PLAGIARISM OCCUR IN STUDENTS' ACADEMIC WORK, EXPLORING IMPACT THE EFL (ENGLISH as FOREIGN LANGUAGE) UNDERGRADUATE STUDENTS' PLAGIARISM IN THESES WRITING

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Abstract

The purpose of this study was to determine how plagiarism occurs within the content of undergraduate EFL thesis submitted by students at a private university in Baubau. The research focuses on instances of accidental plagiarism that may occur on students' thesis which can be expressed in three distinct ways: How do incorrect citation, quoting, and paraphrasing occur within the content of students' thesis? This study employed a case study in the sense of qualitative method. The thesis served as the sole source of information. The outcomes of this study revealed that some patterns in the evaluated thesis were accidentally plagiarized. It was founded on analysis, which was accomplished via the use of citation, quotation, and paraphrase forms. Incorrectly citation material can be found in the theses of Student 1 (S1), Student 2 (S2), and Student 3 (S3) while Inappropriate quotation can be found in the theses of Student 4 (S4), and Student 5 (S5), and improperly paraphrased material can be found in the theses of Student 6 (S6), and Student 7 (S7). These data indicated that students were lacked understanding of proper citation writing that becomes the main factor of plagiarism occurred.

Keywords: Citation, Paraphrase, Plagiarism, Quotation

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana plagiarisme terjadi dalam isi tesis yang diajukan oleh mahasiswa Bahasa Inggri di sebuah universitas swasta di Baubau. Penelitian ini berfokus pada contoh-contoh plagiarisme yang tidak disengaja yang mungkin terjadi pada tesis mahasiswa yang dapat difokuskan dalam tiga sub fokus yaitu: Bagaimana pengutipan, pengutipan langsung, dan parafrase yang salah terjadi dalam isi tesis mahasiswa? Penelitian ini menggunakan studi kasus dalam arti metode kualitatif. Tesis berfungsi sebagai satu-satunya sumber informasi. Hasil penelitian ini mengungkapkan bahwa beberapa pola dalam tesis yang dievaluasi secara tidak sengaja melakukan plagiasi. Itu didasarkan pada analisis, yang dicapai melalui penggunaan kutipan, kutipan langsung, dan bentuk parafrase. Materi kutipan yang salah dapat ditemukan pada skripsi Mahasiswa 1 (S1), Mahasiswa 2 (S2), dan Mahasiswa 3 (S3) sedangkan penulisan kutipan langsung yang tidak tepat dapat ditemukan pada skripsi Mahasiswa 4 (S4), dan Mahasiswa 5 (S5) , dan materi parafrase yang tidak tepat dapat ditemukan dalam tesis Mahasiswa 6 (S6), dan Mahasiswa 7 (S7). Data tersebut menunjukkan bahwa siswa kurang memahami penulisan kutipan yang benar yang menjadi faktor utama terjadinya plagiarisme.

Keywords: Pengutipan, Parafrase, Plagiarisme, Kutipan

1. Introduction

Academic dishonesty is on the rise these days, indicating that the quality of education, particularly in Indonesia, is deteriorating. It can be seen in the case of academic violations that occur, ranging from the smallest academic violation to the most serious academic violation that results in the abolition of an academic degree and a prison sentence for the offender. Plagiarism is one of them, and it is considered academic dishonesty.

Plagiarism is defined as the act of someone deliberately or inadvertently copying another person's words, sentences, ideas, or concepts in any form and claiming it as their own. Plagiarism is always committed in the academic world through the written work of students or tutors. It is difficult to tell whether an academic paper contains plagiarism or not, even when we comprehend the style of writing. Because plagiarism can occur inadvertently. According to Mohammed et al. , plagiarism may be classified into two categories: 'intentional plagiarism' and 'unintentional plagiarism'[1]

Plagiarism among students is a notoriously tough phenomenon to prove. This phenomenon requires scientific investigation to be identified. On the other hand, several scientific studies have been undertaken to determine plagiarism in terms of its origin and operation. Plagiarism has been a severe issue in the education sector in Indonesia. Numerous students have been identified as plagiarists in their academic work. For example, in Yogyarkarta's State Universities, some study has been conducted to determine the types of plagiarism found in student theses. Suwarjo et al., discovered that 1.260 graduate students' theses at the education faculty of the State University of Yogyakarta were detected as plagiarized [2].

