Manalu (2013) claimed that plagiarism exists due to the fact that the students are less exposed to the plagiarism-related knowledge, which also demands lecturers to teach paraphrase, summary, citation, and quotation for developing the students' academic writing.

Thus, to solve this issue, the lecturers should highly involve in the student's academic writing development. Of course, this would be considerably demanding for the lecturers and might cause other consequences such as burnout and work overload. In this case, the lecturers should promote academic honesty. Disregarding these essential academic writing skills and academic culture could perpetuate students' plagiarism and more students would perpetrate the misconduct in the future academic setting.

A recent systematic review has revealed that factors influencing plagiarism are complex and they were generally caused by lack of ethical awareness and writing skills (Guraya and Guraya 2017). The study also documented that lecturers play essential roles in educating students regarding the importance of academic skills and ethics. Lecturer's perspective on plagiarism have been documented by some scholars. According to Roig (1999), students' plagiarism practice seems to be influenced by the academic environment factor that provides billion of resources. Yugianingrum (2008) argued that the condensed lecturer's attitude on assessing writing is also a prominent factor allowing the plagiarism practice. Another factor is students' lack of academic writing skills (Arnold 1995; Brown and Bailey 1984; Leki and Carson 1994a). Unfortunately, some evidence showed that lecturers tend to have inconsistent stance, knowledge, and approach toward student's plagiarism (Espinoza and Nájera 2015; Lei and Hu 2014). This attracts researchers' attention to examine the EFL lecturer's perspective in the Indonesian higher education context as there could be chances where Indonesian lecturers would perceive plagiarism antecedents differently.

These academic drawbacks might hinder a successful thesis completion, in which the writing should avoid plagiarism practices. Considering the different learning environment, assessment practice, and academic writing skills, the previous findings might not fully represent lecturer's views toward factors affecting the EFL students' plagiarism. Therefore, this research explores factors that might affect the EFL students' plagiarism practice in reference to lecturers' views toward these factors in a more inclusive sense. This research aims to explore the internet learning environment, assessment practice, and academic writing skills as factors that might affect the students' plagiarism practice in the frame of lecturers' view. The research question driving this study is "what are the EFL lecturers' views with respect to students' plagiarism practices in Indonesian Higher Education context?"

Literature Review

The theory of Murray in the late Murray (2007) on personality exploration underlies this study. The exploration of personality theory emphasizes the reorganized elaboration of human perception in a moving environmental matrix comprised of a temporal unity of motile, discrimination, value, assimilation, adaptation, integration, differentiation, and reproduction. Teachers should integrate students into relationship areas with necessary skill programs in the context of the classroom environment by emphasizing task-oriented support (Moos 1980). Teachers should ensure that they support students efficiently dealing with online learning sources, which offer enormous opportunities and information (McKimm et al. 2003). This type of classroom environment expects and demands better performance and augments creativity to create original and personal development. In the context of examinations, factors affecting Plagiarism Practices are vital issues.

The number of studies addressed the factors affecting the students' plagiarism practices are limited. Hu and Lei (2015) studied the gender-relations to the disciplinary background to influence the perception of bachelor students on plagiarism. Male students with soft disciplinary backgrounds perceived higher rates of avoiding plagiarism practice than their counterparts. Eriksson and McGee (2015) examined the plagiarism practices of university and college students and found that males viewed plagiarism practices as less severe and suggested that more proactive strategies were required to prevent student plagiarism practices.

Can and Walker (2011) focused on student perceptions and attitudes towards written feedback for academic writing at the doctorate level. This study explained the distinctiveness of written feedback from written feedback providers (reviewers) and characterized the relationship of some factors in feedback practices. This study revealed that doctorate students preferred written feedback on content, organization, and grammar as well as other factors. Besides, this research portrayed that doctorate students preferred balanced negative and positive comments in the feedback provided by reviewers.

Coughlin (2015) studied plagiarism on regular Master students based on the perspective with pedagogical, ethical, and social-economic implications. When various forces ensure that cheating is viewed as usual while detection and punishment are infrequent, many Master students engaged in plagiarism practices. Moreover, some universities provided inadequate training on strategies to prevent plagiarism. Many professors have little or no awareness of detecting student plagiarism practices, and they failed to take appropriate pedagogical instruction to prevent their students from engaging in plagiarism.

