

Indonesian English University Students' Perceptions on Plagiarism in the Online World Era

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This study was aimed to investigate Indonesian English University students' perception of plagiarism in the online world era. This study was a mixed-method with explanatory sequential design with 633 EFL students in a University in North Bali, Indonesia as the respondents. A questionnaire and an interview guide developed based on knowledge about plagiarism, attitudes toward plagiarism, and beliefs to prevent plagiarism were employed to collect the data. The questionnaire consisted of 14 valid statements while the interview guide consisted of 19 valid questions. The data were analyzed descriptively. The result showed that there was 62.88% EFL students who had a positive perception of their knowledge about plagiarism; 69.87% of EFL students had a positive perception of their attitudes towards plagiarism, and 72.27% of the respondents had a positive perception of their beliefs to prevent plagiarism. This implies that the EFL students were aware of plagiarism and they tended not to plagiarize on their assignments. However, finding trusted sources and paraphrasing sentences were the students' most challenges on plagiarism in the online world era. Familiarizing with concept, understanding, referencing style and system, like APA, Mendeley, and subscribing to online database, like ERIC or DOAJ are highly suggested.

Keywords: EFL, plagiarism, perception, online world

Studi ini bertujuan untuk menginvestigasi persepsi mahasiswa jurusan Pendidikan bahasa Inggris (EFL) tentang plagiarisme di dunia maya. Penelitian ini menggunakan

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metode campuran dengan desain 'explanatory sequential' 633 mahasiswa jurusan Pendidikan bahasa Inggris (EFL) di sebuah Universitas di Bali Utara, Indonesia sebagai respondennya. Kuesioner dan panduan wawancara yang dikembangkan berdasarkan dimensi pengetahuan tentang plagiarisme, sikap terhadap plagiarisme, dan keyakinan untuk mencegah plagiarisme digunakan dalam penelitian ini untuk mengambil data. Kuesioner terdiri dari 14 pernyataan yang valid dan 19 pertanyaan yang valid untuk panduan wawancara. Data dianalisis secara deskriptif. Hasil penelitian pada mahasiswa jurusan Pendidikan bahasa Inggris (EFL) menunjukkan bahwa 62,88% mahasiswa dilaporkan memiliki pengetahuan positif tentang plagiarisme, 69,87% mahasiswa dilaporkan memiliki sikap positif terhadap plagiarisme, dan 72,27% mahasiswa dilaporkan memiliki keyakinan positif untuk mencegah plagiarisme. Ini menunjukkan bahwa mahasiswa jurusan Pendidikan bahasa Inggris (EFL) sadar tentang plagiarisme dan mereka cenderung tidak melakukannya ketika mengerjakan tugas-tugas mereka. Namun, menemukan sumber-sumber terpercaya dan memparafrase adalah tantangan terbesar para siswa terhadap plagiarisme di dunia maya. Membiasakan diri dengan konsep, pemahaman, gaya dan sistem referensi, seperti APA, Mendeley, dan berlangganan database online, seperti ERIC atau DOAJ sangat disarankan.

INTRODUCTION

Plagiarism means using someone's work (idea) without giving the credit or quotation marks, citing the source, or paraphrasing the idea (Macatangay, 2015). Walker (2010) adds that student plagiarism is a cheating behavior, something which deals with inappropriateness. Plagiarism comes from Latin word 'plagiarus', meaning kidnapper. Since plagiarism has a negative interpretation, it can lead to academic misconduct and be harmful for higher education. Due to abundant and easily obtained information available on the Internet nowadays, plagiarism may be more easily performed. Manalu (2013) asserts that technology may help the act as many scientific papers and articles are online. This makes the students easier to conduct plagiarism as the Internet provides everything, including articles that are needed by the students. Therefore, plagiarism becomes a common thing in academic field of higher education.

Several studies have been conducted and the results show interesting yet worrying phenomena. Razera (2011) investigated the impact of online and classroom teaching by plagiarism issues and found out that both students and teachers feel the ease of access and availability of rich information on the online world may lead to similarities of thoughts, ideas flows, and products. This result was considered to the possibility of plagiarism as common issue in the academic field, especially in higher education contexts. Park (2003) estimated over 50 percent of the University students did cheat on plagiarism in the online world. Bennet (2005) emphasized that opportunity factor highly influences one's decision to do plagiarism. As the Internet developed rapidly, the access to get information is much easier. Online academic journal and e-book, including the Internet sites that provide essay or research are in everyone's grasp to be found, saved, and copied. This indicates that technology takes parts in supporting the increase plagiarism problems in the University.

