



## รายงานการวิจัยในชั้นเรียน

**การคัดลอก (Plagiarism): การวิเคราะห์เชิงสำรวจนักศึกษาระดับ  
ปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย**

**Plagiarism: Exploring Undergraduate Students' Perceptions,  
Rajamangala University of Technology Srivijaya, Songkhla**

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## **ACKNOWLEDGEMENT**

At the time of completion of this study, it would not have been complete without the encouragement and support from many people. I would like to express my sincere gratitude and appreciation to many individuals who have assisted me in the completion of my study.

It is my pleasure to convey my thanks to third-year English for International Communication students in the second semester of the academic year 2013, Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Songkhla, who served as the research subjects. This research would not have been possible without their participation and their great cooperation.

I am also grateful to give special thanks to Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Songkhla which supported and gave me an opportunity to do this research.

Phanlapa Khathayut

## การคัดลอก (Plagiarism): การวิเคราะห์เชิงสำรวจนักศึกษาระดับปริญญาตรี

### มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย

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#### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์คือ เพื่อศึกษาความตระหนักรู้เกี่ยวกับการคัดลอกของระดับปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา โดยได้ดำเนินการวิเคราะห์ออกเป็น ๒ ประเด็น คือ ความตระหนักรู้เกี่ยวกับการคัดลอกข้อความของผู้อื่นมาเป็นของตนและสาเหตุที่นักศึกษาคัดลอกข้อความหรืองานของผู้อื่น กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้คือ นักศึกษาชั้นปีที่ ๑ หลักสูตรสาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา ในปีการศึกษา ๒๕๕๖ จำนวน ๖๐ คน ซึ่งการวิจัยครั้งนี้ได้ดำเนินการในภาคการศึกษาที่ ๒ ปีการศึกษา ๒๕๕๖ เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามแบบตรวจรายการ (Checklist) และแบบสอบถามวัดระดับความคิดเห็น ๕ ระดับ ผู้วิจัยได้นำข้อมูลที่ได้จากแบบสอบถามมาวิเคราะห์เพื่อประเมินความตระหนักรู้เกี่ยวกับการคัดลอกของนักศึกษา ผลที่ได้จากการวิจัยนี้พบว่านักศึกษาส่วนใหญ่ ยังขาดความเข้าใจเกี่ยวกับความหมายที่แท้จริงของการคัดลอกข้อความจากต้นฉบับ (Plagiarism) แหล่งที่มาของข้อมูลที่นักศึกษาคัดลอกส่วนใหญ่มาจากเว็บไซต์ สาเหตุที่ทำให้นักศึกษาคัดลอกงานของผู้อื่นมาเป็นของตน คือ การขาดความรู้ด้านการอ้างอิง รวมไปถึงปัญหาด้านการใช้ภาษาอังกฤษ

# **Plagiarism: Exploring Undergraduate Students' Perceptions, Rajamangala University of Technology Srivijaya, Songkhla**

**Phanlapa Khathayut<sup>1</sup>**

## **ABSTRACT**

The purpose of this study was to investigate the Rajamangala University of Technology Srivijaya students' perceptions on plagiarism. It could be divided into two aspects: to explore students' awareness of plagiarism and to investigate reasons students plagiarize. The subjects of this study were 60 third-year students who were studying in English for International Communication Program in the Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Songkhla province in the academic year 2013. The study was conducted throughout the second semester of the 2013 academic year. The instrument used in this study was a checklist and 5-point rating scale questionnaire. Data were analyzed to find students' perceptions on plagiarism. The findings revealed that most of the students (85%) did not know the exact meaning of plagiarism. Most of them copied and pasted other's work through websites. The main reasons that made the students committed plagiarism were they lacked of knowledge of referencing and they had got problems in using English.

**Keywords:** Plagiarism, Perceptions

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Rationale of the Study**

Plagiarism is more focused and popular nowadays. It is a hot issue that many researchers are interested. It is easily found especially in educational section. As you known, technology has an important role and affects our lives, in particular the Internet. It is extremely easy for students to access the Internet and find some information in every topic they would like, even finding the information to do their assignment. They usually copy and paste words from original articles without citation to the origin author in their assignments. Some students have known the word "plagiarism", but they do not know its exact meaning. Some ignored it.

Many educators defined the meaning of plagiarism that plagiarism is the intentional or unintentional use of another's work or ideas, published or unpublished, without clearly acknowledging the source of that work or idea. It usually found in internet sources. (New Jersey State Bar Foundation, 2007; Procter, 2010; Logue, 2014).

Moreover, there are many researchers gave some suggestions to avoid it. Taking notes after listening or reading, putting quotation marks when using other's words, paraphrasing the ideas in your own words, and acknowledging to the sources you get information from are suggested ways that help you avoid plagiarism (New Jersey State Bar Foundation, 2007; Logue, 2014; Turnitin, 2014).

In Thailand community, students are not trained strictly on how to avoid plagiarism, even at some Thai school or university. It should not be more focused only teaching how to use English correctly, but also teaching how to live in the society ethically.

From the researcher experience in teaching English at Rajamangala University of Technology Srivijaya Thailand, it has been found that when the teachers



assigned the students to do a report, they are always looking for the information from the Internet, cut and paste it without paraphrasing or citing to the authors in their work. Alike Khathayut (2014) found that 92 percent of third-year English for communication, Rajamangala University of Technology Srivijaya in an academic year 2012 committed plagiarism by copying words and sentences from the original text.