Hanna (2009) focused on writing apprehension and student perceptions of particular comments by teachers. Written comments might be equally significant to increasing student comfort and reducing student apprehension in writing. This study places classroom teaching as essential to assisting students in the success of their writing efforts. In line with Sommers (2006), who was in the four-year study of 400 hundred students, found that instructor comments in final drafts frequently become the single space in writing instruction when students and teachers collaborate through feedback. Likewise, Lam (2013) focused on EFL student perceptions on writing ability, text improvement, and feedback using limited numbers of EFL pre-university students in Hong Kong with data collection concerned with the perceptions of students regarding their portfolio experiences.

Montgomery and Baker (2007) studied the writing issues in the form of students' perception, teacher self-assessment, and actual teacher performance. The study revealed that students received more than their teachers supposed in their feedback. Most students perceived that they are pleased with the amount of feedback in all areas of assessment. It is also studied that students feel that teachers provide feedback based on student preferences or understanding. However, the limitation of this finding is that the emphasis was on local issues of grammar and mechanics in all drafts that may suggest students to prioritize local errors. Moreover, theorists have argued on how much feedback to give on local issues in a second language writing composition course, where the focus is on learning the principles of composition.

Rovai (2000) and Beyth-Marom et al. (2003) focused on the internet learning environment as a fundamental aspect of distance learning. Rovai (2000) stated that the approach of assessment principles is implemented to guide student assessment in a traditional learning environment that remains unchanged in an online learning environment. The assessment approaches in a traditional classroom is inadequate for distance education due to a lack of control over assessment conditions, available resources, and distance learner isolation. Lecturers must have an apparent underlying principle for assessing students through specific methods as well as the methods for lecturers to interpret student performance.

Furthermore, Beyth-Marom et al. (2003) stated that an instructional designer should suit the learning environment to whoever will benefit more from each possible component or delivery medium. However, this study was restricted to achievement variables and values. Therefore, other variables that could affect preferences for a specific learning environment should be studied, such as personality and cognitive variables when computers and the internet will part of the learning environment in school and at home, working with computers would be one of the tools for a vibrant, friendly tool-kit for distance learners.

Jackson (2006) found that students need extra instruction and practice on how to paraphrase correctly. Students are deficient in this aptitude when reading sources or materials and writing scientific papers, especially in citing and referencing correctly. Students seemed to lack understanding of the concept of synthesizing sources by composing it in their own words is one of the elements of paraphrasing. Some instructors have started using tutorials in their regular classroom teaching. These instructors focus on providing examples of paraphrasing tutorials and use open-ended quiz questions on paraphrasing as part given assignments. This study needs further investigation to conclude the usefulness of this method.

The partnership between instructors and the library is remarkable for developing instructional resources for classroom use. Plagiarism, paraphrasing, and citing sources are presented in this tutorial, but ethics on instruction is lacking. Furthermore, Cumming (2001) studied the orientations that instructors adapt when conceptualizing curricula for ESL/EFL writing instruction. The adaptation would be appeared and could influence how

teachers are assessing students' achievement. However, this study neglects the design to investigate this matter, yet distinctions between specific purpose and general-purpose approaches to assessments have emerged as a notable trend across contexts and program types internationally.

Yugianingrum (2008) found the students' low consciousness and poor supervisors' attitude on proper citation practices. Increasing requirements and the abovementioned solving problems require facilitating and encouraging students in academic writing skills practice. However, many Higher Education institutions show weak commitments in plagiarism deterrent (Cahyono, 2005). Also, plagiarism continues in Indonesia due to the imprecise plagiarism definition in the thesis format (Octaberlina, 2009). The inconsistency of plagiarism understanding by the lecturer inhibits student creative thinking and academic writing quality (Kutieleh and Adiningrum, 2011). Hence, the Direktorat Jenderal Pendidikan Tinggi (2012) required students to get published in a scientific journal for a bachelor's degree, a national scientific journal for a master's degree, and International Journal for the doctorate level. However, this needs further study to explore that either this policy of getting published at the national or international level could encourage plagiarism practice prevention. Manalu (2013) argued that lecturers are required teaching paraphrase and quotation skills to develop student academic writing to build the awareness of avoiding plagiarism.