In the online world era, as online plagiarism through the Internet is more common, several existing studies support this similar trend. A survey by Scanlon and Neumann in 2002 as cited in Robert (2007) clearly supports this phenomenon, where 25 percent of 700 undergraduate students had committed online plagiarism, like cutting and pasting without citation. A study conducted by McCabe (2003) found that about 36 percent from 35,000 students in the academic year 2002/2003 in U.S. and Canada conducted online plagiarism from the Internet sources. In addition, Underwood and Szabo (2003) found that students who admit

to reproducing ideas or word from others in assignment were more than 30 percent and up to 20 percent did it in the text. These studies indicate that a relatively high number of students are more likely to plagiarize in the class. The research provided similar issues that plagiarism has become a serious problem in the university today.

Some studies found that the dishonest behavior develops as the result of the students' awareness regarding plagiarism. Gomez, Salazar, and Vargas (2013) investigated the dishonest behavior and plagiarism by the university students of Management Studies. The finding indicates there were matching percentages of plagiarism which contributed to the final grading of the students. In their study, students working as team were more likely to continue the dishonest behavior committed in the previous works. Interestingly, a study on students' perception and behavior towards plagiarism in Pakistan universities conducted by Murtaza, Zafar, Bashir, and Hussain (2013) found that even many are aware of the university policy; a high percentage of students' plagiarism behavior was still present and a high response rate towards attitudes of the punishment for plagiarism existed. Clearly, awareness, either low or high, does not prevent one to commit the academic misconduct.

A preliminary study in the university context in Bali, Indonesia conducted by Permana and Santosa (2018) has strengthened the previously mentioned research results. The study investigated EFL students' perception of plagiarism in the university context and has found that the pupils understand the notion of plagiarism, however, they admitted to committing the act still due to their lack of understanding on how to avoid them. According to them, a clear guideline from the institution is expected with ongoing academic writing seminars or workshops accompanying the guideline announcement process. This study is interesting as students are aware of the academic misconduct but they still keep doing it as clearer information and supports are significantly needed.

Apart from the phenomena of plagiarism may occur from the availability of rich information in the online world, the act can now be detected through the technological advances using the Internet access as well. The plagiarism detection on the sites provide the text-matching system and rely on existing databases of materials. Harrel (2009) stated that all sources, magazine, academic journals, books, and billions of academic papers around the world will be compared to check plagiarism if the plagiarism software is the good one. According to Robert (2007), these are some platforms and sites that provide useful level of plagiarism detection, such as Turnitin, MyDropbox, DOC Cop, Easy Verification Engine (EVE2), Glatt Plagiarism.com, and MOSS. Shahabuddin (2009) adds some online softwares to detect plagiarism; they are eTblast, arXiv, CopyGauard, SafeAssignment, and Docol@. Other checkers, like Copyleaks, SmallSEOTools, or Quetexts have been improving and able to provide better results. Technology clearly gives impacts both to support and to prevent plagiarism. As the Internet provides abundant sources that may open opportunities for students to copy, paste and commit plagiarism, it also provides some ways to detect and prevent the inappropriate act.

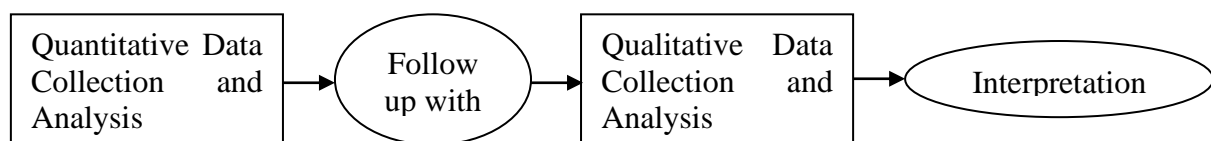
Some studies, like those conducted by Razera (2011), Gomez, Salazar, and Vargas (2013), Murtaza, Zafar, Bashir, and Hussain (2013), Fish and Hura (2013), Sutton, Taylor, and Johnston (2014), Hu and Lei (2014), Macatangay (2015), & Permana and Santosa (2018) have found that many students still commit plagiarism due to various reasons, including opportunities, awareness, and availability of technologies at hand. Since studies on this topic

in the Indonesian EFL context is very limited and scarce, the present study aimed to contribute to the literature in this area. Looking at the fact that many students are hooked on their mobile phones and the Internet, disclosing these pupils' point of views as one stage to prevent plagiarism to occur more massively is undeniably significant. Therefore, the present study had two aims. The first was to investigate EFL students' perception on knowledge, attitudes, and beliefs on plagiarism in one University in Bali, Indonesia and the second aim was to disclose the challenges and solutions of students' perception of plagiarism in an online world. Perceiving the academic dishonesty, like copy paste and plagiarism taking place in the online world today, especially in the Indonesian EFL context is highly important and it is expected to provide insightful inputs into the relevant area.