According to these problems, the researcher was interested in exploring students' perceptions on plagiarism of third-year English for International Communication students, of Rajamangala University of Technology Srivijaya (RMUTSV), Songkhla province. This research was focused on two aspects: Students' awareness of plagiarism and reasons students plagiarize. English for International Communication was designed to support students to get more proficiency in English. This group of students has to read the text and do many reports in English. Moreover, in the future, they may be a part of international organizations. So, the research results would be fruitful to teachers and students to find ways of enhancing students' awareness of committing plagiarism. The researcher really hoped that the results of the research could benefit teachers who teach English to Thai students especially in courses that related to reading and writing.

## **1.2 Purposes of the Study**

The main purpose of this study was to investigate the RMUTSV third-year English for International Communication students' perceptions on plagiarism. To be more focused, the purpose can be restated as follows:

1. To explore students' awareness of plagiarism.
2. To investigate reasons students plagiarize.

## **1.3 Research Questions**

The research was designed to answer the following research questions:

1. Do most of the students know about plagiarism?
2. What are the reasons students commit plagiarism?

#### **1.4 Scope and Limitation of the Study**

The participants in the study were 60 third-year English for International Communication students, Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Songkhla province in the second semester of the 2013 academic year. Thus, the results of the study may not be generalized to other groups of students in the university or other contexts.

This study focused only students' understanding and awareness on plagiarism in four aspects: definitions of plagiarism, sources when students do assignments, reasons when students copy other's work, and problems that make students plagiarize.

#### **1.5 Definition of Terms**

The key terms used in this study are defined as follows.

1. Plagiarism is considered when students copy words, sentences, or ideas of the others into students' work without citation or acknowledgment.
2. Perception in this study means students' understanding and awareness on plagiarism.

## **CHAPTER 2**

### **REVIEW LITERATURE AND RELATED RESEARCH**

This study examines the students' awareness of plagiarism and reasons students plagiarize. This chapter is divided into two main parts: related literatures and related research. In the first part, the theoretical and the related literature are presented. It is divided into three main topics according to the research: definitions of plagiarism, types of plagiarism, and how to avoid plagiarism. In the second part, related studies on plagiarism of students are presented.

#### **2.1 Related Literature**

The review of literature was divided into three categories: definitions of plagiarism, types of plagiarism, and how to avoid plagiarism. These are presented as follows.

##### **2.1.1 Definitions of Plagiarism**

Every people have known that copying another work to your own is wrong, in particular in academic field. Plagiarism is regarded as a serious academic offence, even though sometimes it occurs by misunderstanding and the writer or the students are unintentional.

People must respect to the other ideas, decisions even perceptions. There is a concern that significant economic harm is being inflicted on the creators of works arising from a general disrespect for their property rights fostered by the Internet and a "rip, mix, burn" culture (Marshell and Garry, 2005). There are many theorists claimed what plagiarism is.

Logue (2014) stated that plagiarism is the intentional or unintentional use of another's work or ideas, published or unpublished, without clearly acknowledging the source of that work or idea.

Procter (2010) defined the meaning of 'plagiarism' that when the writer uses words, sentences from books or articles or websites without citing where the passages are from, it is counted as committing plagiarism. It usually found in internet sources. The writer needs to give credits to the owners of the idea. It is not just at the end of the paragraph, but it is as soon as the writer mentioned. Common knowledge is not necessary to acknowledge the name of the source including information covered in the class.

New Jersey State Bar Foundation (2007) identified in the article "What you need to know about plagiarism" that plagiarism is the taking of someone else's ideas or means of expression and passing them off as your own work.

Dawson and Overfield (2006) claimed that committing plagiarism of students will affect students' learning and study skills especially to their university experience and their career in the future.

Clough (2000, cited in Bamford and Sergiou, 2005) said that plagiarism would be found among international students easier than from the native students.

Perry (2001, cited in Bamford and Sergiou, 2005) declared that many students usually confused between paraphrasing and committing plagiarism. He also found that the students thought that if they copied work from different sources and combine them, it was not plagiarism but it was 'research'.

Turnitin (2014) gives the meaning of the word "plagiarism" that it is stealing someone else's work and lying about it afterward. Many cases are considered plagiarism (Turnitin, 2014).

- 1) Turning in someone else's work as your own
- 2) Copying words or ideas from someone else without giving credits
- 3) Failing to put a quotation in quotation marks
- 4) Giving incorrect information about the source of a quotation

- 5) Changing words but copying the sentence structure of a source without giving credit
- 6) Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

However, Turnitin (2014) also claims that changing the words of an original source is not sufficient to prevent plagiarism.

Bogazici University SFL (2006) states that if you use information you gathered from other sources without acknowledging the source of information, and make it appear to be your own, this is called plagiarism.

Marshell and Garry (2005) provided the definitions of plagiarism in their study as follows.

- 1) Copying the words from another source without appropriate reference or acknowledgement.
- 2) Using a published work to identify important secondary citations that make a particular logical argument and then citing only those secondary sources to support your own use of the same logical argument.
- 3) Copying the organization or structure of another piece of work without appropriate reference or acknowledgement.
- 4) Changing the words of material from another piece of work and representing it as your own.
- 5) Buying a complete piece of work in order to submit it for an assignment.
- 6) Copying the ideas from another piece of work without appropriate reference or acknowledgement.
- 7) Copying a web site and putting your own words and name into the content part of the pages.
- 8) Using another piece of work to identify useful secondary citations that you cite in your own work without reading and cited material.

