
STUDENTS' PERCEPTION OF PLAGIARISM IN THESIS WRITING

Oleh

Lu'luil Maknun¹, Siti Nurnadiah²^{1,2}Universitas Mercu Buana YogyakartaEmail: [1lulu@mercubuana-yogya.ac.id](mailto:lulu@mercubuana-yogya.ac.id), [2nadyahmargarin3@gmail.com](mailto:nadyahmargarin3@gmail.com)**Abstract**

The main purpose of this study was to find out the students' perception of plagiarism and the reasons why students did plagiarism in thesis writing. The research participants were students of sixth and eight semesters of English Department at Universitas Mercu Buana Yogyakarta. It involved 38 students that were chosen by random sampling. This research was conducted by using Descriptive Qualitative-Quantitative research or known as mixed methods. The collecting data was using the instrument questionnaires and interviews. The data for students' perception of plagiarism in thesis writing showed that 49% from the perceptual learning, 67,6% from the mental set, 51,4 % from motives and need, and the last 61% from cognitive style, revealed that most students did not understand about plagiarism in thesis writing and most of the student had negative perception and the data for the reason why students did plagiarism. It was related to Apiah, (2016), the reasons why students did plagiarism was their lack of writing abilities, achieving high grades, a lack of knowledge of plagiarism, the price of high-quality study materials, peer pressure, and family pressure. It can be concluded that most students knew about the reason why students did plagiarism.

Keywords : Students, Perception, Plagiarism, Thesis Writing**PENDAHULUAN**

One of the interesting topics for discussion in academic circles has been plagiarism." Academic dishonesty has received significant attention since the 1960s, especially in today's technologically advanced culture. This attention comes from the media, academics, administrators, and students Ashworth, (2003). And plagiarism has developed into a major problem in education, especially in college. The problem of plagiarism often occurs among universities and it results in the emergence of habits that are repeated in the problem of plagiarism. Plagiarism has also become a habit among students. In the age of the internet, student's behavior in tertiary higher learning institutions and universities is a major source of worry Ok, (2014)." It is also clear from the aforementioned remark that plagiarism affects our moral standards and behavior. From the explanation above, plagiarism can give an effect to the students' behavior that plagiarism often did in assignment, scientific writing, and

especially in thesis writing. There is no denying that while producing a scientific paper or a thesis, the authors use another person's claim, point of view, or research findings as evidence. According to Neville, (2007) in Darmayanti, (2018) it is necessary for authors who use someone else's work to provide credit to the original authors; otherwise, plagiarism may be assumed to have been committed. This means that while acknowledging the original author of a piece of work is now required in thesis writing, doing so can also encourage copying. As stated by Novawan, (2020) Plagiarism also means when someone else's work (concept) is used without credit or quote marks, without crediting the original, or without paraphrasing the thought.

In addition, according to Minister of Education Regulation Number 17 from 2010 in Fatimah, (2018), plagiarism includes: (1) using phrases, sentences, data, or information without citing the source; (2) doing so at random; (3) using ideas, opinions, or theories without citing the author; and (4) formulating others' ideas,

opinions, or theories in your own words without citing the source. As stated by Azher, (2014) Intentional plagiarism can have serious repercussions. According to the Minister Regulation number 17-year 2010 by government of Indonesia It establishes a number of repercussions for students who are detected plagiarizing, including a warning, a delay in giving students' rights, score cancellation, honorable and dishonorable dismissal of students as plagiarists by the school, and the cancellation of titles. Existing research has identified a variety of ways for avoiding plagiarism. The following are some ways for avoiding plagiarism (Rukmana and Sari): (a) Determine the causes of plagiarism, (b) recognize the many forms of plagiarism, and (c) integrate plagiarism prevention. According to Morrison (2015), there two types of plagiarism, unintentional plagiarism, which occurs when students struggle to properly cite, paraphrase, and quote sources, is divided into. Intentional plagiarism includes word plagiarism, structural plagiarism, style plagiarism, metaphor plagiarism, author plagiarism, and self-plagiarism. It means plagiarism can be done in various ways.

