



การรับรู้และการปรากฏของการคัดลอกผลงานของผู้อื่น: กรณีศึกษาของนิสิต ณ มหาวิทยาลัยแห่ง
หนึ่งในภาคตะวันออกเฉียงเหนือของประเทศไทย

PERCEPTIONS AND OCCURRENCE OF PLAGIARISM: A CASE STUDY OF
STUDENTS AT A UNIVERSITY IN THE EASTERN REGION OF THAILAND

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ดมิสา ตีร์ตันพันธุ์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศิลปศาสตรมหาบัณฑิต
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PERCEPTIONS AND OCCURRENCE OF PLAGIARISM: A CASE STUDY OF
STUDENTS AT A UNIVERSITY IN THE EASTERN REGION OF THAILAND



DAMISA TRIRATTANAPHAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER OF ARTS
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The Thesis of Damisa Trirattanaphan has been approved by the examining committee to be partial fulfillment of the requirements for the Master of Arts in English for Communication of Burapha University

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This research had two main purposes: (1) to examine perceptions of plagiarism among undergraduate English major students at a university in the Eastern region of Thailand, and (2) to explore occurrence of plagiarism found in students' writings. The participants were seventy-nine fourth-year undergraduate students, of which twenty-five were male and fifty-four were female. A plagiarism questionnaire, which was adopted from Rezanejad and Rezaei (2013), was used for collecting the data and descriptive statistics used mode for data analysis of the perception levels of all participants. The Turnitin program was used to identify the percentage of plagiarism in English project writing relating to topics selected by the participants. The results showed that the perceptions of plagiarism of all participants were at the medium level and there were seven types of plagiarism in the participants' writing, including Clone (82.65%), CTRL-C (53.65%), Find-Replace (36.25%), Recycle (15.95%), Remix (13.05%), Hybrid (7.25%), and Aggregator (1.45%). The conclusion of this study is that it would be beneficial for the students' writing and general academic progress if they became more aware of what constitutes plagiarism and how to avoid it. The implication of the study is that if the students have a better understanding of academic dishonesty, they can avoid plagiarism and strengthen their academic writing with correct citations and references. Therefore, teachers have a key role to play in educating students to prevent plagiarism.