Dwi et al. (2020) exposed that lecturers can provide guidance when they find out that their students are committing plagiarism as a warning or advice and provide punishment for the next plagiarism practices. However, this is not easy to implement because the concept of plagiarism for each lecturer is different. Gottardello et al. (2017) revealed that professors have various conceptions of plagiarism. Different lecturers' understanding of plagiarism is due to the lack of clarity in university policies regarding plagiarism rules. Different perceptions of plagiarism will lead to the application of different punishments. Previous studies might not represent the factors that influence student plagiarism practices due to different English language areas, online learning environments, assessment practices, and writing ability. Therefore, this study aims to explore the factors affecting the student's plagiarism practices.

Method

Research Design

This study employed a qualitative research method with a case study design. This method and design were chosen to capture professional EFL lecturers' perspectives toward plagiarism among EFL students. This allowed researchers to explore and probe potential qualitative data which had been left-out by previous investigations.

Participants

This study used convenient sampling technique (Kothari, 2004). Researchers advertised an invitation to participate in this study across universities and higher education institutions in South Sulawesi. The criteria included full-time teaching career, has EFL teaching experience over 20 years, and willing to participate in a maximum of three interview sessions. Ten lecturers applied, but only eight had the criteria while the other two had less than a

20-year experience. Among the eight participants, four of them came from state universities while the rest from private universities.

Data Collection

This study employed a semi-structured interview technique. The interview was in English and recorded using an audio recorder with approval from each participant. There were three main stages in this data collection. Firstly, all participants were contacted and asked for their availability. Participants could choose to be interviewed at their convenient location or the assigned room provided by researchers. Secondly, participants were interviewed by the first and second authors. The interview ran about 60 min in each session, with a maximum of three sessions for each participant. Both interviewers adhered to the same guideline and procedures. “Have you ever found your students committed academic dishonesty such as plagiarism,” and “do you think the internet nowadays causes more plagiarism than in the past? Why?” were two examples of the interview questions.

Ethical Consideration

Participation in this study was voluntary, and the participants were free to discontinue their participation at any time and did not need to specify their reasons. All recorded interviews had been stored in a password-protected computer at Universitas Negeri Makassar, and only the first and the second author have direct access to the data. Written documents (e.g., interview notes) were stored and locked in a cabinet located at the Faculty of Language and Literature. This study strictly followed the granted ethical approval and put participants' well-being, privacy, and safety as top priorities. The ethical approval was granted by the Faculty of Language and Literature at Universitas Negeri Makassar.

Data Analysis

The thematic analysis is the most common in a qualitative study to explore interviewee's responses (Braun and Clarke 2015; Guest et al. 2011). The researchers transcribed the audio files and analyzed them using thematic analysis. This analysis is directing on analytic, exploratory, and recording patterns within data that draw attention to the prominence of planned and well-thought-out the dataset description. Participants were assigned a number to ensure anonymity. The results showed the themes identified and subthemes within the plagiarism practices. Braun and Clarke (2015) revealed that themes are considerably important on data based on the research question representing a patterned response level or meaning in a dataset, whereas subthemes give structure to broader themes. This study identified three items, namely the internet learning environment, assessment practice, and academic writing skills.

Validity and Reliability

In order to achieve a sufficient internal validity of the study, the interview guide was reviewed by other experienced researchers. Also, both interviewers practiced the procedure and ensured that their methods are consistent. In terms of data analysis, the resulting themes were discussed with a different group of researchers at Universitas Hasanuddin to

eliminate any potential biases during the thematic analysis. The data were deemed reliable or consistent after the results indicated data saturation; this was done by running the analysis and data collection simultaneously.

Results

Internet Learning Environment

The 'internet learning environment' theme is labeled as such as EFL lecturers characterized it as participants who experienced interacting with EFL students, including the widely accessible internet, senior influence, computer literacy, and searching for reference support. The data for this theme is organized into four subthemes, which are explored in the following detail analysis.

Internet is widely accessible.

The EFL lecturers reported their teaching experience that teaching and learning conditions are provided with broad internet access. It reveals that extensive internet access was showing the way the students engage in plagiarism. Easy internet access provides billion of resources, but it could lead students to involve in plagiarism.

