THE PLAGIARISM AWARENESS OF UNIVERSITY`S STUDENTS IN WRITING RESEARCH PROPOSAL

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Abstract
This study aimed to investigate the students' understanding and awareness of plagiarism in writing proposal. This study also investigated their reasons doing plagiarism in academic writing. A qualitative research method was used in this study by using interview for data collection techniques based on phenomenological research. The participants of this study were four students in the sixth semester in the English department at one of public universities in Banjarmasin. The study showed that students were aware of the act of plagiarism. They did plagiarism because of several factors, namely, laziness, wanting to finish quickly, and being pressured by circumstances. The study concluded that students needed to warn from the beginning related to the cause and impact of plagiarism for their future career. It`s not only bad for themselves but also harm others. The students should be actively involved in writing classes to express their own ideas and it can help them in proposal writing.

Keywords: awareness, plagiarism, proposal writing

INTRODUCTION
Submission of a thesis proposal is a mandatory step for every student from all universities in Indonesia before proceeding to thesis writing (Prahmana, 2017; Dwi et al., 2020; Suherdi et al., 2020). Proposal writing has differences in each university in terms of writing methods, procedures, limitations, and systematics in writing (Hizriani et al., 2022). Each university also has a different proposal writing time, unlike at every education and college level, but the process is generally the same (Suwita, 2020; Subekti, 2022). In specific semesters, not all universities simultaneously write proposals at a particular time.

One of the problems in writing proposals is that plagiarism is still commonly found. Plagiarism is when we steal something from someone else, ideas, or writings. The definition relates to Santosa et al. (2019), who define that plagiarism is not a good thing because it is the same as taking

work or ideas from other people. Ibegbulam (2015) equates plagiarism as kidnapping words, which unfortunately is not an uncommon act. The impact of plagiarism itself makes the writer unable to continue his research to the thesis level (Vanbaelen, 2013). It means that students often carry out this act of plagiarism without realizing it, which is typical for students because this plagiarism usually occurs. The one thing that needs to review more profoundly is to provide the results of writing a proposal that follows the rules of academic writing (Serang et al., 2022).

Generally, consciousness is an action that a person does consciously. Idiegbeyan et al. (2016) state that awareness is the ability to parse, assess, and determine differences in an event. Thus, plagiarism awareness can be interpreted as individual awareness regarding plagiarizing other people's ideas that who should not do. Ukpebor et al. (2013) confirmed that awareness needs to be increased from elementary schools to universities to suppress the high acts of plagiarism. Because most students still misunderstand plagiarism, we must straighten this problem out by explaining knowledge about plagiarism (Sentleng, 2012). Plagiarism awareness should be delivered by the lecturers in pedagogical context to build constructive discussion in classroom situation (Rahman et al., 2022). Therefore, awareness is needed in proposal writing activities to avoid plagiarism.

Nkiko and Osinulu (2016) examined awareness and perception of plagiarism of postgraduate students in selected Universities in Ogun State, Nigeria. Based on the result, the doctoral students experienced malaise depending on the student's awareness of plagiarism level, level of awareness training, pressure to fulfill deadlines, insufficient writing skills (Najwan et al., 2022), and shortage of plagiarism knowledge. Jerebic et al. (2017) determined the reasons that lead students to commit plagiarism during their studies possibly. The results reveal the convenience of copying and the comfort of material and modern technologies are the reasons why plagiarism is accounted for by information and communication technology (Fitrinada et al., 2018).

Howe and Dlamini (2013) discovered the awareness and cause of plagiarism among undergraduate first, second and third-year students at various departments at the Institute of Development Management in Swaziland. The finding revealed students realize that plagiarism is quite common on campus. They also found a high level of awareness among students of plagiarism and how it can be involved. Mahmud et al. (2019) emphasized that the institution plays significant role to enhance students` awareness on plagiarism. It is required unique characteristics to be applied based on local and national context of society.

Previous studies examined students' awareness and reasons for committing plagiarism in assignments and theses. The grounds here include both academic and technological matters. Then, the researcher found a gap between previous research and the latest research on the topic and object studied by the researcher, namely awareness of plagiarism in writing thesis proposals by sixth-semester students at the English Education Department. This study determines how students' understanding and awareness of plagiarism in writing proposals by sixth-semester students in the English department at UIN Antasari Banjarmasin.

