



Plagiarism Sources Analysis by Turnitin Detection and EFL Students' Attitudes toward Plagiarism

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Abstract. Plagiarism as a type of cheating in theses is prevalent in higher education institutions. Academic fraud frequently occurs in the bachelor's, master's, and doctoral levels of education. Cheating in student thesis papers is escalating out of control and is tough to eradicate. This study aims to identify the sources of academic dishonesty in the form of plagiarism, as well as the attitudes of students towards it. This study employed statistical variables (mean, standard deviation, minimum, and maximum) to determine the sources of student plagiarism in 54 thesis reports. Subsequently, Google forms were used to send online questionnaires to determine students' attitudes toward plagiarism. 54 non-semester students from the academic years 2020, 2021, and 2022 participated. Internet-based sources were screened with Turnitin for instances of plagiarism in thesis reports. Yet, student publications and papers were not the most often plagiarized sources. In addition, the findings of this study demonstrated an unfavourable attitude toward plagiarism. This suggests that students have a strong knowledge of the need to avoid plagiarism.

Keywords: Academic fraud, academic writing, attitudes, sources of plagiarism, Turnitin.

1 Introduction

Plagiarism is a rising issue in higher education and academic publishing [1]. Recent years have seen a lot of discussion surrounding how likely students are to plagiarize academic works. Closely, [2] defined plagiarism as the using of words, images, processes, structure, and design elements, ideas, etc. of others and demonstrating those elements as to be one's own, and utilizes many different forms. The majority of those instances are serious and indicate fraud in research. Additionally, the forms of plagiarism depend on how the act of copying is carried out. [3] highlighted that it is referred to as verbatim plagiarism when the writer resembles an entire passage from the original work. Mosaic plagiarism is described as "combining the words of one's own in another person's concepts and opinions." Paraphrasing plagiarism occurs when an author steals an idea from another person but changes the original sentence.

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There are four main factors that contribute to plagiarism, as specified by [4]. The first one is called "academic factor", that is the pressure to publish and poor English scientific writing skills, "personal factor" including lack of time, desire for promotion, and a lack of awareness and understanding of plagiarism, "technological factor" including the easy access to the internet, and "institutional factor" including lack of plagiarism policies, lack of accountability mechanisms, poor access to plagiarism checking software, and lack of clarity regarding plagiarism. The same study also suggests that students should be made aware of the issues of plagiarism, especially the types of plagiarism with which they might have problems.

The issue of plagiarism is evidently linked with its prevention. As [5] argued that scientific integrity is the main concern of the global research community recently, and that is why many plagiarism prevention tools are introduced for the ease of researchers to check the originality of their work before publishing the documents. One of which is Turnitin, a software that finds occurrences of matched data on a research by comparing the electronically submitted documents to its database of scientific papers, online sources, and previously submitted documents. Numerous academic institutions have adopted Turnitin text-matching software as one of the ways to improve academic writing as well as a way to find plagiarism [6]. Moreover, as it provides "originality reports", Turnitin can also be used as a tool to analyse plagiarism sources.

As long has been regarded as a primary form of academic misconduct and a major threat to academic integrity, plagiarism has been extensively researched from a variety of perspectives, including students' and academic staff's perceptions and attitudes toward plagiarism, measures for detecting and deterring plagiarism and their effectiveness, and the higher education sector's response to plagiarism [7]. A study by [8] mentioned that researchers in the field of academic dishonesty believe that a variety of contextual and individual factors contribute to students' attitudes toward plagiarism. The ease accessibility to the internet resource, the burden placed on students to perform well academically, and the absence of instruction and understanding of university regulations are just a few examples of the contextual factors. Further, the study listed factors like gender, personality, educational attainment, and cultural background as individual factors, all of which contribute to the increased tendency to plagiarize.

Particularly in Indonesia, a study by [9] found that senior English as a foreign language (EFL) students who were writing their theses or thesis proposals at two established universities in Indonesia had a limited understanding of the concept of plagiarism. The result shows that many considered that changing words with synonyms or transforming active sentences into their passive counterparts is a proper way of paraphrasing (89%). They also considered that combining other people's statements with their own without citations did not constitute plagiarism (62%). Many students believed that a paraphrased sentence does not need a citation (67%), and a double quotation is optional for verbatim-cited statements (65%). Self-plagiarism was also rarely understood as plagiarism (60%).

As plagiarism has become a prevalent problem in higher education institutions, it is both instructive and pragmatically relevant to analyze plagiarism sources and how students as apprentice academics understand and view plagiarism. The recent study intended to address the following research aims: (1) identify the sources of academic

dishonesty by Turnitin in the form of plagiarism, and (2) explore the attitudes of students towards plagiarism in academic situation.

2 Method

The participants of the study were a total sample of 54 non-semester students from the academic years 2020, 2021, and 2022 consisting of 11 male students and 43 female students. The participants' ages range from 19 to 21 years old. Statistical variables (mean, standard deviation, minimum, and maximum) are employed to determine the sources of student plagiarism in 54 thesis reports. A quantitative research approach was used to collect and analyze the data. Data for the respondent profiles were collected by using a questionnaire. Google Forms were used to send online questionnaires to determine students' attitudes toward plagiarism.