As we know, everything is easily accessible through the internet. (Interview, EFL Lecturer 1)

Being pure in accessing the internet made the EFL students felt easy to find any papers, taking into account searching the papers on the same topic as the lecturers' assignment. The technology advancement seems to allow students to access billion of resources via the internet, which has a high risk of being duplicable.

Well, technology advancement has provided students unlimited access to extensive references, which have a high possibility of copy-and-paste. (Interview, EFL Lecturer 6)

EFL lecturers reported that the expanded access to the internet is also beneficial to students if the lecturers are aware of the significance of academic honesty in thesis writing. It seems that by being provided with extensive internet access to reputable journals, students could summarize and conceptualize their reading results on thesis writing.

By extensive internet access, students could summarize and conceptualize their ideas in their thesis writing based on their reading results from reputable journals if lecturers showed their awareness of academic honesty in thesis writing. (Interview, EFL Lecturer 1).

Students have no problem in using a computer.

EFL lecturers reported that most of their students were experiencing a secure running computer. From the interview, the EFL lecturers seems to be assured by the computer use that it was not a problem for their students. Nowadays, people are skillful in using a computer due to daily usage and at least once a week. Hence, this computer literacy seemed leading students to take part in plagiarism practice.

My students have no problem using a computer. This computer literacy was leading my students felt easy to practice plagiarism. (Interview, EFL Lecturer 5)

My students do not have any problem with using a computer. (Interview, EFL Lecturer 8)

EFL lecturers expressed their negative emotions, realizing that their students could plagiarize simply the references from the internet. Being skilled in computer literacy seems to play a role in duplicating online resources as if their work.

Students need support to search references.

Some EFL lecturers reported that their students need support to search for references associated with their assignments. EFL lecturers, as supervisors, should monitor their students in searching for references to accomplish their tasks. EFL lecturers assumed that they should be more proactive in guiding their students to avoid plagiarism in completing writing assignments. Peers and lecturers' support and a search guideline tool are needed in an inquiry-based learning environment.

EFL lecturers should support their students in accomplishing their assignments by providing references searching support. (Interview, EFL Lecturer 6)

EFL lecturers as a supervisor performed the limited guidance to students writing their assignment. (Interview, EFL Lecturer 7)

Assessment Practice

Another factor that affects plagiarism practice, presented by the EFL lecturers in the interview session, is the 'assessment practice.' When teaching and assessing their students, the EFL lecturers employ rating criteria, feedback, and academic integrity. The data for this theme is organized into three subthemes, which are presented in the following detail explanation.

Lecturers should encourage the standard of rating criteria.

From the interview, there are some definite views on lecturers' wish to practice the rating criteria in assessing students' academic writing. Lecturers should encourage their students to fulfill the scoring standards and rating criteria as one strategy to avoid them from plagiarism. Implementing the scoring standard and rating criteria reflect the high-quality assessment.

Well, in my opinion, implementing established rating criteria to assess students' writing is a good idea. (Interview, EFL Lecturer 3)

There are some positive talks by EFL lecturers on implementing robust rating criteria to assess students' writing that they consider being one effective strategy to avoid plagiarism practice. However, the criteria seemed to be advice, and it is currently still not used as a real established assessment in academic writing assignments.

I think students' plagiarism practices still exist because lecturers do not implement the rating criteria as an essential part of writing assessment standards. (Interview, EFL Lecturer 4).

EFL lecturers argued that it is important to include clear indicators in assessing students' writing. The indicators on writing assessment should include unambiguous indicators, and they should cover what aspects to assess, what score to give, and what results to require.

EFL lecturer should include clear indicators on rating criteria to assess students' writing. (Interview, EFL Lecturer 6)

EFL lecturers also experienced that implementing rating criteria is one way of endorsing students to have academic integrity. It seemed that the encouragement of rating criteria on assessment practice could nurture academic integrity.

By rating criteria, I encourage my students to look up to academic integrity.
(Interview, EFL Lecturer 8)

Lecturers cannot maximize providing writing assessment.