Not only that, Plagiarism is also an action that has arisen for various reasons. According to Apiah (2016) said lack of writing abilities, achieving high grades, a lack of knowledge of plagiarism, the price of high-quality study materials, peer pressure, and family pressure were the reasons students do plagiarism. In addition, as stated by Klein, (2011), that because the institution's policy is lacking, pupils will plagiarize. Low writing ability, weak educational background in academic research, poor language skills, and ignorance of the effects of plagiarism. For the whole explanation above, the main point is that students in higher education had various reasons for plagiarism and the lack of perception or knowledge of plagiarism.

According Perception Maumede (2016) is defined as the process through which individuals control and understand sensory perception to provide meaning to their

surroundings. It meant every individual had a different perception of every object in their environment. People's perceptions are influenced by the following factors: Maumede (2016):1) perceptual learning, each member of the group learns to prioritize some sensory signals while ignoring others. A person who has received instruction. For instance, hearing someone's speech or the sound of their footsteps might help the blind recognize them. 2) Mental set, describes being ready to accept certain sensory information. Such anticipation helps the person prepare with keen focus and attention. For instance, even when there is a lot of background noise, we pay attention to the horn or sound of the approaching train. 3) motives and needs, the view will undoubtedly be influenced by our goals and needs. 4) cognitive style, a field that focuses on the study of human cognition, including how humans' reason, speak, pay attention to information, and perceive their surroundings. These factors are essential since the students relate to knowledge, feeling, and attitude in the behavioral tendency toward self-plagiarism. From this case, the researcher was conducted to the student perception of plagiarism and the reason why students did plagiarism. This research aims to find out students' perception of plagiarism and the reasons for students doing plagiarism in thesis writing.

METHOD

This research was conducted in Universitas Mercu Buana Yogyakarta. It involved 38 students from the academic years 2018 and 2019 chosen by random sampling. In this study, researchers used mixed methods. According to Sugiyono (2014), mixed-methods are research methods that combine qualitative and quantitative research methods at the same time in research activity to produce more thorough, valid, dependable, and objective data. A mixed method can develop one database and could aid in the explanation of the other database and explore various question kinds not covered by the other database Creswell, (2010). In

collecting data, researchers used questionnaires and interviews as instruments. The questionnaires consist of 30 close-ended items on a five-Likert scale. For interviews, 4 open-ended questions to 10 students to strengthen the data that had been generated by the questionnaire. It was conducted by WhatsApp voice note to collect data. The Likert Scale's five options (strongly agree, agree, neutral, disagree, and strongly disagree) were utilized to determine the scale's decision points Sugiyono (2013). Additionally, classify the percentage questionnaire of score qualifications (Sugiyono, 2009):

$$\text{Scoring formula: } P = \frac{W}{QRS}$$

P= Percentage scores

Q= Maximum scores per point

W= Total score

S= Total respondent

R= Total question

Table 1. Percentage Questionnaire Score Qualification (Sugiyono,2009)

Percent %	Qualification
75% - 100%	High
50% - 75%	Medium
25% - 50%	Low
0% - 25%	Very Low

1. Finding and Discussions

The purpose of this study is to know students' perception of plagiarism in thesis writing and to find out the reason's students do plagiarism in thesis writing. The data was obtained through questionnaires and interviews for 6th and 8th semester students who are taking thesis writing majoring in English education at Universitas Mercu Buana Yogyakarta.

a. Finding

The students' perception of plagiarism in thesis writing

The purpose of this study is to know students' perceptions of plagiarism in thesis

writing. The data were obtained through questionnaires for students in the sixth and eighth semesters of the English Department. To measure how students' perception of plagiarism in thesis writing, this study was focused on factors affecting perception from Maumede (2016). These contain perceptual learning, mental set, motives and needs, and cognitive style.