3 Results and Discussion

3.1 Students' Similarity Reports

No	Name (Pseudonyms)	Word count	Character count	Originality Report			
				similarity index	Internet sources	Publications	Student papers
1	DA	19686	99385	4	3	2	2
2	MH	7704	36853	14	12	7	8
3	MS	10314	52441	24	18	8	11
4	AH	15033	79278	23	13	4	19
5	AS	16479	83180	34	17	2	20
6	CA	8198	42026	24	22	7	11
7	FB	11762	58774	12	10	1	6
8	FS	12147	59052	13	11	4	2
9	NS	9953	49344	14	11	1	6
10	ZN	15155	81329	11	4	2	10
11	AI	6094	31075	25	24	5	14
12	AZ	7062	37286	23	21	5	7
13	CT	15689	80550	7	6	1	1
14	C	16142	81936	10	9	3	3
15	DF	6829	35013	31	30	10	14
16	ES	8919	45543	32	29	3	15
17	FT	7871	40577	16	14	6	9
18	RM	9604	49146	15	8	7	8
19	TD	8816	47924	34	34	9	16
20	AL	11676	60439	31	30	8	15
21	AP	12544	65809	9	3	2	7
22	DS	7991	42192	32	24	18	21
23	FT	9246	45451	23	21	5	10
24	H	7644	40348	29	28	12	17
25	JS	8487	40771	7	6	1	5
26	LP	7867	40985	23	21	9	14
27	MI	11010	58482	17	7	4	12
28	MZ	6863	36777	33	32	8	10

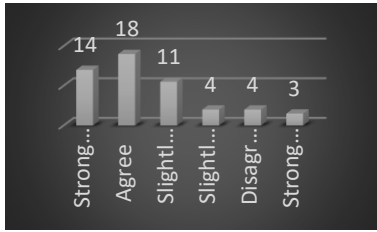
29	NC	10461	53483	13	11	3	3
30	NA	8847	45128	11	8	4	5
31	RU	12302	63439	21	19	5	9
32	SS	10623	56945	18	14	1	13
33	WR	12482	66056	23	20	9	9
34	YS	13129	70557	19	17	9	10
35	AN	10095	48746	18	16	9	12
36	DD	12236	61367	10	9	1	4
37	DIN	10626	53483	19	11	2	12
38	KIK	7489	40416	29	28	9	11
39	NAD	24161	128475	13	11	5	6
40	RAK	8334	44824	26	26	11	14
41	RON	8825	46003	29	27	9	13
42	RP	10553	56053	37	36	9	17
43	YOS	10357	52995	20	19	5	9
44	IFF	9628	52197	17	10	12	4
45	DAV	10031	53856	32	26	9	22
46	DAR	8949	46512	4	3	2	2
47	DWI	6013	30040	13	12	1	6
48	FATH	15472	81131	18	16	3	4
49	RAH	14395	71593	17	16	5	5
50	RIS	8953	47213	35	34	11	11
51	ANG	9659	49417	14	13	1	5
52	DEB	8889	46070	22	17	10	7
53	CHR	8460	45080	24	23	2	9
54	RAH	6299	34008	20	18	0	10

The highest number of citation sources come from internet sources with the highest score of 36 and the least cited is 3%. Publications are not a source of student plagiarism, while only 1 percent of student papers are cited. The average value of citations from internet sources is also worth 17.19 percent, but the standard deviation shows a fairly high range. This means that the participant data is quite varied. Several participants were identified as quoting from internet sources which was very high, while some others were included in the low category.

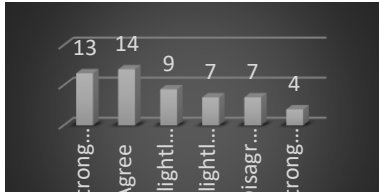
		Internet sources	Publications	Student papers
N	Valid	54	54	54
	Missing	0	0	0
Mean		17,19	5,57	9,72
Std. Deviation		8.843	3.864	5.152
Minimum		3	0	1
Maximum		36	18	22

3.2 Distribution of students' perception of plagiarism

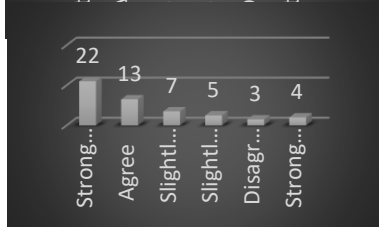
1. Plagiarism damages the meaning of a degree