EFL lecturers explained their experience regarding feelings of failure to make the best use of assessment in writing. EFL lecturers described their experience by categorizing their assessment in poor quality. They did not employ good assessments in assessing their students' writing. In this case, lecturers need to carry out innovative instructional and assessment roles. It is important to include students in the assessment process to create improved writing performance.

I did not provide a good assessment of my students' writing.
(Interview, EFL Lecturer 1)

EFL lecturers talked about the state of assessment roles on students' writing. The EFL lecturers were providing an unscheduled assessment of students' writing.

The lecturers still do not implement the scheduled assessment of students' writing.
(Interview, EFL Lecturer 2)

There are many EFL lecturers experiencing problems in providing an assessment. Supervision on academic writing is neglectful in providing a clear course in which students can avoid plagiarism.

I cannot maximize providing my student's guidance for writing academically by avoiding plagiarism. (Interview, EFL Lecturer 4)

Lecturers rarely encourage students to respect the academic honesty.

From the interview with EFL lecturers, it seems that their position as either supervisor or examiner disregarded academic honesty. It appeared that EFL lecturers have completely relied on editing procedures as conducted by faculty staff. EFL lecturers felt that providing strict writing assessment is a significant job by the thesis editing staff. EFL Lecturers were experiencing feelings in disarray to the plagiarism scan procedure after students passed the thesis examination. Lecturers should convince their students to have research skills regarding the ability to find, evaluate, organize, and synthesize resources in an academic format. This research can encourage students to respect the academic honesty. To respect academic honesty, lecturers need to require anti-plagiarism guidelines.

We rarely encourage our students to respect the academic honesty in academic writing. (Interview, EFL Lecturer 4)

Another excerpt says:

Our position as supervisor and examiner of the thesis examination relied on the plagiarism scan on faculty editing staff.
(Interview, EFL Lecturer 7)

Academic Writing Skills

The EFL lecturers present the academic writing skills as another influencing factor affecting the students' plagiarism practice. The EFL lecturers described their experiences that students find difficulty in writing. Students are considering writing as the most challenging language skill. Feelings of problem to express ideas in written form seems to be the cause of students' academic writing weaknesses, leading them to plagiarism practice.

Some students are bad at English, especially in academic writing. They reflect writing as the most problematic skill in language learning. (Interview, EFL Lecturer 1)

It was revealed from the interview that EFL students have some difficulties with grammar and vocabulary. Besides, lecturers do not provide much time and opportunities for their students to practice paraphrasing and summarizing skills. The data for this theme is categorized into four subthemes, which are explored in more detail.

Students make grammatical errors.

EFL lecturers present that EFL students considered grammar as the toughest aspect of academic writing. English lecturers felt that EFL students were feeling complicated in expressing ideas in a written form grammatically regarding 'the correct use of relative clauses, prepositions, models, articles, verb forms, and tense sequencing.' It seemed that students were uninterested in grammar accuracy in academic writing.

Some of the students of mine are not that good at grammar. They still consider grammar as extremely difficult in academic writing. (Interview, EFL Lecturer 3)

Students are lack of vocabulary mastery.

EFL lecturers experienced that besides grammar, EFL students also find difficulty in vocabulary mastery. EFL students seems to be suffered from incompetence both in grammar and in vocabulary from expressing ideas in a written form in either paper or thesis. Students are lack of precise vocabulary usage, parallel structure use, and concise; this needs more attention from lecturers to the vocabulary teaching approach.

Students also lack vocabulary mastery.
(Interview, EFL Lecturer 1)

Lecturers do not provide more time to improve students' paraphrasing skill.

The EFL lecturers reported their experience in teaching students academic writing that most of their students lack skill in paraphrasing. EFL lecturers described that paraphrasing skills for their students seem to be complicated. Students are lack of paraphrase the stated main idea and maintained the author's purpose. Lack of paraphrasing skills seems to impact the lack of proper cognitive resources that lead the students to potential plagiarism. Students must be taught a proper paraphrasing technique.