Plagiarism is harmful. This is a form of intellectual property infringement. The individual who brought this case will suffer consequences. According to the Education Ministry of Indonesia's regulation number 17, 2010 on plagiarism, there are numerous consequences for plagiarism, ranging from a warning to the abolition of an academic degree for the serious penalty.

Regarding plagiarism, Sutanto et al., highlighted that plagiarism is always in the form of 'quotation', 'paraphrasing' (p.4), or 'reference' [3]. Murray and Hughes state that 'failing' to write 'citation' is essentially a kind of plagiarism [4]. This theoretical foundation demonstrates the critical nature of citation in academic writing. If the writer fails to do so, he or she may be judged a plagiarist, despite the fact that there are many more students who do not understand how citation should be written.

According to the writer's own experience in class situation, several instances of plagiarism occur among students, particularly while completing academic assignments. As a result of this case, the writer attempted to continue the discussion about plagiarism with some EFL undergraduate students in Baubau, and discovered that almost all of the students interviewed had a poor understanding of plagiarism and were unaware that they had plagiarized while completing academic work. This can be attributed to students' lack of understanding of what plagiarism is and how to avoid it. This assumption leads to the conclusion that if students lack understanding about plagiarism, it may also damage the quality of their potentially plagiarized theses. This view is reinforced by the writer's preliminary observation at the library where EFL undergraduate students' theses are archived, where we discovered that almost all theses lacked proper citation, quoting, and paraphrasing, which may imply plagiarism.

2. Review Of Related Literature
2.1 Definition of Plagiarism

Numerous studies have been conducted to ascertain the extent of plagiarism. Due to the complexity of this situation, several academics have been able to deduce how plagiarism works, why it occurs, and how to avoid it. Plagiarism is not a recent phenomenon; it first surfaced many years ago. Numerous theories concerning plagiarism have been advanced by specialists. Plagiarism is derived from the Latin word "plagiarius," which means "kidnapper" or "thief of

another's work" [5]. According to some, plagiarism is a kind of stealing, referencing, or paraphrasing another's idea without properly recognizing the source in any submitted work.

Razek defined plagiarism as the purposeful use of another person's language, original work, or idea without crediting the source [6]. Acknowledgement is extremely important when someone steals another's concept. It is considered plagiarism if it happens without a quote mark or is not properly cited. Additionally, Dolzhenko et al., asserts that plagiarism involves misrepresenting the words or ideas of another as one's own or appropriating another's work without properly attributing the actual source [7].

Velliaris states that "Plagiarism: A student incorporates another person's or body work by unacknowledged quotation, paraphrase, imitation or other device in any work submitted for assessment in a way that suggests that it is the student's original work" [8].

Based on the foregoing ideas, it can be concluded that plagiarism is the intentional or unintentional incorporation of another's work (word, sentence, or idea) in the form of an incorrect quotation or close paraphrase, whether done intentionally or unintentionally by failing to adequately acknowledge the source.
Plagiarism on Academic Point of View

2.2 Common Types of Plagiarism

Sudigdo (2007) defines plagiarism into four categories. (1) Plagiarize based on the aspect which is cheated, they are plagiarism of idea, plagiarism of content, plagiarism of authorship and totally plagiarism; (2) based on proportion which is cheated, they are light (30%), medium (30%- 70%) and serious (70% >); (3) based on the pattern of plagiarism, they are word for word plagiarising, mosaic plagiarism and self plagiarism; (4) based on its intentional, they are intentional and unintentional.

Lako, a professor of economy and business faculty University of Unika Soegijapranata in his online article entitled "academic plagiarism" writes at least four types of academic plagiarism which made by the student: (1) totally plagiarism is cheating or to steal other people's work and acknowledge it as his/her original work. Further he explains that this type of plagiarism is done in the way that the plagiarist took people's work and then changing the name, title and some keywords; (2) partial plagiarism is plagiarism which is done by taking some parts of body work of others people in the form of theoretical basis, conclusion, discussion or methods and incorporate them into the thesis without citing its source; (3) self plagiarism is taking his/her work from any source which has been published by unacknowledged its source; (4) inter-language plagiarism is plagiarism which is done by taking part or all of the foreign - language scientific papers written by others and then translated it into language of plagiarist [10].