a) The result of perceptual learning

Table 2. The Questionnaires Results of Perceptual Learning

Statements	SA	A	N	D	SD
Copying text from someone else's publication without crediting the source in thesis writing	-	-	5%	21%	73%
Copying text from someone else's publication with crediting the source, but without quotation marks in thesis writing	-	3%	34%	42%	21%
Using idea(s) from someone else's publication without crediting the source in thesis writing	-	3%	10%	31%	55%
Rephrasing another person's work without crediting the source in thesis writing	-	5%	13%	47%	34%
Rephrasing text from someone else's publication without significant modification of the original, but with crediting the source in thesis writing	-	18%	37%	26%	18%
Summarizing another person's work without crediting the source in thesis writing	-	8%	10%	45%	37%
Having someone else to write a paper for free without granting authorship in thesis writing	-	-	21%	34%	45%
Putting together pieces from different publications, and presenting the result as one's own work in thesis writing	5%	10%	18%	39%	26%
Republishing others' work in another language without crediting the source in thesis writing	-	3%	21%	34%	42%
Reusing one's own previously rejected research proposal for another funding application without crediting the source in thesis writing	-	8%	26%	32%	34%

Source: Yi, (2020)

Build upon table 2. the effect of perceptual learning showed that most of the

students has a bad knowledge about plagiarism. It proved by number 1, 2, 3 the data showed that they are not able to understand about plagiarism. The first statement shows that most respondents (SD = 73%, disagree = 21%, Neutral = 5%) in the disagree statement has bigger than neutral. It's meant the most of they are disagreed. Only 21% disagree and the biggest percentage is 73% strongly disagree that they are really don't know that plagiarism is copying text from someone else's publication without crediting the source in thesis writing. For the second statement, students (SD = 21%, Disagree = 42%, Neutral = 34%, Agree 3%) still give many of percentage in disagreeing. However, 42% of students state that they are do not know that plagiarism is copying text from someone else's publication with crediting the source, but without quotation marks in thesis writing. In the statement three, the students (SD = 55%, Disagree = 31%, Neutral = 10%, Agree = 3%). In the statement four (SD = 34%, Disagree = 47%, Neutral 13%, Agree 5%) some of the students disagree that plagiarism is rephrasing text from someone else's publication without significant modification of the original, but with crediting the source in thesis writing. And in the statement five (SD = 18%, Disagree = 26%, Neutral = 37%, Agree = 18%) shows that strongly disagree and agree had the same percentage. It's meant strongly disagree and agree had balance respondents and also neutral has highest percentage in statement number 5. It's meant most of student did not answer the statement. In the sixth statement (SD = 37%, Disagree = 45%, Neutral = 10%, Agree = 8%) shows that some of student disagree that plagiarism is summarizing another person's work without crediting the source in thesis writing. In data number seven (SD = 45%, Disagree = 34%, Neutral = 21%) strongly disagree showed most students really don't know that plagiarism is having someone else write a paper for free without granting authorship in thesis writing. Next, statement number eight (SD = 26%, Disagree = 39%, Neutral = 18%, Agree = 10%, SA = 15%) shows most students

disagree that plagiarism is putting together pieces from different publications, and presenting the result as one's own work in thesis writing. Meanwhile, the statement number nine (SD = 42%, Disagree = 34%, Neutral = 21%, Agree = 3%) showed most students really don't know that plagiarism is republishing others' work in another language without crediting the source in thesis writing. For the last statement (SD = 34%, Disagree = 32%, Neutral = 26%, Agree = 8%) still give many percentages in strongly disagree. From the explanation above, it was concluded that students' perception of plagiarism in perceptual learning had negative responses. It was because most students don't understand that plagiarism was copying text from someone else's publication without crediting the source in thesis writing.

b) The result of mental set

Table 3. Result of questionnaires to mental set

Statements	SA	A	N	D	SD
A feeling that make me not regret without crediting the source in thesis writing	5%	10%	26%	32%	26%
A feeling that make me a lack of confidence, fear of failure and high anxiety in thesis writing	10%	10%	42%	29%	8%
A feeling that makes me obsessed for high achievement in thesis writing	5%	18%	34%	31%	55%
A belief that copying something from the Internet is not bad, because everything on the Internet is public in thesis writing	21%	39%	18%	47%	34%
A feeling that you do not learn anything from the source about topic of thesis writing	18%	13%	26%	39%	18%

Source: Comas, (2010)