Most of my students are lack of paraphrasing skills.
(Interview, EFL Lecturer 1)

Discussion

The Internet learning environment is considered by EFL lecturers to be one of the intriguing factors affecting the students' plagiarism practice. Easy internet access enabled the students to find papers or scientific articles on the same topic as assigned by their lecturer. Internet technology advancement provides students access to easily duplicable and almost unlimited references (Roig 1999). However, the lecturers viewed that easy access to an internet learning environment could be meaningful if they showed awareness regarding academic honesty in reference to students' assignments writing (Austin and Brown 1999). Students are expected to be skilled at summarizing and conceptualizing their reading results honestly in a paper format based on trustworthy journals. Lecturers talked about their experiences in reference to how senior students influenced plagiarism practice.

The current study also reveals that EFL lecturers experienced that students can run a computer without any severe issues. Clayton (2007) studied that students were being considered excellent due to the daily basis and at least once a week of computer use. EFL lecturers were experiencing that this computer competency also contributes to plagiarism in an internet learning environment. EFL lecturers felt negative emotions know that students had no problem with plagiarizing references they find online due to they were being skilled at a computer. Duplicating other sources through a computer, which is connected to the internet, was no problem for students. Therefore, students need support on the right route finding the resources. In the inquiry-based learning environment, students, needed support from peers and lecturers as well as search guideline tool (van Dijk and Lazonder, 2016).

Another factor affecting the students' plagiarism practice is due to assessment practice. The EFL lecturers express positive to talk about their desire to put into practice the rating criteria in providing assessment for students' academic writing. They spoke about the prominence of having distinct rating criteria in assessing students' academic writing. Unfortunately, this appeared as an incidental occasion rather than an established academic writing assessment. However, EFL lecturers recommended the inclusion of clear indicators on academic writing assessment, covering what aspect to be assessed and scored as well as the unambiguous results expected from the students. The EFL lecturers strove to encourage the practice of the rating criteria. This was to facilitate lecturers in nurturing the academic integrity through assessment practices. Applying for criteria comprises functional assessment (Sadler 2005).

However, implementing rating criteria without maximizing the academic writing assessment could impede the endeavor to avoid plagiarism practice. EFL lecturers talked about their experience concerning feelings of failure to maximize academic writing assessment. The EFL lecturers admitted that they had committed to a poor assessment quality. They provided a set of inadequate academic writing assessment. Therefore, it is essential to engage students in the process of assessment to reach the enriched performance of writing (Becker 2016). EFL lecturers described the state of assessment roles on students' academic writing, which is unscheduled. Supervision by EFL lecturers is closure providing a distinct path to avoid plagiarism. The EFL lecturers talked about their job as supervisors or examiners are distracted in providing students a comprehensible direction to respect academic honesty because they considered that this is the primary job of the plagiarism-scan staff. However, lecturers are responsible for encouraging students to have academic honesty by having competency in research

skills involving finding, evaluating, organizing, and synthesizing references. For encouraging students to respect academic honesty, it is required to use an anti-plagiarism guideline (Bennett 2005).

In the lecturers' view, another deliberate factor affecting the students' engagement in plagiarism practice was academic writing skills. Some of the EFL lecturers report that students find some problems with academic writing. EFL lecturers experienced that EFL students considered academic writing as the most challenging language skill. Grammar weakness caused EFL students to find it challenging to express their written form ideas. Lack of grammar seemed to be an aspect that made the EFL students felt unconvincing in academic writing. Expressing written form ideas to meet the grammatical accuracy standard was not remarkable (Leki and Carson 1994b). Grammar was considered as extremely complex in academic writing. EFL lecturers also found that in addition to a lack of grammar, EFL students also experienced a lack of vocabulary mastery (Brown and Bailey 1984). Lecturers should pay more attention to vocabulary in their teaching approach (Nurweni and Read 1999). EFL lecturers also found that their students were experiencing a lack of paraphrasing skills. Lack of paraphrasing skills would lead students to potential plagiarism (Roig 1999; Yugianingrum 2008). Therefore, Fenster (2016) suggested teaching the students how to paraphrase appropriately. The poor grammar, vocabulary mastery, and paraphrasing skill made students suffer from a very complex standpoint in expressing their good ideas in papers or thesis. This needs an effort due to the impact of academic writing skills on the legal profession in the workplace (Arnold 1995).