Wray and Bloomer have discussed plagiarism occur when somebody uses another person's words, ideas and pretended it as his/her own idea. Furthermore, Wray and Bloomer also noted that there are two kinds of plagiarism, they are 'deliberate plagiarism' which occur when somebody uses another person work intentionally and pretend it as his / her original work [11]. Asking or even paying somebody else to write an academic work and pretend it as the asker's or buyers' work is actually one of this form. Secondly, 'accidental plagiarism' which Occurs when a writer is not realize had done plagiarism . This happens when somebody have lack of understanding of what plagiarism is and how to avoid it. The type of plagiarism like this always occur when the writer forget to give quotation mark into another person's idea which has been taken and also forget to write its source into bibliography.

2.3 Writing Citation, Quotation, and Paraphrase

It is critical to incorporate earlier ideas of others, particularly when doing academic work. It should be employed to bolster the writer's argument in order to increase the work's credibility. It is critical for the writer to prepare and integrate the concepts of some other person in order for their work to have a basis. According to Sutanto, et al., a writer's work should be founded on 'previous thoughts of other people,' and therefore it cannot be 'avoided to cite' and include them

into the work's content. Citation is the process of incorporating another person's thoughts. They continuously state that [3]:

> a citation or bibliographic citation is a reference to a book, article, web page, or other published item, with sufficient details to uniquely the item. … The word citation may be used of the act of citing a work as well as to reference itself. … Citation may be made in the body of text parenthetical citations, in footnotes at the bottom of pages, or in endnotes at the end of the document. They are generally also listed in a works cited page or section also called the bibliography, source list, or list of reference.

The above quotation explains the element of citation include 'Text parenthetical citations', 'Footnotes', and 'Endnotes' which always called bibliography or reference list. These elements have particular rules which refer to documentation style that should be followed by the writer. Documentation styles that can be referred are International style manual, e.g. APA, MLA, Harvard, Chicago, etc.

Sutanto. L, et al. explains that parenthetical citation or in-text citation should be occurred in the body of the text and should be written appropriately [3]. It is really important, because it will refer to the full information of the material that written to the reference list in the end of the writing. He also claims that 'in-text citation are not complete' without the 'presence' of reference list.

The goal of direct quotation, particularly in the body of the text, is to identify the referenced thoughts of another person and to provide precise information about the source of the ideas, such as the author's name, the year of publication, and the pages on which the ideas are placed. Bazerman claims "Direct quotation is usually identified by quotation marks, block indentation, italics, or other typographic setting apart from the other words of the text"[12]. If the writer's ideas or expressions appear without any mark which make it different, it is assumed that the writer wrote the expression as his or her own. This is a breach of the concept, and the writer is thus accused of plagiarism.

There are two standards for direct quotation that should be observed, depending on the quantity of ideas stated. To begin, when direct thoughts exceed four lines, they should be separated into a new paragraph from the author's initial words or phrases. The quoted paragraph should be differentiated correctly by changing the font size, making it italic (where the direct concepts are expressed in a foreign language), and adjusting the indentation within by up to 1 cm left and right. Second, when the citation contains fewer than four lines of thought, it is incorporated into the writer's own words without being marked as a new paragraph. However, it should be denoted by a quote mark ("...").

The second method of incorporating another person's concept into a piece of writing is through an indirect quotation. The distinction between quotation and paraphrase is in the author's presentation of the concepts. While quoting is the act of presenting another person's work, paraphrase is the act of expressing another person's concept via the use of various words and structures that represent the writer's knowledge. Bazerman states that paraphrase is "… reproduce the meaning of the original but in words that reflect the author's understanding, interpretation, or spin on the original"[12].

3. Methodology

This research was a qualitative research that in collecting, analyzing and presenting the data were done objectively toward improperly citation, quotation and paraphrasing within the EFL students' thesis in one private university in Baubau. Therefore, the method that applied in this research was case study. The primer data while conducting this research was document in the form of academic work. In this case, academic work in this research was only the thesis. The thesis was taken purposively on which has been submitted at the University's library. To consider that the forms of unintentional plagiarism such as paraphrase cannot be identified manually without the presence of original source (literature book). Therefore, this research decided the internet as the data seconder. Internet was used as the tool to detect plagiarism and also to identify source of reference of the thesis. The researcher was the primary instrument in

this study. As a result, while gathering data, the researcher noted the thesis's content, which contains inadequately cited, quoted, and paraphrased passages. The content's failing form was examined to see whether plagiarism happened. The investigation entailed several analytical processes, including manual scanning (the writer painstakingly examined the information) and internet analysis (the quotation text was uploaded to internet to identify the original source).