- 9) Copying short sentences (less than 50 words) from another source without appropriate reference or acknowledgement.

In the following cases Marshall and Garry (2005) identified that they were not plagiarism if the authors copy the words from another source with an acknowledgement, resubmit an assignment that was submitted in one course for assessment in another course, create a new piece of work structured according to a documentation standard, by referring to existing work of the same type, create a new piece of work on the same theme as an existing one but in a new context and without copying the existing one, and quote from an existing piece of work with a reference to the source.

Park (2003, cited in Özerdem and Soden, n.d.) mentioned forms of plagiarism by students.

- 1) Stealing material from another source and passing it off as their own; buying it, copying a whole paper without proper acknowledgement, submitting another student's work.
- 2) Submitting a paper written by someone else.
- 3) Copying with proper referencing, but without quotation marks.
- 4) Paraphrasing material without providing appropriate documentation.

Özerdem and Soden (n.d.) pointed out that plagiarism has three main causes: cultural background (respect to 'expert opinion, perception of assertiveness as arrogance, label of being an 'overseas student), academic background (classical university teaching based on 'lecture' format and 'exam' style assessment, inexperienced in essay writing, not appreciating fully what plagiarism is all about), and language issues (Lack of mechanical skills-not tested in TOEFL/IELTS, difficulties begin in reading and note-taking, the problem knowing what is/is not in the public domain, using sources and developing a voice is confusing, teaching paraphrase is problematic – line by line reformulations are a common response).

### 2.1.2 Types of Plagiarism

Turnitin (2014) states that many researchers usually give acknowledgement to the source that has been borrowed. This is one of many ways that has always used to prevent plagiarism.

It is necessary to know types of plagiarism. If the authors know what plagiarism is, it can help their work more effective. Plagiarism can be divided into two main types: Sources not cited and sources cited (but still plagiarized!).

#### 1) Sources not cited

There are several ways that have been named for this type.

#### 2) “The Ghost Writer”

The writer turns in another’s work, word-for-word, as his or her own.

#### 3) “The Photocopy”

The writer copies significant positions of text straight from a single source, without alteration.

#### 4) “The Potluck Paper”

The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.

#### 5) “The Poor Disguise”

Although the writer has retained the essential content of the source, he or she has altered the paper’s appearance slightly by changing key words and phrases.

#### 6) “The Labor of Laziness”

The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.

7) “The Self-Stealer”

The writer “borrows” generously from his or her previous work, violating policies concerning the expectation of originally adopted by most academic institutions.

8) Sources cited (but still plagiarized!)

There are five styles that have been mentioned for this type.

9) “The Forgotten Footnote”

The writer mentions an author’s name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

10) “The Misinformer”

The writer provides inaccurate information regarding the sources, making it impossible to find them.

11) “The Too-Perfect Paraphrase”

The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

12) “The Resourceful Citer”

The writer properly cites all sources, paraphrasing and using quotations appropriately. The paper contains almost no original work. It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.

13) “The Perfect Crime”

The writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.



### 2.1.3 How to avoid plagiarism

Many sources offered advice on how to avoid plagiarism.

New Jersey State Bar Foundation (2007) declared that there were a lot of academic institutions suggested how to avoid plagiarism. They said in general terms, you should:

- 1) take careful notes and citations
- 2) put quotation marks around any direct quotations
- 3) identify specific citation information when you paraphrase
- 4) indicate in your notes where you have injected original thoughts or comments.

New Jersey State Bar Foundation (2007) also stated that because plagiarism can occur even when it is not intentional, you need to be thorough not only in your note taking but in how you reference your sources. Direct quotations, paraphrases, reference to another's ideas or theories, and use of another's charts or graphs, for example, must be acknowledged. Common facts do not have to be cited.

Logue (2014) suggested a guide to reducing plagiarism.

- 1) Timetable compulsory sessions on academic writing and citation skills, including the correct citation of electronic sources and teach, by means of discussion and practice, and suggest ways to avoid plagiarism.
- 2) Teach students how to recognize acceptable and unacceptable paraphrases.
- 3) Include specific instructions regarding correct in-text and end-of-text referencing and bibliographies. Ensure teaching staff give consistent guidance. To put it simply, references should be correct, complete, consistent and convincing.
- 4) When assessing student work, lectures should give student feedback on any errors in referencing technique.

- 5) Explain what should be avoided and what is encouraged in terms of collusion and collaboration.
- 6) Ensure that students know you are aware of essay banks and cheat sites and that you monitor them.
- 7) Treat all plagiarism as unacceptable, even if it is claimed that it was unintended, and deal with it formally with penalties to fit the circumstances.
- 8) Rewrite or modify the assignment each time the module is taught.

Born (n.d.) reviewed much on how to reduce plagiarism as the following guidelines.

- 1) Treat a paper as a process not a product.
- 2) Assign group activities.
- 3) Design questions that require discussion rather than rote memorization.
- 4) Assign different questions to different individuals.
- 5) Give tests, quizzes or assignments more frequently.
- 6) Assign more in-class activities.
- 7) Don't allow make up tests.
- 8) Rotate curriculum.
- 9) Build trust.
- 10) Educate students.