According to table 4., The first statement (SD = 26%, Disagree = 32%, Neutral = 26%, Agree = 10, SA = 5%) most of student disagree that the reason why they have done plagiarism is feeling that make they not regret without crediting the source in thesis writing. And also, strongly disagree and neutral had the same percentage, it meant strongly disagree and neutral had raw respondents. The second statement (SD = 8%, Disagree = 29%, Neutral = 42%, Agree = 10%, SA = 10%) neutral got the

highest percentage in statement two. It meant most of the students did not answer the statement. The third statement (SD = 5%, Disagree = 29%, Neutral = 18%, Agree = 29%, SA = 13%) disagreed and got the same percentage, it meant disagree and agree had a balanced respondent. Next, the fourth statement (SD = 21%, Disagree = 39%, Neutral = 18%, Agree = 18%, SA = 3%) shows most of student disagree that the reason why they do plagiarism is they believe copying something from the Internet is not bad, because everything on the Internet is public in thesis writing. The last statement (SD = 18%, Disagree = 39%, Neutral = 26%, Agree = 13%, SA = 3%) disagree still gives many percentages. From the whole statements, many students had negative perceptions about plagiarism. It was because they did not know plagiarism can make them feel obsessed with getting a high score in thesis writing.

c) The result of motives and needs

Table 4. Result of questionnaires to motives and needs

Statements	SA	A	N	D	SD
I do plagiarism because a habit of doing things at the last minute in thesis writing	10%	5%	13%	34%	37%
I do plagiarism because the thesis writing set is eminently theoretical in thesis writing	8%	3%	21%	42%	21%
I do plagiarism because the thesis writing to be done is very complicated in thesis writing	3%	10%	10%	47%	29%
I do plagiarism because the other classmates do it in thesis writing	3%	5%	10%	34%	47%
I do plagiarism because It easier, simpler and more comfortable than doing the work yourself in thesis writing	5%	8%	8%	42%	37%
I do plagiarism because I want to get higher grade than by doing thesis writing	8%	3%	3%	47%	39%
I do plagiarism because of thesis writing have to be submitted over a short period of time	5%	8%	5%	39%	42%
I plagiarized because I do not know how to do the thesis writing.	10%	5%	10%	32%	42%
I do plagiarism because a lack of time to make thesis writing	8%	10%	8%	32%	42%

Statements	SA	A	N	D	SD
I do plagiarism because thesis writing has an influence that can make the grades decrease at the end of the course	3%	10%	8%	34%	45%

Source: comas, (2010)

The table 3 revealed that the effect of motives and needs showed that most of student lack of understanding about the reason student did plagiarism, it prove by statement number 1 until 10. The first statement (SD = 37%, Disagree = 34%, Neutral = 13%, Agree = 5%, SA = 10%) disagree got the highest percentage in statement number one, it's meant students disagree that the reason student did plagiarism because a habit of doing things at the last minute in thesis writing. The second statement (SD = 34%, Disagree = 34%, Neutral = 21%, Agree = 3%, SA = 18%) show strongly disagree and disagree got the same percentage, it's meant strongly disagree and disagree had balance respondents. Next, the statement number three (SD = 29%, Disagree = 47%, Neutral = 10%, Agree = 10%, SA = 3%) shows most of students disagree that the reason student did plagiarism in thesis writing because it to be done is very complicated in thesis writing. The statement four (SD = 47%, Disagree = 34%, Neutral = 10%, Agree = 5%, SA = 3%) shows most of student strongly disagree that the reason why student did plagiarism because the other classmates do it in thesis writing. The statement five (SD = 37%, Disagree = 42%, Neutral = 8%, Agree = 8%, SA = 5%) shows disagree that the reason why student did plagiarism in thesis writing because It easier, simpler and more comfortable than doing the work yourself in thesis writing. Neutral and agree had the same percentage it's meant neutral and agree got the balance respondent. The statement number six (SD = 39%, Disagree = 47%, Neutral = 3%, Agree = 3%, SA = 8%) still give many percentages in disagree and for neutral and agree also got the same percentage again. The statement number seven (SD = 42%, Disagree = 39%, Neutral = 5%, Agree = 8%, SA = 5%) shows most of student really don't know that the reason why student did plagiarism in thesis

writing because of thesis writing have to be submitted over a short period of time. The eighth statement (SD = 42%, Disagree = 32%, Neutral = 10%, Agree = 5%, SA = 10%) shows still many percentages strongly disagree. Next, a statement from number nine (SD = 42%, Disagree = 32%, Neutral = 8%, Agree = 10%, SA = 8%) shows most of student strongly disagree that the reason why student did plagiarism in thesis writing because a lack of time to make thesis writing. For the last statement (SD = 45%, Disagree = 34%, Neutral = 8%, Agree = 10%, SA = 3%) still give many percentages in strongly disagree, and agree got percentage higher than neutral, it's meant some students chose agree rather than neutral, because who are chose neutral it's meant they just give undecided answer. The result of motives and needs was negative responses. It happened because most students were not aware that when they wanted to have a high grade in thesis writing, it could put them in the plagiarism zone.