4. Result
4.1 Improperly Citation

Numerous instances of inappropriate citation occurred throughout the thesis. The referencing system that was chosen and received confirmed that the thesis used an author-date system (APA style or Harvard style). It may be distinguished by the format of the citation, which includes the author's name before the year of publication. Incorrect citation happened when the thesis did not adhere to the APA style's citation guidelines. In this scenario, inappropriate citations inside the thesis might take numerous forms, as follows:

a. Cite in the Text without Reference

In this instance, the bibliography failed to acknowledge the complete details of the reference concept, despite the fact that the in-text citations were appropriately stated. The following quotation is in thesis of Student 1 (S1):

> Rusman (2006) in Rinawati (2007: 4) concluded that the technique of strip story…
> Anida Ratna Sari (2003 : 52) concluded that the mistake made by student…
> Iryanti (1998) in Husnul Hastimah (2007 : 4) added that in that student know well about something…
> Muadin (1994) in Rinawati (2007 : 4) concluded a research on the difficult…

The above quotation shown that, S1 quoted the idea of several authors, instead Rusman, Anida Ratna Sari, Iryanti and Muadin. "Rusman (2006) in Rinawati (2007:4)…" and "Muadin (1994) in Rinawati (2007 : 4)…" meant that S1 quoted the idea of "Rusman" and "Muadin" as quoted by "Rinawati". In this case, S1 referred to the book of "Rinawati" and found the idea of "Rusman" and "Muadin" in Rinawati's book.

Then, to the next paragraph S1 also wrote: "Anida Ratna Sari (2003 : 52) concluded that the mistake made by student…" which means that S1 paraphrased the idea of "Anida Ratna Sari" and incorporated the idea by presenting it by S1 own words. S1 also cited where the idea could be relocated by referring to the page of bracket year. In this case, S1 must also be given fully information of reference book which should be occurred in bibliography.

The same case also occurred in the next paragraph e.g. "Iryanti (1998) in Husnul Hastimah (2007 : 4) added that in that student know well about something…" which meant that S1 incorporated Iryanti's idea which was quoted on the book of Husnul Hastimah so the book should also be acknowledged in bibliography. What the researcher discovered was contradictory, as S1's bibliography failed to accept the four notions above. On the other hand, S1 may be considered a plagiarist because he quoted the above authors' ideas without providing additional information about the reference book in the bibliography; thus, the in-text citations made by S1 were ineffective, as each in-text citation served as a signal for referring to the complete information contained in the bibliography. In this instance, S1 failed to recognize the source of material in his thesis's bibliography.

Based on the Bibliography of S1, it was clear that S1 only acknowledged several authors, as follow:
1. Allen, Edward David and Rebecca.
2. M (1977)
3. Arikunto, Suharsimi (1995)
4. Allen, Virginia French (1983)
5. Brown, Leslay (1993)
6. Baker, Collin (1992)
7. Cariols (1961)

8. Assessment Research and
9. application
10. Mond, Linda and Gulthon,
11. Linda (2006)
12. Emalia Iragiliati
13. Harmer, Jeremy (1983)
14. Hornby, AS, et al (1963)
15. Hansen Jumew, et al (1972)
16. Oxford University press (1973)
17. Patiung, Dainaris (2001)

The quotation only showed several names but the quoted idea from "Rinawati (2007: 4)", "Anida Ratna Sari (2003 : 52)", and "Husnul Hastimah (2007 : 4)" were not exist in bibliography. It proved that the quoted ideas borrowed were plagiarism. In this case, S1 had cited some ideas, but he was fails to give further citation in bibliography. In this case S1 had identified plagiarize toward the quoted ideas. It was surely to be proper if S1 cited the source in bibliography properly

b. Citing the URL in the text

As previously stated, quoting the URL in the body of the text was prohibited unless the writer preceded the URL with the Author's name or included the URL in the footnotes. Numerous theses merely included the URL after the concepts without providing more information about the source. Additionally, the concepts discovered were verbatim quotations. The following quotation is from Student 2's (S2) thesis:

> Syntax is the study of the rules whereby words or other elements of sentence structure are combined to form grammatical sentence. Besides that, it is also said that syntax is a system used to generate lexical and syntactic analyzers (parsers) (both deterministic and non-deterministic) for all kind of context-free grammar (CFG) as well as some classes of contextual grammars. It is adopted from: http://en.wikipedia.org/wiki/syntax.