Procter (2010) suggested the ways to prevent committing plagiarism. To prevent committing plagiarism unintentionally, the writer should always write down the author, title and publication information. This way makes you attach names and dates to specific ideas correctly. Learning how to take good notes is very useful. It helps avoid copying the text you have read. Also, it makes the writer's reading comprehension better. Moreover, do not past passages from online sources into a draft. Read carefully and summarize just the main point of a text. However, the writer should give acknowledgement, with examples showing different ways of working

them into your own work. There are three techniques that usually use to avoid plagiarism.

- 1) Enclose the author's exact words in quotation marks, or indent passages of more than four lines. Using quotation marks are not popular with long passages or long lines. Only quote when the original words are emphasized. Quotation rarely uses in scientific writing.
- 2) Use your own words to summarize the idea you want to discuss, emphasize the points which relate to your argument. Be sure to document these paraphrase or summaries even when you are not using the exact original words
- 3) Use specific ideas as evidence for your argument or interpretation. Finally, distinctive or authoritative ideas, whether you agree with them or not is the way you show the reference you have mentioned can display your attitude and lead into your own argument.

Turnitin (2014) suggested how to prevent plagiarism.

- 1) Consult with your instructor
- 2) Plan your paper
- 3) Take effective notes
- 4) When in doubt, cite sources
- 5) Make it clear who said what
- 6) Know how to paraphrase—a paraphrase is a restatement in your own words of someone else's ideas. Not only changing a few words of the original sentence but also changing the sentence structure of the original.
- 7) Evaluate your sources—not all sources on the web are worth citing, many of them are just plain wrong. You have to make sure you know the author(s) of the page, where they got their information, and when they wrote it.

Bogazici University SFL (2006) gives four suggestions about avoiding plagiarism. You must give credit or acknowledge to the source if you use another person's idea, opinion, or theory, any facts, statistics, graphs, any pieces of information that is not common knowledge, quotations of another person's actual spoken or written words, paraphrasing of another person's spoken or written words.

Bogazici University SFL (2006) suggests three strategies writing without plagiarizing: Paraphrasing, quoting, and summarizing.

#### 1) Paraphrasing

A paraphrase is your restatement of an author's ideas or someone information. It should include the citation such as name of the author and the date of publication of the material. You can make a successful paraphrase if you read very carefully the text you are going to write about, make notes while you are reading, make sure that you have understood the writer's ideas completely, and express the ideas or information you have read in your own words -- write in your own words by using synonyms, reordering the information or ideas, changing the sentence pattern, stating the information in shorter and simpler sentences. Don't forget to compare your version with the original version; make sure that logic of the ideas has.

#### 2) Quoting

If the original wording of the source is very well-known and widely-recognized, or when the original phrasing is distinctly put together and paraphrasing would alter the meaning or weaken the effect, then you should use direct quotation from the source. There are five quoting guidelines that the writer must recognize.

- Do not quote more than one or two paragraphs.
- Your quote should be integrated into the main line of discussion in your paper.
- When you quote, you should acknowledge the source. Using one of the format style manuals (MLA, APA, Chicago) you indicate the name of the author and the date of the publication.
- You should cite the name of the source in the text and in the references section of your paper.

- Do not change the wording and expressions of the original source. Do not misquote.

### 3) Summarizing

A good strategy in summarizing a text you have read is: Read the text several times but do not make any notes. During your first reading you may take extensive notes, but later you may find out that you do not need them. Therefore, read without making notes but interacting with the author. That is, familiarize yourself with the text, the author, the main ideas and arguments, etc. List the key ideas and supporting arguments. Rank them in order of importance. Evaluate them. Summarize the text. Acknowledge the source in the summary text.

Taweles (2001) stated that paraphrasing is a way of avoiding plagiarism. Teweles said that the purpose of a paraphrase is to shorten or condense the original reading passage, and to restate its content by using synonyms. Paraphrasing can be viewed as an effective writing tool, one that when applied consistently, can point students in the direction of effective summary writing. Some notable advantages of paraphrasing are that it:

- 1) combines reading and writing in an accessible ways
- 2) enables students to focus on key vocabulary and essential points raised in the text
- 3) can help expand their knowledge of synonyms (or antonyms) and certain contextual constraints on their usage
- 4) helps students learn to vary word forms
- 5) helps students learn to vary sentence word order
- 6) can lead to develop a stylistic alternative to the original text
- 7) can help clarify some of the key information presented in the original

## 2.2 Related Research

Marshall and Garry (2005) explored students' attitudes, perceptions and understandings of intellectual property, especially plagiarism and violations of copyright. The results showed that most students understood the definitions of plagiarism. They (94%) knew that copying the words from another source without appropriate reference or acknowledgement is plagiarism. Many students (90%) also knew that buying a complete piece of work in order to submit it for an assignment is plagiarism. However, there were some students did not understand what plagiarism is because there were just 9% of students knew that creating a new piece of work on the same theme as an existing one but in a new context and without copying the existing one is not plagiarism. The result also showed student attitudes to copying from the WWW, books and other students. It was found copying from another student was seen as the most serious form of plagiarism. And copying from WWW is the least serious.

Dawson and Overfield (2006) investigated students' perceptions of what constitutes plagiarism. The participants were undergraduate bioscience students. A scenario-based questionnaire was used as a research instrument. The results showed that most students were uncertain about several aspects of plagiarism, including downloading of material from the Internet.