METHODS

This study used qualitative method by using interviews technique to investigate plagiarism awareness when writing a proposal at the English Education Department at UIN Antasari Banjarmasin. Qualitative study can be used to explore the view, perspective and preference of participants related to phenomena happened in their environment (Peterson, 2019; Wijaya, 2022). We designed several interview questions to explore the participants` perspective related to plagiarism awareness in the English department working on their proposals to confirm and convince the research results. We took this research from students majoring in English who are already in their sixth semester at UIN Antasari Banjarmasin.

FINDINGS AND DISCUSSION

The results of this study indicate almost all of the participants stated they were aware of the act of plagiarism. The action referred to writing a thesis proposal for sixth-semester students in the English Education Department of UIN Antasari Banjarmasin. Other findings also show several reasons behind the act of plagiarism by sixth-semester students in writing thesis proposals. Most of these reasons are as follow.

Laziness

The main factor that causes sixth-semester students to plagiarize is laziness. They have entered the phase of many demands in life, whether from internal or external factors, such as many demands organizations, neglecting their academics. It is supported by Selemani et al. (2018) who found that the common reasons why student do plagiarism are lack of competences, laziness, ignorance of plagiarism and they think that it is normal.

The urge to finish the work quickly

The questionnaire also found that some students always wanted to finish all their business on time by giving good results. Therefore, more or less, they will use plagiarism. Simatupang et al. (2021) emphasized that students who do plagiarism are motivated to quickly complete their works. They do copy-pasting from the internet resources that they think that somebody can`t detect their attitudes.

Pressures from the circumstances

Some lecturers target the completion of proposals in a limited time. According to the students based on the questionnaire, this made most of them feel pressured by the circumstances that caused them to commit acts of plagiarism. Kurambayev (2020) argued that some students do plagiarism because they are forced to finish their tasks quickly. Sometimes, family and social environment give pressure to students to finish their study soon and then the students choose plagiarism as an option to solve their problems.

Furthermore, the results of interview can be described as follow. A said, "We need to study and know plagiarism so that we will not do anything forbidden". In addition, according to A, students need to learn about plagiarism and how to deal with it. Suppose that person still repeats the same thing in the future. In that case, we must give sanctions such as not accepting writings or scientific works that still have elements of plagiarism, and even sanctions that we can provide are to report them to the authorities.

Then B confirmed that students must know about plagiarism because, on campus, there are still many tasks such as making journals, theses, proposals, and others. The theory must be free from plagiarism because that is one of the requirements to make a proposal or thesis. In addition, B also emphasized that if they commit plagiarism, they will automatically not be able to participate in the thesis trial.

Then C stated that although he sometimes did plagiarism, he felt it was important to know, learn, and not do these activities. For example, you were writing a proposal. But if you compile an ordinary paper because it will test the thesis proposal for authenticity. C also said that people who do plagiarism must get consequences such as proposals are not accepted, and there is a reduction in value. C will tell his friends or closest people not to do plagiarism by teaching them paraphrasing.

Finally, D argues that it is essential to know, learn, and not commit acts of plagiarism. Because we, as sixth-semester students of the Department of English Education, definitely understand what plagiarism is. Moreover, this semester they have written a proposal for a thesis. They

must know the consequences of plagiarism and what happens if their work commits plagiarism. D think the students already know about it. If they keep doing it, it's their fault. If plagiarism occurs in someone's work, who will eliminate their work, and they will not get a score. From several interviews, we can conclude that all agree that plagiarism must be known, studied, understood, and realized to avoid writing violations, especially in research in writing a thesis proposal.

CONCLUSION

Based on the findings and discussion, it can be concluded that sixth-semester students are aware of rife plagiarism in lectures. They are knowledgeable, but most continue to plagiarize for several reasons: being lazy, wanting to finish quickly, rushing to meet deadlines, and being pressured by circumstances. This study released some recommendations to provide suggestions that are expected to be helpful in the future for researchers who are interested in this field of study. The suggestions are: (1) For the future researcher. Future researchers should consider and decide to include more in-depth and detailed questions and interviews with more samples to collect data to get deeper into how high the students' awareness of plagiarism is; (2) For lectures. To get a deeper understanding of plagiarism, lecturers should help explain and provide guidance to students to avoid writing violations, namely plagiarism, which is detrimental to themselves and others whose ideas are plagiarism; (3) For students. To avoid plagiarism, students have to understand what plagiarism is. The students also have to be able to set their time for the most important activities, especially those related to the writing task, so as not to rush and commit plagiarism.

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