Based on the quotation above, it could be analyzed that S2 adopted the definition of syntax in Wikipedia, and placed the URL directly together with the text without giving certain information about the idea, therefore it was clear that S2 failed on citing the idea. Moreover, the idea that taken was a direct quotation but S2 wrote it without quotation mark. It could be seen from the second sentences which were quoted from Wikipedia. Wikipedia, the free encyclopedia (2014) explains that syntax is "system used to generate lexical and syntactic analyzers (parsers) (both deterministic and nondeterministic) for all kind of context-free grammars (CFG) as well as some classes of contextual grammars."

From the findings, it could be seen that S2 had simply placed the URL into the text and the quoted theory was written as a direct-quotation without indicated by quotation mark. Therefore, it was identified that S2 had failing in citation. It was surely to be proper if S2 not citing the URL in the text and giving mark if it a direct quotation.

c. Poorly Citation of Internet Source in Bibliography

Thus, the author neglected to include information about online sources in the bibliography, which should include the author's name, the date of publishing, the title of the content, and the date of retrieval. Numerous dissertations discovered just included the URL without providing sufficient information about the source. As indicated in the preceding chapter, material from online sources should be appropriately acknowledged as much as feasible; hence, any reference that included merely the URL of the cited source was deemed incorrect. The case is cited in Student 3's (S3) bibliography as follows:

> ....
> Hilgard, R. Ernest, 1957. Introduction to Psychology. Second Edition,
> Harcourt, Brace and Company: USA.
> Hutabarat, E. P, 1988. Cara Belajar, PT. BPK, Gunung Mulia: Jakarta.

http://bahasa.kompasiana.com/2011/12/17/sekilas-perbedaan-pemakaianbahasa-pria-dan-bahasa-wanita-422804.html
http://www.psychologymania.com/2012/03/perbedaan-emosi-antara-lakilaki-dan-perempuan.html
….

The citation above was derived from S3's bibliography, which indicated that S3 integrated certain elements from online sources but did not specify the resources' names, titles, or dates. Additionally, the textual reference to the printed source was mistakenly worded, with S3 writing publisher before the location of publishing. The writer thought that S3 lacked a grasp of how to properly format a bibliographical citation.

4.2 Improperly Quotation

As noted previously, a direct quotation should always be accompanied by a quotation mark, indicating that the material being cited was not the author's precise words. Numerous instances of inappropriate quoting happened inside the thesis as well. Numerous theses failed to provide quotations in this instance. The case can be stated in a variety of ways, including the following:

a. Quoting Another Person's Exact Words Without Citation

The case can be found in the thesis of Student 4 (S4), as following quotation:

> The idea of pronunciation learning being somehow dependent on the age has been supported by some the researchers who claim that language learning has a sensitive period and that after a certain age people lose some abilities. This certain age is said to be between ten and thirteen years. Pronunciation is one area where the younger-isbetter assumption may have validity. Research has found that the earlier a learner begins a second language, the more native-like the accent he or she develops.

Based on the citation above, S4 directly cited the concepts and theories without using an appropriate quotation mark. In this situation, S4 simply copied the relevant theories from the work of Simona entitled "Some Aspect of Assessing Pronunciation in EFL Clases" that can be retrieved easily by the Internet [13]. It was presented as following quotation:

> The idea of pronunciation learning being somehow dependent on the age has been supported by some researchers who claim that language learning has a sensitive period and that after a certain age people lose some abilities. This certain age is said to be between ten and thirteen years. (Kenworthy, 1987, p. 6) The age-relation is supported also by others:
> Pronunciation is one area where the younger-is-better assumption may have validity. Research (e.g., Oyama, 1976) has found that the earlier a learner begins a second language, the more native-like the accent he or she develops. (Simmona, 2007)