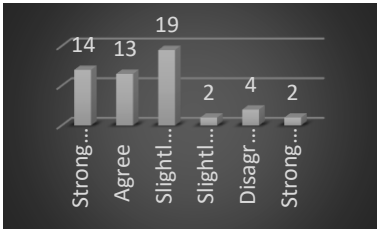
2. Students who plagiarize learn less



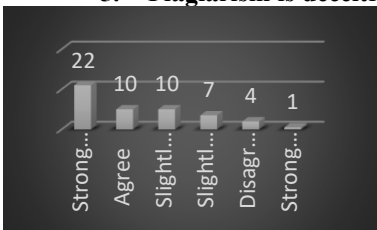
3. Plagiarism is unethical



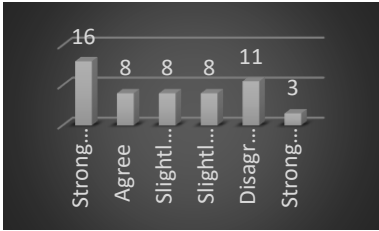
4. Plagiarism threatens the reputation of the university



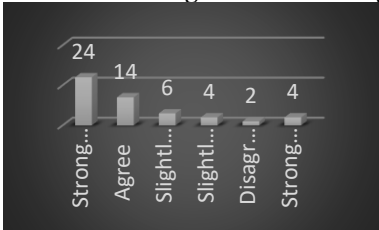
5. Plagiarism is deceitful



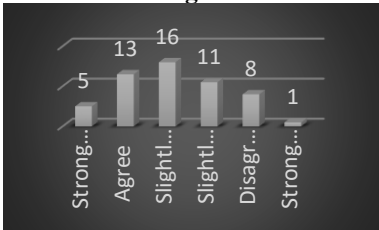
6. A good person doesn't plagiarize



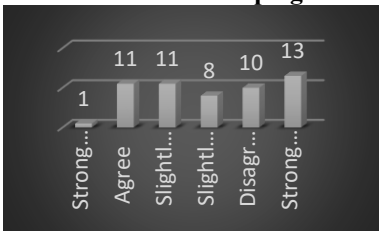
7. Plagiarism is stealing



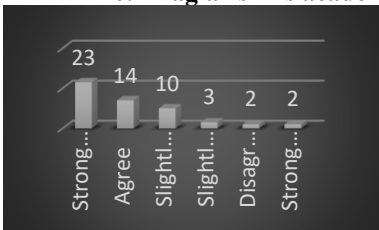
8. Plagiarism worsens teacher-student relationships



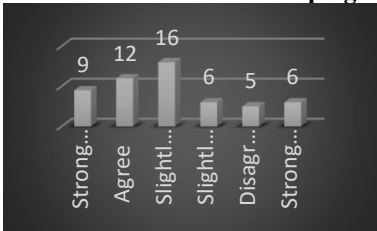
9. Students plagiarize because it helps them do well in later life



10. Plagiarism is academically wrong



11. Students who plagiarize are penalized by the university



The distribution of students' perceptions of plagiarism shows students' perceptions (54) of plagiarism. There are 11 items, and each item shows the student's perception of the item. Item 7: Plagiarism is stealing. The students chose the most strongly agreed option (24). The second-highest strongly agreed option is in Item 10: plagiarism is academically wrong (23). Then on Item-3 and Item-5, plagiarism is unethical and plagiarism is deceitful, having the same choice of the highest strongly agreed option (22). And Item 6: A good person doesn't plagiarize with the last and most strongly agreed option (16). In Item 1, plagiarism damages the meaning of a degree; more students choose to agree (18). For Item 2, students who plagiarize learn less, while students who agree (14) and strongly agree (13) are almost balanced. Then on Item 4, Plagiarism threatens the reputation of the university, more students chose slightly agreed (19). For Item 8 and Item 11, plagiarism worsens the teacher-student relationship, and students who plagiarize are penalized by the university; the choice towards slightly agreeing is also the highest, namely equally (16). For Item-9, students plagiarize because it helps them do well in later life. Students who choose strongly disagree (13), slightly agree (11), and agree (11) are almost balanced.

4 Conclusion

Fifty-four thesis reports participated in this study that demonstrated the source of plagiarism and students attitude towards plagiarism. Based on the results of the discussion above, it can be concluded that the main source of plagiarism in student thesis reports that was screened using the Turnitin plagiarism detection tool, is Internet-based sources. With the highest score of thirty-six percent and the least cited is three percent, the data indicates that internet sources is the highest citation sources. The average value of citations from internet sources is also considerably low, but the standard deviation shows a fairly high range. This means that the participant data is quite varied. Several participants were identified as quoting from internet sources which were very high, while some others were included in the low category. Whereas, the number of publications and student papers citation in thesis reports are slim. This indicates that publications are not source of student plagiarism, and only one percent of student papers are cited. In addition, the findings of this study demonstrated an unfavorable attitude from students toward plagiarism. Perceptions such (1) plagiarism is stealing, (2) plagiarism is academically wrong, and (3) plagiarism is unethical being the most significant items voted by students. This suggests that students have a strong knowledge of the need to avoid plagiarism.

Although this particular study cannot be completely generalized due to relatively small samples, it may encourage both Indonesian universities and other higher education institutions alike to pay more attention to the use of internet based sources on thesis reports while dealing with plagiarism and to endorse students to maintain unfavorable attitude against plagiarism. Further, advance the understanding of the impact of not doing so on both academic integrity and future academics' career development.

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