d) The result of cognitive style

Table 5. Result of questionnaires to cognitive style

Statements	SA	A	N	D	SD
Sometimes I copy a sentence or two just to become inspired for further thesis writing	10%	13%	37%	16%	24%
Sometimes I am tempted to plagiarize, because everyone else is doing it in thesis writing (students, researchers).	3%	16%	26%	32%	24%
I do plagiarism in thesis writing because I am study in a plagiarism-free environment	3%	8%	8%	34%	47%
Plagiarism is justified if I currently have more important obligations or thesis writing to do in thesis writing	8%	8%	26%	34%	24%
I keep plagiarizing because I haven't been caught yet	5%	10%	16%	24%	45%

Source: Ozarda, (2016)

The table 4 showed that the effect of cognitive style for statement number 1 (SA = 24%, Agree = 16%, Neutral = 37%, Disagree = 13%, SD = 10%) shows neutral highest percentages for statement number 1, it's meant most of student chose undecided answer. Meanwhile, strongly agree and agree got the

percentages higher than strongly disagree and disagree. It's meant some of student understand that the reason why student did plagiarism in thesis writing because sometimes they copy a sentence or two just to become inspired for further thesis writing. For the second statement (SD = 24%, Disagree = 32%, Neutral = 26%, Agree = 16%, SA = 3%) shows most of student disagree that the reason why did plagiarism in thesis writing because everyone else is doing it in thesis writing (students, researchers). For statement number three (SD = 47%, Disagree = 34%, Neutral = 8%, Agree = 8%, SA = 3%) most of students really don't know about the reason why student do plagiarism in thesis writing because they are study in a plagiarism-free environment. The fourth statement (SD = 24%, Disagree = 34%, Neutral = 26%, Agree = 8%, SA = 8%) most of student disagree that the reason why student did plagiarism in thesis writing because plagiarism is justified if they currently have more important obligations or thesis writing to do in thesis writing. For the last statement (SD = 45%, Disagree = 24%, Neutral = 16%, Agree = 10%, SA = 5%) most of students really don't know about the reason why students did plagiarism in thesis writing because they haven't been caught yet to do in thesis writing. From the percentages above, many of students had negative responses. It was because most of students did not realize that their environment always did plagiarism in thesis writing

The reasons students do plagiarism in thesis writing

The purpose of this study is to know the reasons' students did plagiarism in thesis writing. The data were obtained through online interviews for 10 students.

The result of interview for question number 1

Table 6. The result data of interview from the students.

The question number 1 was aimed to know the students' perception of plagiarism in thesis writing: *what is your perception about plagiarism in thesis writing?*

- 1: I think, plagiarism is copying someone's work without citation/source.
- 2: my perception of plagiarism in thesis writing is really bad attitude.
- 3: In my perception, plagiarism is a bad habit and maybe most of student always do that in their thesis writing.
- 4: I think plagiarism is a copy paste someone's work without permission.
- 5: In my perception plagiarism is putting or republish other's work without citation.
- 6: I think, my perception about Plagiarism is an unethical action
- 7: In my opinion, plagiarism is harmful.
- 8: In my opinion, plagiarism is copy paste others work without source.
- 9: In my perception plagiarism is not good work and it is not creative work.
- 10: my perception about plagiarism is a risky action.

According the data above, students' number (1,4,5, and 8) revealed that many students knew that plagiarism is copying someone's work without source, citation, and permission. And for number (2,3,6,7,9, and 10) that plagiarism is bad attitude, bad habit, an unethical action, harmful, not creative, and risky action. It concludes, although students had different answers at least students know about plagiarism.

The result of interview for question number 2

Table 7. The result data of interview from the students.