According to the interpretation above, S4 was discovered quoting another person's precise words without providing any citation mark. In that situation, S4 just duplicated the concepts he discovered and presented them as their own. As a result, the ideas they quoted were almost certainly the result of plagiarism. This would not occur if the concepts were properly cited.

b. Unmarked the Direct Quotation Although the Source Has Cited

The common types of unintentional plagiarism always occurred in the form of direct quotation. In this case the plagiarist presented a direct quotation without indicating by quotation mark although he or she was correct in writing the citation. The case could be found in the thesis of Student 5 (S5) as following quotation:

> *Salameto (1999:71) statement, kehidupan masyarakat disekitar siswa juga berpengaruh terhadap belajar siswa, seperti kondisi masyarakat yang kurang atau tidak terpelajar, penjudi, suka mencuri dan mempunyai kebiasaan yang tidak baik, akan mempengaruhi kepada anak (siswa) yang berada di lingkungan tersebut. Anak tertarik ikut berbuat seperti yang dilakukan orang-orang di sekitarnya.*

In the above quotation, S5 were quoting the idea of Slameto which talking about the influence of environment to the student's development. In this case, S5 quoted the ideas directly by acknowledged the name of Slameto and provided year of publication and page which refer to the location of the quoted idea. But unfortunately, S5 didn't give any quotation mark around of

the idea or made it in the new different paragraph. It could be decided that S5 was improperly in quoting Slameto's idea, in the other words this pattern considered as product of plagiarism.

4.3 Improperly Paraphrasing

Improperly paraphrasing was the case that very difficult to be proved. However, many paraphrases that had been scanned seems like to be useless without the existence of original source. As stated in the previous chapter that paraphrase is a way to cite another person's idea by difference words, phrases, and structure which refer to the writer's understanding about the original idea. In deciding an improperly paraphrasing, the researcher needed to retrieve the original source by referring to the bibliography of the thesis however many of paraphrased that we gathered were poorly in citation (improperly citation) as founded in the thesis of S6.

To carry out plagiarism activities, the easiest way is to search for articles on the Internet. For that, to detect plagiarism, the easiest way is also through the Internet. Continuously, to detect plagiarism by internet can be done by copying the suspicious text and pasting it to google search engine. Google will show the matched materials from difference source instead, book, journals, blog, news, picture, etc. By refer to this way, it can be found that S6 failed in paraphrasing. The result will be discussed, as follow:

a. **Secondhand Paraphrase**

Second hand paraphrase meant that the plagiarist incorporated an idea that had been paraphrased by another author. In this way, the plagiarist only quoted the paraphrased idea directly from any source without referring to the original source. It could be found from the thesis of Student 6 (S6), as following quotation:

> Hymes (1974) has proposed and ethonographic framework which takes into account the various factors that are involved in speaking. An ethnography of a communicative event is a description of all the factors that are involved in speaking. An ethnography of a communicative event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives.

After the above quotation was copied and pasted into search engine, the result shown that, the quotation had similarity with the paraphrase of Wardaugh, in the theory of Hymes, as following quotation [14]:

> Hymes (1974) has proposed an ethnographic framework which takes into account the various factors that are involved in speaking. An ethnography of a communication event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives.For convenience, Hymes uses the word SPEAKING as an acronym for the various factors he deems to be relevant. We will now consider these factors one by one .

If the above quotation was compared with the quotation of S6, the writer could give perception that S6 were not reading the original idea of 'Hymes' but he only quoting the theory that had been paraphrased by 'Wardaugh'. In other words, S6 presented the words of Wardaugh about the theory of Hymes and presented it in the form of paraphrase as like S6 had read the original theory of Hymes before.

b. Inter-language Paraphrase (Inter-language Plagiarism)

In the case of Inter-language paraphrase, the plagiarist simply translated another person's idea in different language. In this case, the idea in different language was translated into the language of plagiarist certainly by his or her own words. The case could be found in the thesis of Student 7 (S7) (2013, p.6) as following quotation:

> Cooperative learning model is one model of learning that support contextual learning. Cooperative learning teaching system can be defined as a system of work/ study groups are structured. Included in this structure are the five basic elements, they are: positive interdependence, individual responsibility, personal interaction, and collaboration. It was taken from:
> (http//akhmadsudrajat.wordpress.com//2008/07/31/cooperativelearning/)

By referring to the URL that placed by S7 above, the writer found that S7 had only translated the material from Emilidadiani without given any proper citation, below will be presented the material from Emildadiani about cooperative learning model [15], as follow:

> *Model pembelajaran kooperatif merupakan salah satu model pembelajaran yang mendukung pembelajaran kontekstual. Sistem pembelajaran kooperatif dapat didefinisikan sebagai sistem kerja/ belajar kelompok yang terstruktur. Yang termasuk di dalam struktur ini adalah lima unsur pokok (Johnson & Johnson, 1993), yaitu saling ketergantungan positif, tanggung jawab individual, interaksi personal, keahlian bekerja sama, dan proses kelompok.*

The comparison of both quotations could be seen as following table:

Table 1. Comparison Between S7 and Emildadiani, N.

Sentence	S7	Original Source
1	Cooperative learning model is one model of learning that support contextual learning.	*Model pembelajaran kooperatif merupakan salah satu model pembelajaran yang mendukung pembelajaran kontekstual.*
2	Cooperative learning teaching system can be defined as a system of work/ study groups are structured.	*Sistem pembelajaran kooperatif dapat didefinisikan sebagai sistem kerja/ belajar kelompok yang terstruktur.*
3	Included in this structure are the five basic elements, they are: positive interdependence, individual responsibility, personal interaction, and collaboration.	*Yang termasuk di dalam struktur ini adalah lima unsur pokok (Johnson & Johnson, 1993), yaitu saling ketergantungan positif, tanggung jawab individual, interaksi personal, keahlian bekerja sama, dan proses kelompok.*

The findings showed that S7 had simply translated another persons' ideas into English by only placed the URL after the text, the writer assumed that S7 had tried to be honest on their works however they didn't know of what they were doing was plagiarism. It could be assumed that, S7 had lack of understanding about plagiarism and not really know about how to write citation on an academic work.

5. Discussion

This study brought to light the issue of accidental plagiarism in the content of EFL undergraduate students' theses. It might be classified into numerous categories, including citation, quotation, and incorrect paraphrasing. The data indicate that citations were incorrectly written in three distinct formats. The forms contained in-text citations without a reference, URL citations inside the text, and insufficient bibliographical citations of online sources. While inappropriate quotations might take two distinct forms, they were either directly quoting another person's precise words without attribution or leaving the direct quotation unmarked even while the source was cited. Then, wrongly paraphrased material may be discovered in two distinct forms: second hand paraphrased material and inter-language paraphrased material.

a. Improperly Citation within the thesis

Citing in the text without referencing was a sort of plagiarism committed by the writer accidentally toward certain ideas, theories, or resources that were referred without the source's complete information being included in the reference list or bibliography. Sutanto. L, et al claims that "in-text citation are not complete" without the "presence" of bibliography or reference list [3]. For instance, if the writer wishes to include Sugiono's views into the text, he or she should properly credit the source in the bibliography, adhering to the reference system's criteria. In this investigation, it was discovered that S1's written theses mentioned certain concepts by including citations in the text but did not provide all of the material that should have been included in their thesis' bibliography. This demonstrates that students are frequently sloppy in their acknowledgement of the full details of the cited concepts in the bibliography.

In relation with that, a handbook of MLA [16] claims that plagiarism often happen when the writer "Do not keep precise records of their reading" and direct to use the quoted material into their work paper. Meanwhile, citing URL in the text is forbidden. According to Franklin University Student Learning Guide (2005) as cited in Sutanto. L, et al., proposes that the URL or the address of the on-line source should not be placed in the body of the text (in-text citation) but only occurs in the reference list [3]. Therefore, writing citation of on-line source in the text could be committed by the name of the author which meant that the on-line Source was written as well as printed source. The tendency of the written thesis on citing material from on-line source by placed the URL in the body of the text shows that students are lacking of competence of writing citation, moreover the cited ideas are presented as improperly direct quotation, reinforcing this claim. Murray. N and Hughes. G who state that 'failing' to write 'citation' is also kind of plagiarism [4].