METHOD

A mixed-method research, namely explanatory sequential design was used to achieve the research aims. According to Creswell and Plano Clark (2007), a mixed-method research is the combination of elements in both qualitative and quantitative forms. The data were collected sequentially in two phases; the first was distributing a plagiarism perception questionnaire for collecting quantitative data, and then the second was conducting an interview for collecting qualitative data in order to explain the quantitative results (Creswell & Plano Clark, 2011). The design is presented in Diagram 1.

Diagram 1. Explanatory sequential design (Creswell & Plano Clark, 2011)



EFL students in one University in North Bali, were selected as the population and sample in this study. There were 633 EFL students from second, fourth, and sixth semester. In this study, the data of EFL students' plagiarism perception were collected using two instruments, namely questionnaire and interview guide. Both questionnaire and interview guide about the plagiarism perception in this study was developed by three dimensions, namely knowledge about plagiarism dimension, attitudes towards plagiarism dimension, and beliefs to prevent plagiarism dimension. The questionnaire consisted of 14 valid statements while the interview guide consisted of 19 valid questions.

Prior to the data collection, the questionnaire was checked in terms of content validity, empirical validity, and reliability. In content validity check, two experts measured the content of the questionnaire and found that it was a valid instrument (content validity = 1). Using Pearson Product Moment, the empirical validity showed that only 1 out of 15 items was invalid, and therefore to be dropped. Additionally, the reliability check showed that the instrument was reliable (Cronbach's Alpha = .765). The interview guide was also checked in terms of its content validity and the two experts' calculation shows that the instrument was valid (validity = 1). The data of the EFL students' plagiarism perception in the online world era were collected by distributing the plagiarism questionnaire and the result of the questionnaire were used as a

base to design interview guide. The result of the interview was used to explain the information which was taken from the questionnaire. On the basis of plagiarism measurement applied by Walker (2010), a 70% of frequency distribution was used to determine the minimum threshold of a positive or negative perception in each dimension. A lower than 70% of frequency distribution in knowledge dimension, for instance, means that although the respondents know about plagiarism concept, they still have insufficient knowledge on plagiarism.

FINDINGS

From the data collection, some interesting results were found. Findings of EFL students' perceptions of plagiarism were presented firstly perceived from each of plagiarism dimension and individual item statements. Some related data regarding with challenges and solutions on plagiarism were presented afterwards.

EFL Students' Perception on Plagiarism

As stated previously, there are three plagiarism dimensions utilized in this study with the focus on students' perception; they are knowledge about plagiarism, attitudes toward plagiarism, and beliefs to prevent plagiarism. After the data were collected and analyzed, the result of frequency of perceptions of the dimensions was presented in frequency tables. They inform the percentage of students' responses from the valid statements in each dimension. Table 1 presents the students' perception of the knowledge about plagiarism.

Table 1. Students' perception on knowledge about plagiarism dimension

Dimension Percentage Response	Knowledge (%)				Average (%)
	S1	S2	S4	S5	
Strongly Disagree	4.27	3.95	9.32	6.00	5.88
Disagree	14.22	9.00	18.48	5.69	11.85
Neutral	24.80	12.16	31.60	9.00	19.39
Agree	35.55	40.28	28.59	24.96	32.35
Strongly Agree	21.17	34.60	12.01	54.34	30.53

Note:

S1 = Statement 1, and so on.

Table 1 shows the results of the questionnaire analysis on students' perception about the knowledge of plagiarism. It was found that 5.88% students responded strongly disagree, 11.85% responded disagree, 19.39% responded neutral, 32.35% responded agree, and 30.53% responded strongly disagree. These highlight students' perception on the plagiarism knowledge where 17.73% students had negative perception, 19.39% students had neutral perception, and 62.88% students had positive perception. This means that there is a relatively fair number of students who think that they know about the plagiarism concept and phenomenon in the academic field.

Following the students' knowledge on plagiarism perception is the results of students' perception of attitudes toward plagiarism. The result is presented in Table 2.

Table 2. Students' perception of attitudes towards plagiarism dimension

Dimension	Attitudes (%)				Average (%)
	Percentage Response	S7	S8	S9	
Strongly Disagree	1.74	2.21	1.74	1.26	1.74
Disagree	4.27	4.42	7.42	2.69	4.70
Neutral	18.01	27.17	28.28	21.33	23.70
Agree	38.86	37.28	35.23	45.97	39.34
Strongly Agree	37.12	28.91	27.33	28.75	30.53

Table 2 shows that 1.74% students responded strongly disagree, 4.70% students responded disagree, 23.70% students responded neutral, 39.34% responded agree, and 30.53% responded strongly disagree. Regarding attitudes towards plagiarism, 6.44% students had negative perception, 23.70% students had neutral perception, and 69.87% students had positive perception. The result means that there is a fairly high number of respondents who perceived that they behave in accordance to plagiarism act.