Dawson and Overfield (2006) also found that most students knew the meaning of plagiarism, but they were not sure about using the ideas of someone else. Some students did not know this act was plagiarism. Also, they were not sure that whether sharing work with the others is committing plagiarism or not. However, they were quite sure that getting ideas from a textbook was not plagiarism. The students understood that if they committed plagiarism, they would lose their marks or would be caught because it was dishonest. Moreover, copying another work did not show the idea of the writer.

Wan, et al (2011) studied plagiarism among undergraduate students in an engineering-based university. The researchers cooperated with the lectures in Humanities Department to distribute the questionnaires to the students because this group of the lecturers can give the questionnaire to students in all five majors. So, all

students have opportunities to be a sample in this study. However, the lecturer could get only 378 from 500 students. The questionnaire consisted of 50 items in four parts: 1) awareness about plagiarism; 2) knowledge on academic referencing; 3) intent and extent in committing plagiarism; and 4) contributing factors towards plagiarism. The results showed that the participants have low awareness about plagiarism. However, they have high knowledge on academic referencing, intent and extent in committing plagiarism and high level in contributing factors towards plagiarism.

Bamford and Sergiou (2005) analyzed the reasons for plagiarism among international students. They piloted this study by using the questionnaire to collect data. The purpose of this pilot study was to explore the reasons for plagiarism of international students both intentional and unintentional. The results showed that most students, in particular Asian students copied the language and ideas of others because they thought that copying from textbooks was not prohibited. However, they also knew that plagiarism was wrong and immoral or unethical. The main reasons for acknowledged plagiarism were external pressures to succeed or time pressure. Nevertheless, it is true to say that in some cases the plagiarism was unintentional because the students lack of understanding of how to cite material from other sources.

Yakovchuk (n.d.) studied about the reasons non-native speaker students in United Kingdom committed plagiarism. The purposes of the study were to prevent, detect and react. The study focused on academic writing of non-native speaker students. The questionnaire and open questions were used as research instruments. The results found that the main reason the students committed plagiarism was content problems (Lack of their own ideas, no particular strong opinions, not enough ideas or information to finish their assignments, not solid, lack of knowledge, etc.). The researcher also found that the students committed plagiarism because of their laziness, language problems, lack of awareness, desire for a better product, work management, lack of confidence, task challenge, de-motivating task, deliberate choice, and lack of resources.

Khathayut (2011) studied effects of applying summarizing techniques on reading comprehension, plagiarism, and distortion of meaning. The results showed

that the students were aware of the fact that they must not commit plagiarism, so they tried to use paraphrasing techniques which they had learned such as using transitional signals or conjunctions and transforming sentences to avoid committing plagiarism in their summaries. It also showed that the more plagiarism were committed, the less distortion occurred. On the other hand, the less plagiarism was committed, the more distortion occurred because the students tried to paraphrase, so they tried to change the sentences, but they ignored to realize the original content of the texts.

Khathayut (2014) analyzed students' summary writing. The findings revealed that most of the students can catch the main idea of each paragraph though some paragraphs, there were no topic sentences. They (92% of the students) committed plagiarism, and there were just 6 out of 25 students committed distortions of meaning.

Pupovac, Bilić-Zulle and Petrovečki (2008) studied prevalence and attitudes toward plagiarism in four European countries. The study found that over 70% of students in Spanish universities reported that they used the internet as the main source of plagiarism and that the main reasons for committing plagiarism were easy and anonymous access to the internet, severe time constraints, procrastination, ineffective work management and work overload (many essays to deliver in a short period of time). In the UK, it was found that 85% Bulgarian students and 47% UK students believed that plagiarism was largely undetected by tutors. Also, the researchers emphasized that warning against plagiarism was not enough to discourage students from plagiarism.

Scanlon and Neumann (2002) researched on internet plagiarism among college students. It was found that a substantial minority of students reported they use the Internet to copy and paste text into their papers without citation.

Park (2003) showed the literature that was reviewed by students on many themes. However, "why do students cheat?" is a theme that is interesting. It showed a simple typology of reasons why students plagiarize: genuine lack of understanding, efficiency gain (Students plagiarize to get a better grade and to save time.), time management, personal values or attitudes, defiance, students' attitudes



towards teachers and class, denial or neutralization, temptation and opportunity, and lack of deterrence.

## **CHAPTER 3**

### **METHODOLOGY**

This study utilized a descriptive survey design. In order to succeed in conducting the research, there were steps taken which are described in the following.

#### **3.1 Research Population and subjects**

Research population was 79 third-year English for International Communication students who registered in the 2<sup>nd</sup> semester of academic year 2013, Rajamangala University of Technology Srivijaya Songkhla.

60 third-year English for International students were randomly chosen to be the research subjects by using the quota research sampling. They all have learnt a lot about reading and writing. They have already passed two reading courses, and two writing courses since they have been studying in the university. They were also studying advanced writing course in this semester. So, it can be assumed that this group of students knew what plagiarism is, and they should have awareness about it while they were doing their assignment in every course they have taken part in.

#### **3.2 Instrument**

Three part researcher-made questionnaire checklist was the main instrument for gathering the data. The questionnaire consists of 3 Parts as follows.

##### **Part I Personal Background**

In this part, the subjects would be asked about their gender and the period of time they have studied English.

##### **Part II Students' Awareness of plagiarism**

The subjects would be asked to check their opinion whether they have known about plagiarism or not.

### Part III Reasons Students Plagiarize

For this part, it was separated into 3 sections. The first section was sources when students do their assignments. The second section was reason when students copy other's work, and the last section was problems that make students plagiarize.

If the subjects would like to give opinions and recommendations, they would write them in the space provided. In part III, the respondents were asked to rate their opinion on a five-point scale as the following.

5 = Strongly agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

### 3.3 Data Collection

The researcher distributed the questionnaires to the subjects, and the subjects were asked to read each item carefully before responding the questionnaire, and if they had any suggestions, they would wrote it in the space provided. The researcher divided the subjects into six groups, 10 students each, and provided each group about 30 minutes to complete all items. The researcher was with the subjects all the time they did the questionnaire because the questionnaire was designed in English, so if they did not understand, they could ask the researcher immediately. This could make the results that were got from the respondents more effective and practical.

### 3.4 Data Analysis

The responses of the subjects in the questionnaires were calculated for frequency, mean, percentage and S.D. The ranges of the mean scores for each level were used for interpreting the level of agreement which were presented as follows:

Ranges of Mean Value		Level of Agreement
4.51 – 5.00	=	Strongly agree
3.51 – 4.50	=	Agree
2.51 – 3.50	=	Moderately agree
1.51 – 2.50	=	Disagree
1.00 – 1.50	=	Strongly disagree

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

This research aimed at finding out the students' awareness of plagiarism and reasons students plagiarize. The research findings and discussion are presented in this chapter.

The results of questionnaire responses are presented in the following sections.

#### **4.1 Personal Background**

#### **4.2 Students' Awareness of Plagiarism**

#### **4.3 Reasons Students Plagiarize**

##### **4.3.1 Sources When students Do Assignments**

##### **4.3.2 Reasons When Students Copy Other's Work**

##### **4.3.3 Problems that Make Students Plagiarize**

#### 4.1 Personal Background

The first section was personal information that asked the subjects about their age and the period of time they have studied English as shown in Table 4.1 and Table 4.2.

Table 4.1 Gender of the subjects

<b>Gender</b>	<b>No. of the subjects</b>	<b>Percentage</b>
Male	10	16.67
Female	50	83.33
<b>Total</b>	<b>60</b>	<b>100.00</b>

As shown in Table 4.1, it was found that most subjects were female, 83.33% and the rest of them were male, 16.67%

Table 4.2 Period of English Studying

<b>Period of English Studying</b>	<b>No. of the subjects</b>	<b>Percentage</b>
Since primary school	25	41.67
Since Pratom 1	20	33.33
Since Pratom 3	15	25.00
<b>Total</b>	<b>60</b>	<b>100.00</b>

Table 4.2 showed that the subjects have studied English since primary school, 41.67 percent followed by since Pratom 1, 33.33 percent and since Pratom 3, 25 percent.

## 4.2 Students' Awareness of Plagiarism

The second section of questionnaire was aimed at finding whether they have known about plagiarism. The questionnaire presented fifteen statements on definitions of plagiarism, and the subjects were required to indicate their answer. The results of the response are presented in Table 4.3 and Table 4.4.

Table 4.3 Students' Awareness of Plagiarism by Frequency and Percentage (N=60)

No.	Awareness about Plagiarism	Yes	(%)N	No	(%)N
Plagiarism is...					
1	copying the words from another source without appropriate reference or acknowledgement.	42	70	18	30
2	copying the words from another source with an acknowledgement.	51	85	9	15
3	rewriting the sentences in your own words, but the content is the same.	41	68.33	19	31.67
4	citing every source that you use in your own work.	39	65	21	35
5	when you read, you underlined sentences that you think they are the main points, and then write those in your work.	44	73.33	16	26.67
6	rewriting the sentences in your own words, but the content is the same.	38	63.33	22	36.67
7	hiring someone do your assignment for submitting to a teacher.	35	58.33	25	41.67
8	copying the ideas from another piece of work without appropriate reference or acknowledgement.	36	60	24	40
9	copying the content from a web site and put it in your paper.	46	76.67	14	23.33

No.	Awareness about Plagiarism	Yes	(%)N	No	(%)N
10	using the other's work to identify your secondary citations that you cite in your own work without reading the original source.	29	48.33	31	51.67
11	referencing the original source when you quote it in your work.	40	66.67	20	33.33

Regarding the data in Table 4.3, the statement that was chosen as plagiarism the most was copying the words from another source with an acknowledgement (85%). For the statement that was considered as being not plagiarism the most was using the other's work to identify secondary citations that cited in their own work without reading the original source (51.67%).

When considering each item that the subjects thought it was plagiarism, the results showed as follows: copying the words from another source with an acknowledgement was the most (85%), copying the content from a web site and put it in their paper (76.67%); when they read, they underlined sentences that they thought those were the main points, and then wrote those underlined sentences in their work (73.33%). Moreover, some students thought these following cases were plagiarism: copying the words from another source without appropriate reference or acknowledgement (70%), rewriting the sentences in their own words, but the content is the same (68.33%), referencing the original source when they quote it in their work (66.67%), citing every source that they use in their own work (65%), rewriting the sentences in their own words, but the content is the same (63.33%), copying the ideas from another piece of work without appropriate reference or acknowledgement (60%), hiring someone do their assignment for submitting to a teacher (58.33%), and using the other's work to identify secondary citations that cited in their own work without reading the original source (48.33%).

When considering each item that the subjects thought it was not plagiarism, the results indicate as follows: using the other's work to identify secondary



citations that cited in their own work without reading the original source was chosen the most (51.67%). Hiring someone do their assignment for submitting to a teacher was chosen the second (41.67%). Copying the ideas from another piece of work without appropriate reference or acknowledgement was chosen the third (36.67%). Next, 36.67 percent of the subject thought that rewriting the sentences in their own words, but the content is the same was not plagiarism. Referencing the original source when they quote it in their work was 33.33 percent. Rewriting the sentences in your own words, but the content is the same was 31.67 percent. Copying the words from another source without appropriate reference or acknowledgement was 30 percent. 25 percent of the subjects thought when they read, they underlined sentences that they think those are the main points, and then write them in their work was not plagiarism. Copying the content from a web site and put it in their paper was 23.33 percent. Finally, copying the words from another source with an acknowledgement was chosen the least, 15 percent.

Table 4.4 Students' Views on Committing Plagiarism by Frequency and Percentage  
(N=60)

No.	Awareness about Plagiarism	Yes	(%)N	No	(%)N
Committing plagiarism can show...					
12	you are dishonest.	24	40	36	60
13	you are poor in summarizing.	38	63.33	22	36.67
14	you do not pay attention to anything.	29	48.33	31	51.67
15	you steal other people's idea.	40	66.67	20	33.33

Table 4.4 showed students' views on committing plagiarism. 'Committing plagiarism can show you steal other people's idea' was reported by most of the subjects (66.67%). Committing plagiarism can show you are poor in summarizing (63.33%), you do not pay attention to anything (48.33%), and you are dishonest (40%). It could be noticeable that 60 percent of the subjects did not feel that they are dishonest if they commit plagiarism.

### 4.3 Reasons Students Plagiarize

To see the reasons of committing plagiarism of the students, the students were given the statements and asked to rate levels of agreement. This part of the questionnaire was divided into three sections: 1) Sources when students do assignments, 2) reasons when students copy other's work and 3) problems that make students plagiarize. The findings are shown in Table 4.5, Table 4.6, and Table 4.7.

#### 4.3.1 Sources When students Do Assignments

Items 16-20 present sources when students do their assignments. The students were given five statements and asked to show their level of agreement. The findings are shown in Table 4.5.

Table 4.5 Sources When students Do Assignments

No.	Sources when you do your assignments	$\bar{x}$	S.D.	Level of agreement
16	Copying text from books/journals without citing the sources.	3.47	0.83	Moderately agree
17	Copying from webpages and pasting without referencing.	3.72	0.74	Agree
18	Paraphrasing of texts, ideas as your own.	3.57	0.70	Agree
19	Copying from your friends.	2.95	1.03	Moderately agree
20	Consulting teachers.	3.52	0.70	Agree
	<b>Total</b>	<b>3.44</b>	<b>0.80</b>	<b>Moderately agree</b>

Based on the data from questionnaire items 16-20, the mean of the students' responses was between 2.95-3.72. The mean of all items were 3.44, which were in the moderately agree level. The students agree that copying from webpages and pasting without referencing ( $\bar{x} = 3.72$ ), paraphrasing of texts or ideas as your own ( $\bar{x} = 3.57$ ), and consulting teachers ( $\bar{x} = 3.52$ ) were the main sources when they did

assignments. However, the students moderately agree on copying text from books or journals without citing the sources ( $\bar{x} = 3.47$ ) and copying from your friends ( $\bar{x} = 2.95$ ) when they did their assignments.

### 4.3.2 Reasons When Students Copy Other's Work

The responses from items 21-34 were analyzed to reveal students' reasons when they copy other's work in their assignments. The students were required to indicate their level of agreement. The results of response are presented in Table 4.6.

Table 4.6 Reasons When Students Copy Other's Work

No.	Reasons when you copy other's work	$\bar{x}$	S.D.	Level of agreement
21	I do not know I must acknowledge the sources.	3.45	0.72	Moderately agree
22	Everybody does this and I do too.	3.35	0.80	Moderately agree
23	I do not have time to do the work.	3.00	0.88	Moderately agree
24	I do not have motivation or energy to do assignments.	3.13	0.77	Moderately agree
25	I do not think teachers notice or would know this.	3.28	0.87	Moderately agree
26	I think the teacher does not care even if he/she knows.	3.10	1.05	Moderately agree
27	I have problems with content to write on my own.	3.52	0.97	Agree
28	I am not confident that I can write correct English.	3.83	0.96	Agree
29	I want to acknowledge but do not know the system	3.68	0.87	Agree
30	I forgot to mention the sources.	3.38	0.83	Moderately agree
31	I think reproducing exact words of the original is the best writing	3.42	0.74	Moderately agree
32	Copying texts or ideas makes my writing better.	3.48	1.00	Moderately agree

No.	Reasons when you copy other's work	$\bar{x}$	S.D.	Level of agreement
33	I do not have sufficient resources to consult and write on my own.	3.38	0.83	Moderately agree
34	Teachers do not make a distinction between plagiarized and original writing by awarding marks.	3.28	0.80	Moderately agree
	<b>Total</b>	<b>3.38</b>	<b>0.86</b>	<b>Moderately agree</b>

According to the data from items 21-34, the mean of the students' responses was between 3.00-3.83, all of which were in the moderately agree level ( $\bar{x} = 3.38$ ). The results indicate that they do not confident that they can write correct English ( $\bar{x} = 3.83$ ). They want to acknowledge but do not know the system ( $\bar{x} = 3.68$ ). They have problems with content to write on their own ( $\bar{x} = 3.52$ ). Copying texts or ideas makes their writing better ( $\bar{x} = 3.48$ ). They do not know they must acknowledge the sources ( $\bar{x} = 3.45$ ). They think reproducing exact words of the original is the best writing ( $\bar{x} = 3.42$ ). They do not have sufficient resources to consult and write on their own ( $\bar{x} = 3.38$ ). They forgot to mention the sources ( $\bar{x} = 3.38$ ). Everybody does this and they do too ( $\bar{x} = 3.35$ ). They do not think teachers notice or would know this ( $\bar{x} = 3.28$ ). Teachers do not make a distinction between plagiarized and original writing by awarding marks ( $\bar{x} = 3.28$ ). The students do not have motivation or energy to do assignments ( $\bar{x} = 3.13$ ). The students think teachers do not care even if he/she knows ( $\bar{x} = 3.10$ ). The last, the students do not have time to do their work ( $\bar{x} = 3.00$ ).

### 4.3.3 Problems that Make Students Plagiarize

The responses from items 35-39 were analyzed to investigate the problems that make students plagiarize. The students were required to indicate their level of agreement. The results of response are presented in Table 4.7.

Table 4.7 Problems that Make Students Plagiarize

No.	Problems that make you plagiarize	$\bar{x}$	S.D.	Level of agreement
35	Content problems	3.78	0.78	Agree
36	Language problems	3.80	0.68	Agree
37	Time management	3.62	0.83	Agree
38	Knowledge of referencing	3.82	0.72	Agree
39	Your own self (laziness, negative attitude, ability etc.)	3.72	0.83	Agree
	<b>Total</b>	<b>3.75</b>	<b>0.77</b>	Agree

As shown in Table 4.7, the mean of the students' responses was between 3.62-3.82, all of which were in the agree level ( $\bar{x} = 3.75$ ). These findings indicate the problems that make students plagiarize as follows: knowledge of referencing ( $\bar{x} = 3.82$ ), language problems ( $\bar{x} = 3.80$ ), their own self such as laziness, negative attitude, ability etc. ( $\bar{x} = 3.72$ ), and time management ( $\bar{x} = 3.62$ ).

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, the study process and the findings are summarized. The implications drawn from the findings are presented, and recommendations for further study offered.

#### **5.1 Objectives of the Study**

The main objective of this study was to investigate the RMUTSV third-year English for International Communication students' perceptions on plagiarism. To be more focused, the objective can be restated as follows:

1. To explore students' awareness of plagiarism.
2. To investigate reasons students plagiarize.

#### **5.2 Scope of the Study**

The subjects in this study were 60 third-year English for International Communication students, Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Songkhla province in the second semester of the 2013 academic year. This study focused only students' understanding and awareness on plagiarism in four aspects: definitions of plagiarism, sources when students do assignments, reasons when students copy other's work, and problems that make students plagiarize.

#### **5.3 Procedures**

The procedures of this study were presented as follows.

- 1) Research and documents related to plagiarism were studied.
- 2) 60 third-year English for International Communication students, Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Songkhla



province in the second semester of the 2013 academic year were selected to be the subjects of this study.

- 3) The subjects were asked to rate a questionnaire about their perceptions on plagiarism.
- 4) The data were analyzed.
- 5) The results were concluded.

#### **5.4 The Results of the Study**

The results of the study of the students' perceptions on plagiarism are as follows.

1) Most of the students did not know the exact meaning of plagiarism because the results of the study showed that 85 % of the students thought that copying the words from another source with an acknowledgement was plagiarism. In fact, it was not. And they (51.67%) also thought that using the other's work to identify their secondary citations that they cite in their own work without reading the original source was not plagiarism. In fact, it was.

2) It was interesting that 60 % of the students did not feel that committing plagiarism showed they were dishonest, and 51.67% of them felt that committing plagiarism did not mean they did not pay attention to anything. However, many of the students (63.33%) accepted that committing plagiarism could show they were poor in summarizing.

3) When considering about sources when students do assignments, it was found that the students agreed with copying from webpages and pasting without referencing, paraphrasing of texts, ideas as their own, and consulting teachers. They also moderately agreed with copying texts from books or journals without citing the sources, and copying from their friends.

4) According to the results, most of the reasons when they copy other's work were about their knowledge on the systems to acknowledge the sources and their confident in English writing.

5) The problems that made students plagiarize showed the results as the following respectively: knowledge of referencing, language problems, content problems, their own self and time management.

### **5.5 General Recommendations**

1) The students should have more practice in paraphrasing in order to avoid plagiarism.

2) According to research findings, the students need to be trained on using summarizing techniques because it is a way help students avoid plagiarism.

3) The students need to improve not only their reading and writing skills, but also their knowledge on the systems to acknowledge the sources.

### **5.6 Suggestions for Further Study**

1) This study was conducted without focusing on the students' summarizing abilities, so there should be further study on this topic to find their ability in using summarizing techniques whether it can help student more focused on their work (not copying from others work) or not.

2) According to the research results, a further study should focus on awareness of avoiding plagiarism of students after training them about paraphrasing or summarizing.

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