The question number 2 was aimed to know the students' perception of plagiarism in thesis writing: "how is students' feeling after do plagiarism?"

- 1: I think, the students feel so afraid and confuse about doing something wrong in my thesis writing
- 2: I think, students feel so worry at all because they are afraid, it will be caught by their lecturer. And they feel so bad.
- 3: they feel a lack of confidence, fear of failure and high anxiety in thesis writing.
- 4: I think, they feel scary. they already know plagiarism is forbidden action. But they still do plagiarism because they don't have any choice.
- 5: in my opinion, they feel so afraid and confuse because they don't want their lecturer catch them to do plagiarism.
- 6: in my opinion, they feel failure because they obsessed for high achievement in thesis writing.
- 7: in my opinion, they feel so afraid because they don't want their lecturer know about their bad action.
- 8: I think, they feel so afraid because it will be punished by my lecturer.
- 9: I think, they feel so guilty about their thesis writing.
- 10: I think, they so worry and guilty to their bad action.

The data above revealed that most of students feel worry, afraid and guilty when they did plagiarism in thesis writing. It was because they will be caught by their researcher

The result interview for question number 3
Table 8. The result data of interview from student

The question number 3 was aimed to know the reasons' students do plagiarism in thesis writing: "in your opinion, why student do plagiarism in thesis writing?"

1: I think, students do plagiarism because they don't have many ideas and they don't know how to develop their thesis writing.

2: I think, they do plagiarism because they are stuck in my thesis, and they are so hard to understand the content of their thesis.

3: in my opinion, they do plagiarism because thesis writing so difficult, and then I think, they don't have any creativity to develop their idea.

4: in my opinion, students do plagiarism because they don't have any idea and make

The result interview for question number 3 showed the reason why students did plagiarism. It was related to the expert from Apiyah, (2016), the reasons why students did plagiarism was they lack of writing abilities, achieving high grades, a lack of knowledge of plagiarism, the price of high-quality study materials, peer pressure, and family pressure. It can conclude that most students knew about the reason why students did plagiarism

The result of interview for question number 4

For the finding question number 4 showed that students (1,2,4,5,8 and 9) they said" the influence that make they did plagiarism because of their environment. Example when they were seen their

friends did plagiarism, they thought, it makes easier to do their thesis writing and then they followed their friend. And for students' number (3,6,4, and 10) revealed that the influences make they did plagiarism because of their laziness, get high grade, and got a depress. It concluded; many students were affected because of their environment.

Table 9. The result data of interview from student

The question number 4 was aimed to know the reasons' students do plagiarism in thesis writing: "in your opinion, what is the influences that make students do plagiarism in thesis writing?"

1: The influence is because many of my friend do plagiarism and then I follow my friends to do it.

2: I think it because they see their friends do plagiarism and they think it easy way to get new idea and they don't put much effort for their thesis. So, they choose to follow their friends by doing plagiarism.

3: The influence that can make student do plagiarism in thesis writing is their pleasure in do thesis writing. Example like students feel so depress when do thesis writing or like they don't know what actually to make good thesis writing.

5: the influence that make they do plagiarism because my environment, example when they see many of their friends do plagiarism and then they think, it can make so easier to do their thesis.

6: Because they want the highest score and they to have the maximum grade for their thesis writing.

7: The influence is their laziness to develop their ideas to write their thesis writing.

8: the influence makes me do plagiarism, because the other classmates do it in thesis writing. I think, it makes easily to do the thesis writing.

9: the influence that makes they do plagiarism it because they look some of their friends do plagiarism and then they think it very easy to complete their thesis writing.

10: The influence that make they do plagiarism, it because they want to get high grade.

DISCUSSIONS

The student's perceptions of plagiarism in thesis writing.

The first was about students' perception from perceptual learning. Perceptual leaning was the process by which students used their five senses to extract information from their

environment (Sartiah, 2017). It was mean perceptual learning was about how the way student think by their five sense to make perception from their environment. Example, when students heard some opinion about plagiarism from their environment. It set out that most students had negative perceptions about plagiarism in perceptual learning. It because they did not understand that plagiarism was copying text from someone else's publication without crediting the source in thesis writing and they did not know that plagiarism was using idea(s) from someone else's publication without crediting the source in thesis writing. From that case, students had to aware and understand about plagiarism from their environment.