The next dimension is the students' perception of their beliefs to prevent plagiarism. Table 3 provides the participants' responses.

Table 3. Students' perception of beliefs to prevent plagiarism dimension

Dimension	Beliefs (%)						Average (%)
	Percentage Response	S11	S12	S13	S14	S15	
Strongly Disagree	0.32	0.16	0.63	0.79	0.16	1.42	0.58
Disagree	1.42	0.32	5.37	2.84	2.84	6.00	3.13
Neutral	15.80	11.06	37.91	26.07	16.90	36.33	24.01
Agree	53.40	47.08	37.28	50.71	54.19	31.44	45.68
Strongly Agree	29.07	41.39	18.80	19.59	25.91	24.80	26.59

Table 3 shows that 0.58% students responded strongly disagree, 3.13% students responded disagree, 24.01% students responded neutral, 45.68% responded agree, and 26.59% responded strongly disagree. Regarding the students' perception on their beliefs to prevent plagiarism, it is highlighted that 3.71% students had negative perception, 24.01% students had neutral perception, and 72.27% students had positive perception. This means that the students have a strong belief to prevent the academic misconduct act, like plagiarism.

The results of the knowledge about plagiarism, attitudes towards plagiarism, and beliefs to prevent plagiarism dimensions are portrayed in Diagram 2.

Diagram 2. Students' perception of plagiarism dimensions

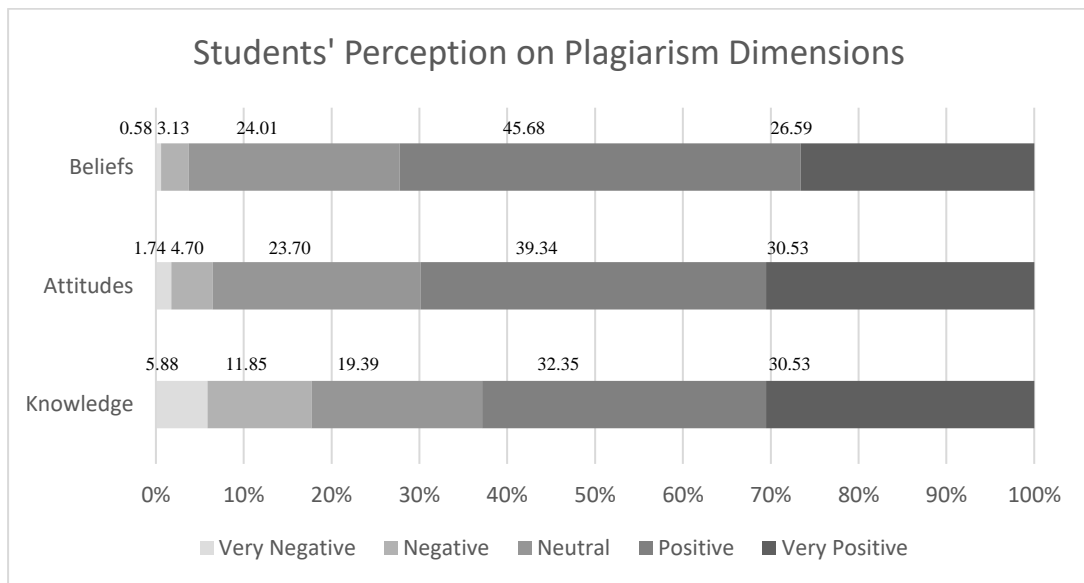
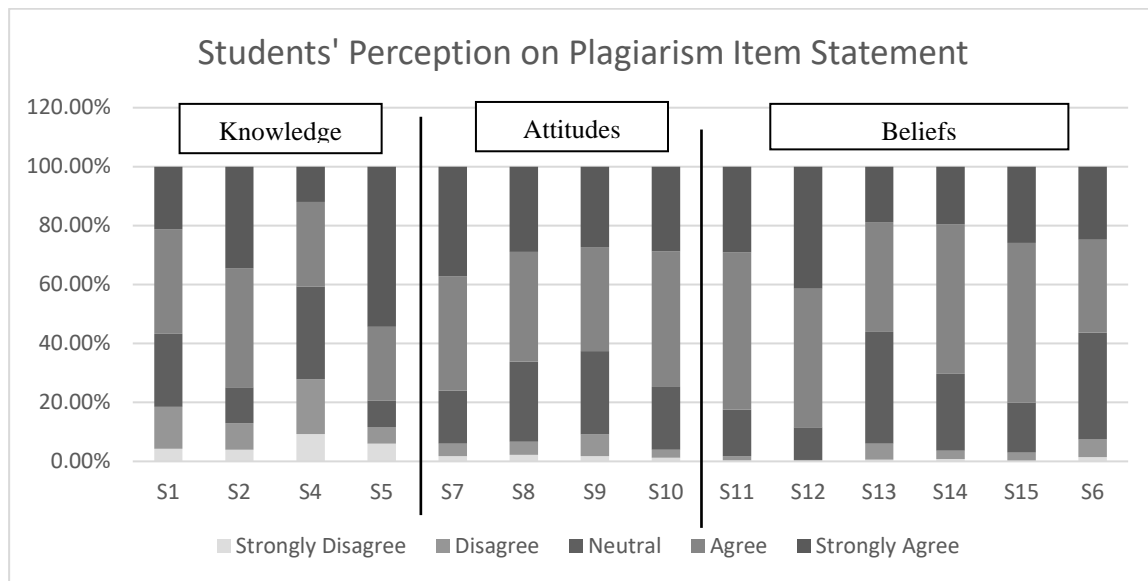