In the Indonesian context, plagiarism also occurred in many higher education institutions. Regardless of the institutions (public vs. private), many university students are still involved in this academic misconduct. The lecturers commonly found plagiarism practices. However, they discovered that at the same time, the students were also lack of academic skills and were not aware of the plagiarism. Although the universities have provided many supporting documents to highlight the importance of academic integrity, the students were not familiar with the concept of plagiarism. They thought all contents retrieved from the internet were free to use by anyone. Some contents could be free under certain copyright types, but in academic principles, all sources must be properly cited and the authors should be given credits for their works. These students were not aware of these academic and scientific principles. In this case, lecturers are expected to introduce academic writing skills, ethics, and software to detect plagiarism. Plagiarism practices among Indonesian university students tend to be similar to other plagiarism practices across different countries where they wrongly used the internet to produce assignments (Akbulut et al. 2008; Babaii and Nejadghanbar 2016; Jereb et al. 2018).

Research Implications

In line with a previous study, many students argued that they did plagiarism because everyone else did it (Lee 2009). This study has revealed how lecturers perceive plagiarism and factors affecting plagiarism. Therefore, this study proposes that all universities in Indonesia should encourage lecturers to remind students about serious consequences of academic dishonesty and show some examples of plagiarism. A clear definition of plagiarism and some remedies should accompany assignment rubrics and class syllabus to avoid plagiarism.

Secondly, 'assessment practice' also plays a vital role in monitoring plagiarism among students. Lecturers should incorporate some techniques to detect the students'

papers originality and implement a clear and immediate consequence of plagiarism on the students' grade. Lecturers should make a bold statement saying no tolerance for plagiarism and the students must ensure their assignments are original before the due dates. Also, lecturers should use plagiarism detector software (e.g., Turnitin) to detect plagiarism in students' assignments. Thirdly, 'academic writing skills' emerged as one of the significant factors influencing plagiarism (Guraya and Guraya 2017). Similarly, this study also found that a lack of academic writing skills could be the most influencing factor in plagiarism. Therefore, first year students must complete an academic writing module in the first academic year to avoid further consequences of poor academic writing skills.

Limitations and Future Research Directions

There are two major limitations to this study. Firstly, researchers had attempted to recruit as many participants as possible in this study. However, only eight participants were fully involved in this study. This could leave some questions regarding the transferability of the findings. It is less known whether these participants have represented Indonesia or their community. Therefore, future studies should perform a quantitative study design and attract participants from various backgrounds to participate. Secondly, although lecturers tended to favor some ideas from previous findings, scientific endeavors in this area have not used other variables to predict plagiarism behaviors. For instance, some personality types could be more reluctant to plagiarize than others. Other psychological variables, such as academic stress and procrastination, could also influence plagiarism practices. Thus, future studies should attest to these variables and establish a new theoretical and empirical model.

Conclusion

EFL lecturers considered three factors affecting the students' plagiarism practice. These factors were the misuse of the internet, poor assessment practice, and lack of academic writing skills. To eliminate plagiarism practices, the role of lecturers should be improved and maintained. They must fully commit to delivering teaching and learning with zero tolerance toward academic dishonesty. In this situation, some students are technology savvy and allegedly used the internet to ease their struggle in completing assignments. In this case, strong academic guidance and supervision must accompany the student's efforts. Nonetheless, plagiarism should not be seen as an individual student failure but rather as an integrated part of academic failure within a school, department, or university. Lecturers should also take into account other factors affecting the plagiarism practice such as their teaching quality, assessment, feedback, and the student's academic writing skills.

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Affiliations

Andi Anto Patak¹  · Hillman Wirawan² · Amirullah Abduh³ · Rahmat Hidayat⁴ · Iskandar Iskandar⁵ · Gufran Darma Dirawan⁶

Hillman Wirawan
hillmancam07@gmail.com

Amirullah Abduh
amirullah@unm.ac.id

Rahmat Hidayat
rahmat@pnp.ac.id

Iskandar Iskandar
iskandar@unm.ac.id

Gufran Darma Dirawan
gufrandarma@unm.ac.id

¹ English Department, Faculty of Languages and Literature, Universitas Negeri, Makassar, Indonesia

² Department of Psychology, Universitas Hasanuddin, Makassar, South Sulawesi, Indonesia

³ Publication Center, Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia

⁴ Department of Information Technology, Politeknik Negeri, Padang, Indonesia

⁵ Language Center, Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia

⁶ Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia