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Foreword of The Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *International Conference on Current Issues in Education*. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The paper in this proceeding presents many topics, perspectives, and methodology that stimulate debates and dialogue, so that it is resourceful for scholars and researchers who are interested in current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta,
Prof. Dr. Rochmat Wahab, M.Pd., M.A
Rector of Yogyakarta State University

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Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the 1st International Conference on Current Issues in Education (ICCIE) 2012 held at Yogyakarta State University, Indonesia on 15-16 September 2012. The conference is held by the Study Program of Educational Policy, Faculty of Education & Doctoral Program of Educational Sciences, Graduate School, Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in the modern era, there are fast and paradoxical changes in human life. These bring several consequences, including those in education. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Thus, bringing about three main subthemes, i.e. Comparative Education: Global and Local Issues, Religious and Moral Issues in Education, and Sociocultural Issues in Education, the conference attracts many participants who are willing to share their thoughts and experiences in education. Participants come from many countries, i.e. Indonesia, Malaysia, Philippines, Netherlands, Japan, Bangladesh, Singapore, Iran, India, Pakistan, Taiwan, Nigeria, and Afghanistan.

We would like to convey our highest appreciation to our main speaker, Prof. Dr. Rochmat Wahab, M.Pd., M.A. (Rector of Yogyakarta State University, Indonesia). We would also like to extend our gratitude to the plenary session speakers — Prof. Yutaka Otsuka, Ph.D. (Hiroshima University, Japan), Coloma Pastora, Ph.D. (Central Luzon State University, Philippines), Prof. Suyata, M.Sc., Ph.D. (Yogyakarta State University, Indonesia), Prof. Micha de Winter (Utrecht University, Netherlands), Prof. Madya. Dr. Haji Maimun Aqsa Lubis (The National University of Malaysia, Malaysia), Dr. Hamid Fahmy Zarkasyi, M.A. (Pondok Pesantren Gontor, Indonesia), Assoc. Prof.Dr. Abdul Razak Ahmad (The National University of Malaysia, Malaysia), Prof. Zamroni, Ph.D. (Yogyakarta State University, Indonesia), Prof. Md. Wahiduzzaman, Ph.D. (University of Dhaka, Bangladesh), Dr. Vincent P. Costa, Ed.D. (Education Development Specialist, USA) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

Hopefully this proceeding will give deeper insights about education.

Yogyakarta,
Prof. Dr. Sodiq A. Kuntoro, M.Ed.
Director of Publication

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Plagiarism: Its causes and approaches to preventing it

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Abstract

Plagiarism, commonly and traditionally, is attributed to any practices where a person knowingly takes and uses another persons' work and claims it, directly or indirectly, as their own without attributing or acknowledging the sources. Issues on plagiarism in the academic discourse community are relatively popular until recently. Most academics and practitioners agree that it is a form of an academic misconduct – an offense towards ethic policy. It is also posing a threat to the notion of academic integrity which becomes the core value underpinning university life. Losing this value will challenge the credibility and reputation of the offender as well as the institution where it happens. In the global context nowadays, issues on plagiarism are not as simple as the definition mentioned above. There have been ongoing debates among education practitioners and language experts as to how far an act can be categorized a plagiarism. This short article discusses several issues concerning this act: why it is matter, what count as plagiarism acts, what causes plagiarism, possible ways of tackling with plagiarism, and plagiarism issue seen from EAP (English for Academic Purposes) perspective.

Keywords: plagiarism, copyright, plagiarism act, patchwork writing

A. Introduction

Plagiarism is not a new phenomenon. This issue has already been around for decades, particularly in the Anglophone Academic Discourse Community or AADC (terms firstly used by Belcher & Braine as quoted in Pecorary, 2003). Yet, it still becomes a hot topic and even has raised a toll of attention from academics around the globe, specifically in higher education degree. Though this plagiarism issue is mainly rooted in AADC context, however as English becomes more and more global this issue seemingly become a major concern in the education context worldwide. Many studies have been done in response to this and have resulted with a great range of issues, regarding the scopes, potential causes and possible solutions that could be taken to overcome this problem (e.g., Foster, 2007; Martin et al, 2007; Sutherland-smith, 2005, 2010; Pecorari, 2003; Abasi & Graves, 2008; Sivasubramaniam, 2007).

Despite the extensive discussion that has been revealed by many practitioners and theorists in the education and applied linguistics field, this short essay attempts to discuss the issue in a limited range of area: *why it is matter, what count as plagiarism acts, what causes plagiarism, some possible ways to tackle with plagiarism*, and *plagiarism issues from EAP (English for Academic Purposes) perspective.*

B. Why it is matter

Some people, mostly from Anglophone Academic Discourse Community, value authorship and ownership of a text as a form of intellectual property. This property is preserved and protected by law: "The Bern Convention" and "The World Intellectual Property Organization (WIPO)". The main concern of the authors behind this legal copyright law, according to Sutherland-Smith (2008), is that some people use their ideas or works without giving any credit, paying dues or seeking copyright permission. Fail to meet with these laws can be accused as an offence/crime and hence warrants punishment. In the educational setting, authorship and ownership of text is also preserved and protected. However, it is not exclusively limited to copyrighted work only and yet is also not under the international legal notion law. Both copyrighted and non-copyrighted works have the same credit towards the academic discourse community, and they are preserved by institutional ethic policy. Fail in attributing or acknowledging these sources is called as ***plagiarism*** and is considered as an offence.

Plagiarism as a form of academic misconduct is considered as a threat to the notion of academic integrity and to the 'values and beliefs that underpin academic work' (JISC, 2005 in Harvey & Robson, 2007). Academic integrity is widely regarded as a core value underpinning university life for both staff and

students. Therefore failing to maintain this value will be likely to result in the exclusion from the academic discourse community (Swales, 1990; Johns, 1997) and hence their membership is being questioned.

Values entailed within academic integrity comprise honesty, trust, fairness, respect, and responsibility (CAI, 2007 cited in Sutherland-Smith, 2008:27). Plagiarism which involves the presentation of a work, idea, or certain creation of another person without crediting the originality of the source is considered breaching this values, and is unacceptable in the academic discourse practice.

Joyce (2007:132) suggests that in order to maintain academic integrity, staff, and students must have a shared understanding of what it is, why it matters, and how it can be promoted and preserve. Promoting this integrity means to deal seriously with any kinds of academic misconducts including issues on plagiarism.

C. What count as plagiarism acts

Plagiarism, commonly and traditionally, is attributed to a practice where a person knowingly takes and uses another person's work and claims it, directly or indirectly, as their own. This common definition, by Neville, is then elaborated for which it mainly comprises three broad principles:

1. copying another person's work, including the work of another student (with or without their consent), and claiming or pretending it as self own,
2. presenting arguments that use a blend of a student's own and a significant percentage of copied words of the original author without acknowledging the source,
3. paraphrasing another person's work, but not giving due acknowledgement to the original writer or organization publishing the writing, including internet sites.

(Neville, 2007:29)

Despite this common notion of plagiarism, unfortunately there is no single universally agreed definition of plagiarism. Every institution develops its own definitions and even within these there can be a range of interpretation of what it is and what is not (Pennycook, 1996; Sutherland-Smith, 2008; Neville, 2007). Among the academics, Neville claims, there are different perceptions as well: some seize on plagiarism as a system of slipping academic standards, devaluation of higher education and erosion of everything they believe higher education should be, and others feel there is more than a little intolerance, hypocrisy, and inconsistency around issue (2007:27). The worse is that, many of the academics, probably the majority, Neville believes, tend to oscillate between the two perceptions and genuinely confuse about whether what they read in front of them in an assignment is plagiarism, carelessness, ignorance, misunderstanding, confusion or poor referencing practice.

Similarly, Pennycook (1996) considers it is impossible to characterize plagiarism as "a simple black-and-white issue". Plagiarism is not necessarily easily classified as 'cheating' and that staff, at times, find it difficult to assess the situation and act equitably (Richardson, 2001 as cited in Sutherland-Smith, 2008:23). Plagiarism act could be appropriately described as a 'spectre' either for students and staff, Richardson reckons, because writing in the academy is infused with notions of originality, creativity, authorship, intellectual inquiry and Western writing practice. The fact is that for students the problems of avoiding plagiarism are even more complicated than academic staff acknowledge.

Many academics consider that plagiarism is not a simple matter of ascertaining whether text was copied or not by students without attribution. There are deeper issues lie behind such practice. Academics such as Sutherland-Smith (2005, 2008), Boden & Stubbings (2007), Harvey & Robson (2007) consider that committing students for doing plagiarism can be assessed by seeing their intentionality – whether they do it on purpose intentionally or whether they are lack of understanding and have poor academic skills (unintentional act). Likewise, the consequences accused are likely to be adjusted accordingly.

Sometimes, it is not quite easy to differentiate the students' intention. This issue is quite tricky. Neville (2007) claims that although misunderstanding may certainly be a cause, there is evidence that students do understand that they should cite their sources but do not always do it for a variety of reasons (discussed in the following section). In response to this, therefore it seems fair to adopt Sutherland-Smith's notion of putting plagiarism act within a continuum. There are times when it is relatively difficult to accuse students of being intentionally or unintentionally committing plagiarism; hence, there are chances where plagiarism intention becomes blur.

D. What causes plagiarism

Issues of plagiarism often put students as the main agent of the act for which they are accused as being offensive to the academic ethic policy. Despite the fact that students do not adequately acknowledge the originality sources of the texts or ideas, the reasons behind plagiarism are sometimes not as simple as persons might think. Some students may be considerably real offenders but some may be unfortunately misjudged as they do not do it deliberately, or alas they do not even realize that what they have written is a form of plagiarism.

Inferring from some studies (as e.g. Relp & Randle, 2007; Harvey & Robson, 2007; Bolden & Stubbings, 2007, Gourlay, 2007; Neville, 2007), factors trigger students to commit plagiarism can be categorized into three broad categories. They are personal factors, staff and institutional factors, and external factors.

To begin with, personal factors include bad time management, pressure, lack of understanding, and poor academic skills. Studies carried out by Dordoy (2002) and Dennis (2005) as cited in Neville (2007) reveal that pressures like to get a better grade and bad time management such as starting too late and running out of time are among the highest factors contributing to plagiarism. These factors could be done either by domestic students as well as international students. Meanwhile, lack of understanding and poor academic skills are mostly associated with international students studying in AADC context.

Secondly, staff and institutional factors comprise aspects such as poor assessment design, ignorance of the staff, large class size which implies less relationship with the lecturer, and widening access to higher education without appropriate qualification. These factors are less likely to be discussed in relation to the plagiarism issue. It is a matter of fact that mainly plagiarism in the tertiary level is focused onto the students as the subject matter. However, taking into account of these factors may effectively reduce the occurrence of plagiarism offences.

Eventually, external factors comes from issues like different cultural understanding of what is acceptable, different learning styles to previous educational experience, and easy access to up-to-date information and technology. These external factors to some degree will influence the students' understanding, attitudes, perceptions, and values of what is considered as plagiarism since different culture and experience may shape different values of authorship and text ownership. Furthermore, the development of electronic information technology may also add the complexity of the authorship and ownership views in regards to the values of texts.

E. Possible ways of tackling with plagiarism

If plagiarism is considered as a crime than it seems to be fair enough to sort it out into degrees so that the rewards given will be just and reasonable. The notion of intentional and unintentional plagiarism discussed above calls for different ways of addressing system. Intentional plagiarism which is usually done due to bad time management, pressure of getting a good mark, laziness and sorts of things is commonly called as "cheating" – it is a deliberate attempt of breaching the policy. This case is apparently less acceptable and therefore, reinforcing institutional policy sanctions consistently is likely to be feasible, besides it is also worthwhile to address it by designing assessment at the unit level that make plagiarism the more difficult option (Martin et. al, 2007, p. 137). Meanwhile, the unintentional plagiarism which seems to be due to the lack of understanding and poor academic skills is apparently addressed by giving more supports rather than punishment.

As mention in the earlier part, judging plagiarism based on the students' intentionality is an intricate case. Staff and ethical guards need to be careful and cautious in determining the case, as students may not as naive as what they pretend to be. Despite that fact, it seems evident that unintentional plagiarism would most probably be a case. Both international and domestic students can possibly have done plagiarism unintentionally, though the international are more likely to be more frequent in number. This is mostly due to the lack of understanding or poor referencing skills which seems to be affected by the previous educational experience and or different educational values and background. Sanction enforcement towards this type of plagiarism is regarded impractical and less ethical since in this case the students are more as likely as victims rather than as offenders.

Unintentional plagiarism can be unpicked into two forms, namely non-attribution and patchwork writing (Howard, 1995 as cited in Neville, 2007). To begin with, non attribution results from the inexperience of the students with referencing or from misunderstanding about academic conventions. Both domestic and international students can be in this stage as they begin to start their university degree. This

could be eliminated by assisting the students with academic writing training, seminars, and workshops. However, the intentional-non-attribution may be warranted with a serious ethic policy as mentioned above.

Similarly, patchwork writing is commonly considered as unintentional plagiarism. However, attributing patchwork writing as a type of plagiarism, in fact, raises serious debate. Some practitioners consider it as plagiarism but some others regard this practice as a textual strategy the students rely on in order for them to apprentice in the new academic discourse. This issue will be discussed widely in the following section – taking a stance from the EAP point of view.

Back to the possible ways that could be taken to prevent plagiarism, there are a range of methods that worth a trial. To begin with, there is a method called 3D– *deterring*, *detecting*, and *dealing appropriately with*, initiated by Martin et.al (2007). Instead addressing the plagiarism issue partially this method suggest addressing the issue as a holistic entity – beginning with prevention mechanism, providing detector tools and mechanism, followed by appropriate coping schema. This method is relatively proven effective in combating the student plagiarism. Another method is by optimizing the use of library as one of writing learning resources, and by this is giving a space for librarians to get involved in academic practice, i.e. by assisting the students in order to understand what good writing practice is (Boden & Stubbing, 2007). Implementing this method will reduce and share the academic staff responsibility in regards to building up students' study skills competency. In addition, Perry (2007) proposed a form of intervention towards students' writing which involved explicit guidelines and nuances, and individualized support through computer mediated communication. Other practitioners believe that the process undergone by students as they develop their writing is individual, iterative and complex one. It would not be sufficiently addressed by 'one-size-fits-all' approach such as a 'comprehensive' booklet (Gouley, 2007). Promoting awareness and various resources may give a wide range of chances to decrease the plagiarism acts. Increasing face-to-face events such as workshops, greater visibility of regulations – and more importantly – more focus on complex literacy practices such as paraphrasing and synthesising of source materials, and the development of a critical authorial 'voice', Gourley suggests, may be more beneficial (2007: 93).

F. Plagiarism issue from EAP perspective

Plagiarism is a cross-disciplinary and also a cross-cultural issue. Colleagues in law faculty perhaps perceive this as a wrongful or even a criminal act – stealing an intellectual property of other authors, and hence can be accused against the law. Meanwhile, college in humanistic and social faculty may perceive this as not always necessarily be the case. On the other hand, plagiarism is commonly attached to Western notion in which it may not cross-culturally applicable, particularly in cultures where rote learning and huge feats of memory are regarded as displaying intellectual property (Pennycook, 1996).

Plagiarism is not a simple matter of ascertaining whether text is copied or not by students without attribution; there is in fact a deeper issues underlying such practice. There are a number of tensions in any consideration of what might constitute plagiarism (Currie, 1998 as cited in Flowerdew and Li, 2007: 163):

1. the need to appreciate the (postmodernist) belief in the intertextual nature of discourse,
2. the belief that no writer can be the sole originator of his or her words or ideas,
3. the need to acknowledge the cultural and ideological implications of the traditional Western (especially Anglo-Saxon) definition of plagiarism (a definition that fails to acknowledge alternative cultural conceptions of acceptable practice and that may lead to problems in dealing with students' – especially ESL students' – plagiaristic behaviours,
4. and the potential usefulness of distinguishing between the borrowing words vs. The borrowing of ideas when analyzing specific cases of textual borrowing.

Being aware and taking into account these notions confirm that issues of plagiarism are quite complex and so are the ways of addressing them.

Viewed within the context of academic literacies approach to student writing, the issue of plagiarism may be seen to be rooted in questions of identity, and evolving practices and the construction of meaning and the complex development of the authorial voice (Gourley, 2007). Many teachers seem to agree that students take a long way process of learning until they are able to build their own identity and voice within their writing. This is achieved through stages and through various ways of strategy – one of them is by relying on textual strategy (patchwork writing), which is commonly done by Non-Native

speakers of English (NNSE) students. Due to the lack of language resources the students have, they depend much on the texts they have in front of them. Besides, students also need sufficient time to make transitional switch from the previous writing experience and background style.

There is an ongoing debate as to judge whether patchwork writing is a form of plagiarism or not. Many ESL practitioners believe that it is less likely a plagiarism act but rather a textual strategy students hinge on to compensate their lack of capabilities in construing shared meaning-making. Patchwriting is an essential phase through which novice writers pass en route to a stage at which their own voice can emerge (Howard, 1995 as cited in Pecorari, 2003). As a developmental stage, rather than a form of deliberate deception, patchwriting deserves a pedagogical, rather than a punitive, response. Pecorari adds that learning skill is rarely a straight line from input to mastery, so is the novice academic writers who must crawl before eventually being able to walk (2003: 320).

Pecorari (2003) emphasizes that patchwriting differs from 'prototypical plagiarism' in two ways: It lacks the element of intentional deception, and it is not a terminal stage. Today's patchwriter is tomorrow's competent academic writer, given the necessary support to develop. Through time and practice students refine and hone their writing skills.

Given the facts above, it is emphasized that patchwriting is not always a form of academic dishonesty (Howard, 1995 as cited in Flowerdew & Li, 2007)). Howard claims that it is a healthy effort to gain membership in a new culture. It is as well a preliminary way of participating in unfamiliar discourse and this strategy actually helps the learner to begin to understand the unfamiliar material. Similarly, Neville (2007) argues that to put together an argument by patchwork copying does require an understanding of the topic. It requires the ability to select and connect ideas, and this cannot be done successfully if the student does not have a grip on the main arguments and counter-arguments around the topic and hence this strategy is worth a consideration rather than plagiarizing accusation.

G. Conclusion

Issues on plagiarism in the academic discourse community are relatively popular until recently. Most academics and practitioners agree that it is a form of an academic misconduct – an offense towards ethic policy. It is also posing a threat to the notion of academic integrity which becomes the core value underpinning university life. Losing this value will challenge the credibility and reputation of the offender as well as the institution where it happens.

Despite the severe consequences of being committed with plagiarism, it is interesting to know that there is no single universally agreed definition of it. Every institution develops its own definition with a range of possible interpretations. Though, evidence of plagiarism is quite obvious, however, often it is an intricate case to assert whether a text is a form of plagiarism or not. The intricacy lies on the notion of plagiarism itself, as this notion is in fact posing cross-disciplinary and cross-culturally issues. Different discipline may have different views and values in regards to the notion of authorship and ownership of texts. Furthermore, the western notion of plagiarism is not cross-culturally applicable such as that in eastern context, and therefore it raises a grey area – a space worth of further discussion and debate.

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