Diagram 2 shows the frequency distribution on each of the plagiarism dimension being analyzed in the study. From the distribution, it was found that there was around 62.88% EFL students who had a positive perception on their knowledge about plagiarism. The result on this dimension shows that there is a relatively adequate number of respondents who think that they know about plagiarism. It was also found that around 69.87% of EFL students had a positive perception about their attitudes towards plagiarism. The result portrays that there is a fairly large number of students who perceived that they behave accordingly in relation to this academic misconduct. From their beliefs to prevent plagiarism, it was found that around 72.27% of the respondents who had a positive perception. This means that there is a majority of the students who believe to put a stop to commit plagiarism.

As stated previously, a 70% threshold was used to interpret the result of the frequency distribution on each of the plagiarism dimension (Walker, 2010). For example, if the participants' knowledge about plagiarism dimension's frequency distribution is lower than 70%, it means that even though they know about plagiarism, their knowledge is still inadequate. From the findings, it is clear that the respondents' perception about their knowledge about plagiarism was the lowest among the three (62.88%), being below the 70% threshold. The students' perception on attitudes towards plagiarism was somewhat close to the threshold (69.87%). The result of the students' perception on their beliefs to prevent plagiarism was more than the threshold (72.27%). These findings were interesting, showing that students perceived to have low knowledge about plagiarism and their attitudes did not strongly show an awareness toward an academic misconduct, like plagiarism, however, they had firm beliefs that they could prevent and did not commit any plagiarisms during their task assignments.

A frequency analysis for each item statement was conducted to explore the EFL students' perception on plagiarism in an online world deeper. It aimed at identifying frequency distributions of perceptions of the respondents in each item and comparing them to the 70% threshold used in this study. Diagram 3 shows the results of the perception of each item statement.

Diagram 3. Students' perception of plagiarism item statement



From Diagram 3, it can be seen that there are 14 valid questionnaire items to be responded by the students. Results shows various percentages in individual items. In the knowledge about plagiarism dimension, there were 56.17% of students who responded ‘Agree’ and ‘Strongly Agree’ in item statement 1. Following this, there were 74.88% in item statement 2, 40.60% in item statement 4, and 79.30% in item statement 5. In the attitudes towards plagiarism dimension, there were 75.99% students who responded ‘Agree’ and ‘Strongly Agree’ in item statement 7, 66.19% in item statement 8, 65.56% in item statement 9, and 74.30% in item statement 10. Finally, in the beliefs to prevent plagiarism dimension, there were 82.46% students who responded ‘Agree’ and ‘Strongly Agree’ to item statement 11, 88.47% in item statement 12, 56.08% in item statement 13, 70.30% in item statement 14, and 80.09% in item statement 14, and 56.24% in item statement 6.

From the results, it was found that there were 6 item statements under 70% threshold, namely item statement 1, 4, 8, 9, 13, and 6. Item statements 1 and 4 belong to knowledge about plagiarism dimension, item statements 8 and 9 belong to attitudes towards plagiarism dimension, and item statements 13 and 6 belong to beliefs to prevent plagiarism. These frequency results inform that even though student respondents believed they have prevented plagiarism act in the online world era, they still lack of understandings on its concept with a slightly moderate awareness on avoiding this academic misconduct. Therefore, an interview-based investigation was conducted further on this issue focusing on students’ challenges as well as the solutions that they have tried so far. Open-ended questions were designed from those six item statements which were under the 70% threshold. Ten voluntary EFL students from different year levels were selected randomly to participate in the interview process.

Challenges and Solutions to Plagiarism

The research continued to investigate challenges that students found when writing and find out some ways that students employed when dealing with plagiarism. From the interviews, three prominent results emerged. The first one is regarding students’ difficulties in finding and

locating trusted sources. They admitted that the institution does not provide any information, guidelines, and sanctions on the matter. There were no clear guidelines provided with only very few explanations given in the academic writing related content subjects. Students found that free sources, like Google Scholar helped them a lot.

Another major challenge faced by the students includes indirect quotation, citation, and paraphrasing ideas. These deal with writing in the academic context. Restating an idea in a different way while retaining the meaning is one major problem for the students. As finding information using free platform, like Google Scholar, gets easier, avoiding copy paste with paraphrasing method is one important thing to do for the students. Reading more information about scientific writing is often done by the students to overcome the issue.

Finally, one big issue for students involve referencing, both in its style and system. Students admitted not to be familiar with the referencing style, like APA, MLA, Chicago, etc. to be utilized in their writing. They also confessed that they do not know the referencing style used in their area of study, that is Education. Writing the correct reference is also another issue. With advancement of referencing system, the use of platforms, like EndNote, Mendeley, Zotero and the likes is still far from what they understood. However, learning the system, like Mendeley from the lecturers in Scientific Writing and Research Methodology subjects is considered a way to solve the issue for the students so far. All these findings are interesting to be elaborated further.

DISCUSSIONS

EFL Students' Perception of Plagiarism

As shown in the questionnaire results, students' perception of plagiarism dimension was 62.88%, which is considered under the 70% threshold. Looking at the finding, it seems that the EFL students in this study had a relatively low knowledge about plagiarism. This is supported by the interview result where some EFL students said that copying sentences and making small changes without giving the source is not a kind of plagiarism. This finding is consistent with what Underwood and Szabo (2003, as cited in (Hosny & Fatima, 2014). They stated that copying information and using it without acknowledging the original source is the most common form of plagiarism. Therefore, the EFL students' respondents perceived their act is not a type of plagiarism as they think it commonly happens.

Another evidence on the students' lacks of plagiarism knowledge is shown from the way they worked on their assignments. Students often divided their tasks with other group members and each wrote their parts. After finishing the tasks, they combined all the parts together to be submitted as an individual work. This kind of practice is considered as a type of plagiarism, but some students said that this is not plagiarism. Park (2003) stated that this is a clear indication of lacks of plagiarism knowledge. He argued that submitting a paper written by someone else, e.g. a peer or relative, and passing it off as their own is identified as plagiarism. Quinn (2011, as cited in Hosny & Fatima, 2014) emphasized that using ideas or theories of another person without giving credit to that person is one type of plagiarism classification.

Referencing the sources is really important to avoid plagiarism. Since the students did not really understand about plagiarism, it can be inferred that they need more information and knowledge about plagiarism. Permana and Santosa (2018) found a similar conclusion. They

stated the students' lack knowledge is caused by lacks of reading information about the guidance to avoid plagiarism and receiving inadequate information about types of plagiarism from the lecturers. The issue is portrayed in the following interview transcript (S_n stand for Student and its number and R stands for Researcher).

- S₃ : "Recently, I was taught how to make references.
R : "Who taught you that?"
S₃ : "It was for Bahasa Indonesia course, Mr. Agus (nickname)"

The student respondents honestly mentioned that they got the knowledge from the lecturer outside the EFL department providing that very few numbers of EFL lecturers taught them the matter. Some of the lecturers are very explicit but many others are still not doing this in a similar fashion. Elander, Pittam, Lusher, Fox, and Payner (2010, as cited in (Permana & Santosa, 2018) argued that the lecturers need to guide the students to avoid plagiarism and make them understand about plagiarism because it is essential need in academic field. Unavailability of policies and guidelines seem to create the issues. The following transcript illustrates the issue.

- R : "Is there any guidelines or policies in the institution that you know?"
S₅ : "Honestly, there is no guideline I found about plagiarism. I also did not get any adequate information from the lecturers. There are some, but not all. So, I usually cite by writing 'according to' or the likes."

Students' lacks of plagiarism knowledge is also worsened by their improper time management to deal with courses' assignment loads. Based on the interview result, some EFL students admitted that they had done plagiarism in their assignments because they had not enough time in accomplishing it. Parfitt (2012, as cited in (Darwish & Sadeqi, 2016) found out that plagiarism occurred because students do not manage their time well, feel the assignment is too difficult, and underestimate the size of the project. Manalu (2013) added that the major reason of students' plagiarism is because they want to finish their assignments as soon as possible. Ali, Ismail, and Cheat (2012) also emphasized that cognitive and situational pressures can be the reasons to plagiarize in the students' writing. Pressures, like an urgent need to submit the works in a defined due date and to achieve high scores and GPA can lead the students to commit plagiarism (Murtaza, Zafar, Bashir, & Hussain, 2013).

Beside students' lacks of knowledge about plagiarism, attitudes towards plagiarism may also have affected them in committing the academic misconduct as in plagiarism. Undesired attitudes and behaviors also emerge as they plagiarize. The research found that there were 69.87% of the EFL student respondents that have positive perceptions about the attitudes towards plagiarism. Using the 70% threshold, this means that there is a slightly large of students who perceived that they behave in line with the plagiarism guidelines. For instance, regarding sanction of plagiarism act, some students agreed that all must obey the academic integrity while some others did not.

- R : "Do you agree that an expel must be applied when students are caught doing

- plagiarism?”
- S₆ : “No, it’s too much. I heard many just did not pass the courses taken.”
- S₉ : “I agree to this because it is about a good thing to do.”

The interview supported the result of the questionnaire on plagiarism attitude. It was found that some students agreed that sanction, like an expel from the institution is a good way to maintain academic integrity. Macatangay (2015) argued that it was wrong when students use others’ works without giving the credit or copyright and it would affect the institution’s reputation and the value of students’ degree. He agreed that academic misconduct, like plagiarism could bring students to suspension or dismissal as it violates the Code of Academic Conduct. Foltynek, Rybicka, and Demoliou (2014) added that being suspended from the institution was one of the preference orders of penalties in plagiarizing an assignment due to the school’s reputation.

While some agreed on the sanction, majority of the students disagreed to be expelled from the University. They thought it is too harsh and suggest not passing a course is the highest warning. A similar situation is evidenced by a study conducted by Foltynek, Rybicka, and Demoliou (2014) where zero mark for the work and fail the module or subject were most popular choice from the students. (Grijalva, Kerkvliet, & Nowell, 2006) found that the students would find a way to plagiarize if they thought that there was a small chance to be caught or the sanction is soft. This kind of attitude is interesting to observe. The students know they commit plagiarism but deny to be given the relevant punishment. When the EFL students did not think being expelled is the given sanction, they tend to perform the act. They showed plagiarism attitude which they wanted to plagiarize but they did not want to get harsh sanction.

Another interesting finding related to attitudes towards plagiarism was also found. As students found that majority of their lecturers paid a minor attention on plagiarism issue, they thought it is safe for them to plagiarize. This finding is similar with the result of a study conducted by Permana and Santosa (2018). Students admitted that they have never been found or caught committing plagiarism even though they did the act. They thought that plagiarism is a common issue in academic works (Razera, (2011). Lacks of policies and guidelines also enhance the practice this situation and it leads to students’ misbehavior in the academic field. Another student mentioned that one lecturer put a high attention to the plagiarism issue, however, lacks of institutional and collegial supports sustaining the undesired practice.

Despite of having lacks of plagiarism knowledge and some misbehaviors towards plagiarism, the EFL student respondents had high beliefs to prevent plagiarism. The following interview result illustrates the phenomenon.

- R : “Many of the students do not know much of plagiarism. Do you think you can avoid and prevent that?”
- S₁ : “Yes, I usually use Plagiarism Checker X. The crack version hehe...”
- S₇ : “I combined using Grammarly.”
- S₁₀ : “I use smallseotools. But, it is free so it is limited. I combine with Grammarly.”

Both questionnaire and interview results showed that they perceived to have a high self-confidence in preventing and avoiding plagiarism. They added that they could prevent and

avoid plagiarism by checking their assignments in plagiarism checker and language tools before submitting them to their lecturers. Some of the commonly used checkers and tools used by the students include Grammarly, Plagiarism Checker X, and SmallSEOTools. This use of available tools, both free and paid, is supported by some existing studies. Robert (2007) stated that some sites provide useful level of plagiarism detection, such as Turnitin, MyDropbox, DOC Cop, Easy Verification Engine (EVE2), Glatt Plagiarism.com, and MOSS. (Shahabuddin, 2009) further added some online software to detect plagiarism, like eTblast, arXiv, CopyGauard, SafeAssignment, and Docol@. The vast development of technology and its supports has been assisting students in preventing the academic misconduct. The free versions still limit their effectiveness so, an institutional support is highly needed.