The second was told about students' perception in mental set. Mental set was the important for understanding and explaining a wide spectrum of human problem solving in behavior (Öllinger, 2008). It was about how students understand problem solving in their behavior. for example, when we always did something that made it into behavior and then we had to solve it. Relate to the plagiarism, some of students had negative perceptions about plagiarism in their mental set. It was because they weren't aware that when they became obsessed with high scores in thesis writing. And it made students always did plagiarism to made higher score. From that incident, students must knew that we did not had to done plagiarism for to get higher score. Students have to improve their insight and search in website if they did not understand about their thesis.

The third was explained about motives and needs. Motives and needs was how the way someones' view influenced by need and goals (Maumede, 2016). Example, when students to viewed interesting thing and then they wanted to get it because they have influenced by their motive and needs. From motive and need was revealed that most of the students had a negative perception. It because most of students did not realize that when they seen their classmate did plagiarism, and then they thought that

plagiarism can made them became easier made a thesis writing. From that occasion, student had to knew that they did not to be easier effected by their friends. And learn how to made themselves to be more independent and consistent to their thesis.

The forth was informed about cognitive style. Cognitive style was the manner in which information is received and processed, attitudes toward knowledge, and behaviors that are related to the learning environment (Ratuanik, 2018). it was adduced that mostly students had negative perception about plagiarism in cognitive style. It because they affected by their free environment that was accustomed to plagiarism and they did not yet caught by their lecturer or advisor. From that affair, the students did not to be easier influenced by their environment and even while lerture or advisor did not caught yet about doing plagiarism, the student had to knew about the warning and consequence of doing plagiarism.

The reasons students do plagiarism in thesis writing

Build up the interview by 10 students, it was adduced that whole student knew about what exactly the reason why students do plagiarism in thesis writing. Mostly, the reason why they did plagiarism was because they did not have any ideas and they were stuck in their thesis writing, they had a lack of time to do their thesis writing, and they did plagiarism because It was easier, simpler and more comfortable than doing the work yourself in thesis writing. Most of that reasons, it happened because of their laziness to increase their insight about their topic in thesis writing. Meanwhile, their laziness became a bad habit of doing something for instant process. and when they were protect their environment around them so, that they are not easily influenced by their own environment. because of the environment, students were influenced to do plagiarism.

CONCLUSION

This research has shown that sixth and eighth semester thesis writing students lack a basic knowledge of plagiarism. The majority of students did not comprehend that plagiarism is when someone copies text from another person's publication without giving due credit to the original author. Additionally, students' perception of plagiarism in thesis writing reveals a low figure of 49,2% perceived in the perceptual learning effect. Meanwhile, mental set showed a medium figure of 67,7%. Although the mental set had a medium qualification but, most of student had negative responses because they don't understand that plagiarism could made, they feel obsessed with getting a high score in thesis writing. For motive and need gave a medium qualification of 51,4% in fact, it informed that most of student got negative responses, it happened because most students were not aware that when they wanted to have a high grade in thesis writing, it could put them in the plagiarism zone. The last was cognitive style. It stated that had a medium qualification score of 61% perceived. However, motive and need found a medium qualification in table 5 of questionnaire got negative responses. It was because they did not aware that when they were seen their friends did plagiarism, and then they thought that it can made they were easier to wrote a thesis writing. For that perception they followed her friends for doing plagiarism. Another thing to note is that the students lack knowledge of self-plagiarism. As a result, they consider self-plagiarism to be standard procedure because it causes no harm to others.