Inadequate Citation of Internet Sources in Bibliography indicates that the writer neglected to include information on internet sources in the bibliography, which should include the authors' names, publication dates, the title of the item, and the date of retrieval. Many of the dissertations that were discovered merely included the URL without providing sufficient information about the source. The evidence from S2's thesis may be used to explain this form. As stated by Sutanto. L, et al. (2007), material obtained from an online source should be appropriately recognized and replicated as often as feasible. As a result, it is possible to conclude that any citation that includes merely the URL in the bibliography is likewise plagiarism.

b. Improperly quotation within the thesis

Quoting another person's exact words without citation is also called 'partial plagiarism' or 'block, copy, paste plagiarism'. In this way, the plagiarist incorporated another person's exact words (theory, idea, or opinion) into the thesis without indicated by quotation mark and the source was not cited. As the example of this case, the findings thesis from S4 can be represented. Lako explains that partial plagiarism is plagiarism which is done by taking some parts of body work of others people in the form of theoretical basis, conclusion, discussion or methods and incorporate them into the thesis without citing its source [10].

Unmarked the direct quotation although the source has cited is also form of plagiarism. In this case, the presence of quotation mark is not found. The principle of direct quotation especially in the body of the text is marking the cited ideas of another person that used and acknowledging accurate information about the source of the ideas e. g. the name of the author, year of publication, and pages of located ideas. The research findings from the thesis of S5 can show how this form occurred. Bazerman. C claims "Direct quotation is usually identified by quotation marks, block indentation, italics, or other typographic setting apart from the other words of the text"[12]. If the ideas or expression of others occurs without any mark will be meant the expression is written as the idea of the writer. It is kind of violation of the idea which means that the writer is considered as plagiarist. It is also supported by Wray, et al say that a direct quotation without indicated by quotation marks is plagiarism [11].

c. Improperly Paraphrasing

The last type of unintentional plagiarism in this research was paraphrasing improperly which specified into two forms, they were secondhand paraphrase and inter-language paraphrase. In relation with the findings of secondhand paraphrase, the thesis of S6 had been found quoting directly another persons' paraphrase by presenting it as their own paraphrase. In other words, S6 had quoted directly another person works which also refer to improperly quotation.

In relation with inter-language paraphrase or inter-language plagiarism, Lako (2012) states that inter-language plagiarism is plagiarism which is done by taking part or all of the foreign -language scientific papers written by others and then translated it into plagiarist's language. In this case, some patterns from the thesis of S7 had considered as product of plagiarism by simply translated materials that taken from internet source. S7 had been found

that they were simply translated Indonesian material to English. The writer assumed that S7 had committed plagiarism can be caused of lacking information of plagiarism and not knowing of how to cite materials properly.

6. Conclusion

Incorrect Citation is a form of plagiarism that usually occurs in the majority of thesis. Incorrect citation might take one of three kinds. To begin, there is no reference in the bibliography; the thesis of S1 has been recognized as quoting some concepts without providing more information about the source of the ideas. However, specific citation requirements such as those used in APA or Harvard style should be followed consistently with regard to the synchronization of in-text citation and bibliography. Secondly, referencing the URL within the text. Another example of an incorrect citation is include the URL in the text. In this instance, the thesis of S2 was also recognized by combining content from the internet and merely referencing the URL in-text. Additionally, the majority of online information is direct quote without a quotation mark or contained within a single paragraph. Thirdly, there is insufficient citation of online sources, which can be observed in S3's theses. These theses have been evaluated and it was determined that the online items referenced were not improperly cited in the bibliography; in this case, the only URL was merely included without any more information about the source.

The incidence of inappropriate quotations demonstrates that students lack proficiency in citation writing. The findings demonstrate that a large number of theses just cited straight content from any source without adhering to specific criteria of citation writing. S4, and S5 were determined to have plagiarized within the content of their theses.

Incorrect paraphrasing, as identified in this study, may be classified into two types: secondhand paraphrasing and inter-language paraphrasing. The evidence discovered that S6's thesis suggested that they had committed plagiarism inside the thesis's patterns. Meanwhile, S7 demonstrate that they merely translated the elements they need, which is termed interlanguage paraphrasing or interlanguage plagiarism. This demonstrates that students lacking knowledge of plagiarism, particularly in the form of incorrect paraphrasing, when writing their research thesis.

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