The results between knowledge dimension and beliefs dimension was contradictory, thus, it is very interesting to explore and elaborate further. The highlight of the research show that EFL students had less knowledge about plagiarism, but they had high self-confidence to prevent the act. It is then logical to assume and suspect that the contradictory perceptions from the EFL students result to their existing plagiarism today. This assumption and suspicion are supported with the result in plagiarism attitudes dimension where the EFL students do not want to be expelled from the University as their sanction of doing plagiarism even though they are found to commit the act. They prefer to get zero mark or do not pass the course as the highest punishment. This showed that the EFL students need to be taught about plagiarism as well as the consequences for doing academic misconduct.

Challenges and Solutions on Plagiarism

An open-ended interview was further conducted to investigate challenges faced by the students and the solutions taken by them when dealing with plagiarism. It was found from the interview that the EFL students' most challenging situation was to find and locate trusted sources. As no clear guidelines available, students found it difficult to raise appropriate awareness on the matter and possess adequate knowledge on plagiarism. They thought it is not an urgent matter to understand as no sanctions applied to committing the act. Free sites and database, like Google Scholar has been used extensively by the respondents to find academic resources to help them developing their writing assignments. Guillemard (2015) pointed out that Google Scholar can be one of the alternatives to find trusted sources (articles or journals) from the Internet since it hosts the articles. She added PubMed's LinkOut service, Directory of Open Access Journals, Open Science Directory, and FreeMedicalJournal.com might host free articles. These sites can be used to get trusted sources which contain detailed information, including writer's name and year of publication. Lecturers can also provide the students enough information from their courses, conveyed in multi modes. Santosa (2017) argued these multimodality of information helps the lecturers in assisting their students in teaching and learning activities with various sources as learning materials.

While having inadequate knowledge on plagiarism, students also could not perform appropriate academic writing strategies, like paraphrasing when writing their assignments. Many students used Google Translate tool to help them to understand the meaning and thus, to enable them to rewrite the sentences using their own words. They attempted to change words while retaining the meanings (Koch, (2012). This, along with having varied sentences patterns, changing word class, breaking long sentences into shorter ones, making abstract ideas to more

concrete, and acknowledging sources are paraphrasing techniques (Katsampozaki-Hodgetts, 2015). Reading more information about scientific writing is often done by the students to overcome the issue.

Apart from lacks of knowledge and inability to paraphrase properly, students also found it very challenging when referencing. They got no idea, some are still confused, of what style to use and what system to implement. They admitted they did not know much about different styles, like APA, MLA, Oxford, Chicago, and other available referencing styles. They also got confused to use the appropriate style in their area of study, that is EFL. This is worsened by their lacks of knowledge in the referencing system to be used in their field. One way to deal with this situation is to learn from lecturers in Scientific Writing and Research Methodology courses. They learned Mendeley as one most user friendly and helpful referencing system in accomplishing writing tasks. With Mendeley, they also got more convinced in the use of appropriate referencing style in their field. (Salija, Hidayat, & Patak, 2016) found out that Mendeley is helpful in assisting academic writing works, especially in referencing works since it automatically synchronizes bibliographies and citations. This way, students may be able to prevent plagiarism and write better.

Interesting results have been investigated in this study. Disclosing EFL students' perceptions on plagiarism while having more elaborations on their challenges and solutions on the matter has provided significant key points to the plagiarism issue in the context of EFL in Bali, Indonesia. These include finding out students' points of views in plagiarism dimension, namely knowledge, attitudes, and beliefs, and also exploring further related issues on the topic.

CONCLUSIONS

The research focused on investigating EFL students' perceptions on plagiarism and exploring further on the challenges and solutions on the matter. It was highlighted that students even though students believed they can prevent plagiarism, they still had lacks of plagiarism knowledge and refused to be sanctioned when being caught. Some challenges, like locating trusted sources, paraphrasing ideas, and referencing the resources, appeared to hinder students' writing. Several ways to solve the issues have been sought to help optimizing their writing qualities. All academic parties should be more aware about plagiarism as it becomes a serious matter in the academic world. Institutions must create policies and guidelines. Lecturers must make agreements and commitment with students about the consequences, provide more information, and apply the concepts in the teaching and learning process to help students dealing with this matter more appropriately. They should also be aware of more advanced artificial intelligence bots that are developing rapidly today. EFL students must understand the principles of plagiarism and academic integrity. They should not only warn their best friends but also other friends on committing plagiarism, manage assignment time, review their assignments, and check them with plagiarism checkers and the likes (grammar and similarity). As this study looked only on perception to a particular context, further studies can investigate more on the model or teaching method to give knowledge about plagiarism to the EFL students and do deep analysis on EFL students' beliefs to avoid plagiarism even they had done plagiarism.

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