Plagiarism is also an action that has arisen for various reasons. According to Apiyah, (2016) said lack of writing abilities, achieving high grades, a lack of knowledge of plagiarism, the price of high-quality study materials, peer pressure, and family pressure were the reasons students did plagiarism. Build up the interview, students' reasons did plagiarism was related to each other. It informed that students' reasons including a lack of time and ideas for their work, frustration

with a challenging subject, and ignorance of proper citation format. It means most students aren't really aware about plagiarism in thesis writing. All of that reasons, it happened because of their laziness to improve their insight. That's why most of students did plagiarism to write a thesis writing. The suggestions for students had to read more concerning the citation writing process. Additionally, the experts exhort the pupils to have more faith in their personal writing. They need to write more and get better at grammar in order to obtain this confidence and they have to know how to paraphrase

REFERENCES

- [1] Apiyah. (2016). The evil that men do in academics: Understanding plagiarism and its extenuating circumstance. *British Journal of Education*,. *British Journal of Education*, 4(6), 57-67.
- [2] Ashworth. (2003). The student life world and the meanings of plagiarism. *Journal of Phenomeno- logical Psychology*, 257-78.
- [3] Azher. (2014). Plagiarism: An academic crime. *Advance Educational Institute & Research Centre*, 3.
- [4] Comas-Forgas, R. (2018). *Academic Plagiarism: Explanatory Factors from Students' Perspective*. 33.
- [5] Creswell. (2010). *Mapping the developing landscape of mixed methods research*.
- [6] Darmayanti, S. (2018). *University Students' Perception toward Plagiarism*. *Language and Education Journal Undiksha*, 13-20.
- [7] Fatimah, W. (2018). *Perception of Plagiarism among Students of Higher Education in Indonesia*. *Alphabet*, 30-40.
- [8] Fish, H. (2013). *Students' perceptions of plagiarism*.
- [9] Hwang, Wang, & Pomplun, 2011. (2011). *PERCEPTION: A CONCEPT ANALYSIS*. *ResearchGate*, 1-18.
- [10] Klein. (2011). *Why learners choose plagiarism : A review of literature*. *Interdisciplinary Journal*

- of Knowledge, 97-110.
- [11] Maumede. (2016). English Education Department the Faculty of Teacher Training and Education Muhammadiyah University of Makassar. 1-59.
- [12] Mcdonald, Susan Mary Duke, Gloria. (2011). PERCEPTION: A CONCEPT ANALYSIS. ResearchGate, 1-18.
- [13] Morrison. (2015). Types of plagiarism: You can't avoid it if you don't know what it is. Retrieved from <https://unplag.com/blog/types-of-plagiarism/>.
- [14] Mosha, A. a. (2015). Student's Plagiarisms in Higher Learning Institutions in the Era of Improved Internet Access: Case Study of Developing Countries.
- [15] Naville. (2007). The complete guide to referencing and avoiding plagiarism. New York: Open University Press. <https://doi.org/978-0-335-26203-8> Perk.,.
- [16] Novawan, A. (2020). Exploring the Teachers' Perspective on Morality in an English as a Foreign
- [17] Language Pedagogy. Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning, 80-93.
- [18] Ok, E. &. (2014). Internet plagiarism in higher education: tendencies, triggering factors and reasons among teacher candidates. Journal of Education and Practice, 203-216.
- [19] Öllinger. (2008). 2008_Oellinger.pdf.
- [20] Ozarda. (2016). Special issue : Responsible writing in science Review. 5-16.
- [21] Ratuanik. (2018). Cognitive Process Of Students In Solving Mathematical Problem Judging From
- [22] Cognitive Style Of Field Independent And Field Dependent In Junior High School. The International Conference on Mathematical Analysis, Its Applications and Learning, 69-80.
- [23] Rukmana, S. (2016). Students' Perception of Plagiarism : Case Study at FKIP UMSU.
- [24] Sartiah. (2017). PERCEPTUAL LEARNING STYLE IN ENGLISH OF STUDENTS AT THE.
- [25] Sudidgo. (2007). Beberapa catatan tentang plagiarisme. Majalah Kedokteran Indonesia, 57(8), 238-244.
- [26] Sugiyono. (2009). Metode Penelitian Pendidikan Pendekatan Kuantitatif,.
- [27] Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan R & D. In Metode Penelitian. Cv. Alfabeta.
- [28] Sugiyono. (2014). Metode Penelitian Kombinasi(Mixed Methods). Bandung: Alfabeta.
- [29] Wulandari, F. a. (2018). Perception of Plagiarism among Students of Higher Education in Indonesia.
- [30] Yi, N. (2020). Perceptions of plagiarism by biomedical researchers: An online survey in Europe and China. BMC Medical Ethics, 1-16.

HALAMAN INI SENGAJA DIKOSONGKAN