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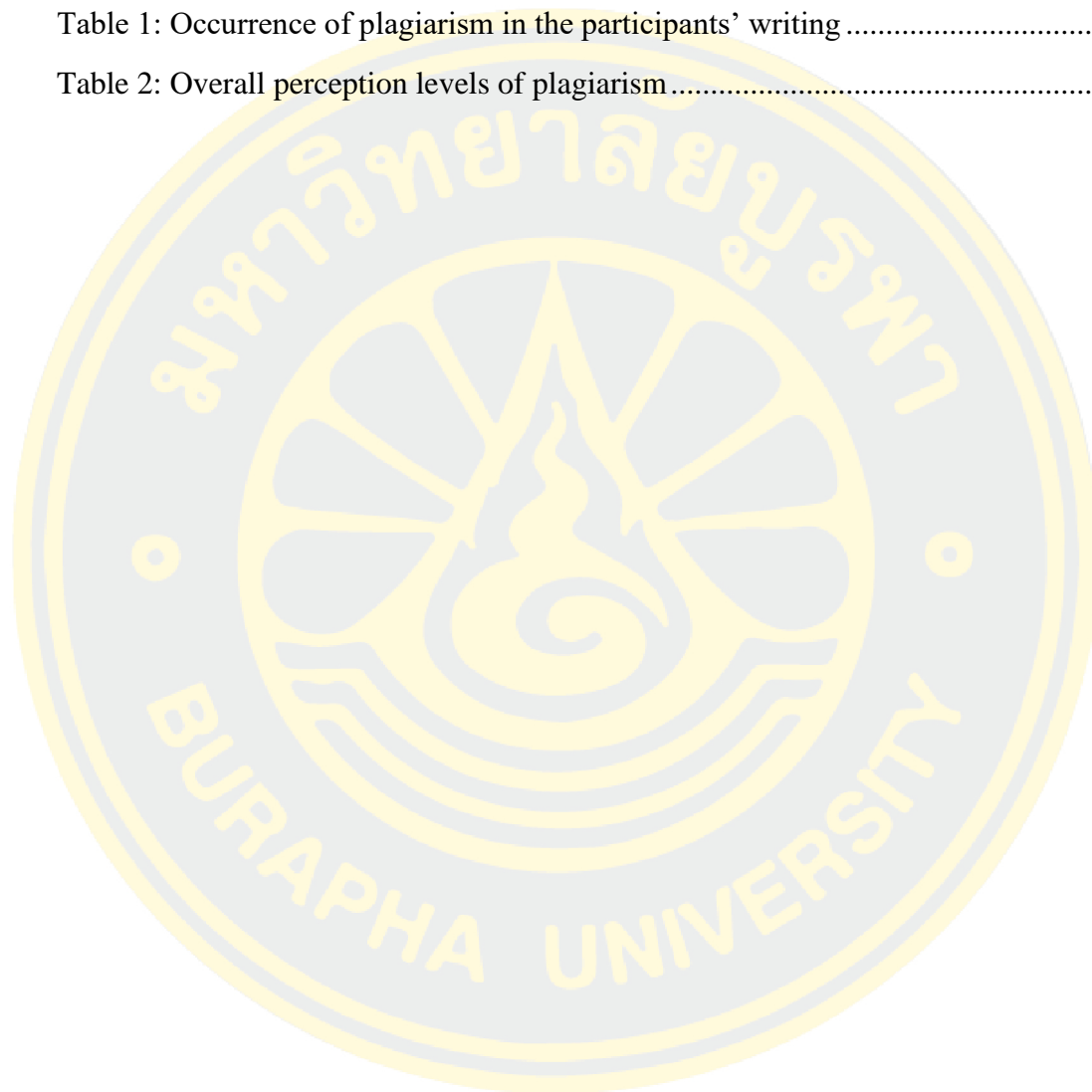
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CHAPTER 1

INTRODUCTION

Statements and significance of the problem

University students at all levels have to write a lot of assignments, papers, and research-based pieces, including theses or dissertations. These writing tasks need to be academic and one thing that makes these works academically acceptable is reference to ideas, claims, and knowledge from the works of scholars and researchers. Hence, to write their own works, the students have to do a lot of research from different sources and they may take for granted intentionally or unintentionally making use of others' ideas, words and statements without giving credit to the sources. This practice is generally known as plagiarism, which is considered academic dishonesty and this unethical practice is not accepted by any educational institution. As a consequence, writing skills that encourage students to avoid committing plagiarism have been taught in universities. Still, as indicated by a number of studies, various forms of plagiarism have been found in students' writings (Boonpattanaporn, 2007; Power, 2009) and Liu, Lo, & Wang (2013) with different reasons (Wilhoit, 1994; Dordoy & Errey, 2002; Park, 2003; Devlin & Gray, 2007 and Rezanejad & Rezaei, 2013).

At present, with the help of IT in the world of borderless information, more opportunities are available to students to plagiarize easily and the Internet is blamed for promoting plagiarism. The results of a study by Selwyn (2008) showed that "about 60% of undergraduate students admitted plagiarism with the help of the Internet, and pointed out the fact that those who worked on the Internet better are more prone to plagiarism because it offered students opportunities to easily cut and paste statements, download and plagiarize information". There are a number of studies about plagiarism in student's writings in many parts of the world such as in Australia (Brimble & Stevenson-Clarke, 2005), North America (McCabe, 2005), the UK (Selwyn, 2008), China (Hu & Lei, 2012), and Iran (Amiri & Razmjoo, 2016) to name a few. This reflects the fact that plagiarism is a problematic issue that educational institutions in many parts of the world are still facing.

According to Smith (2012), plagiarism is commonly defined as using another person's work and claiming it as one's own. In fact, there are other types of conduct which can be considered plagiarism such as unauthorized use of the language and thoughts of others (Taylor, 2003), presenting other's ideas or words without proper acknowledgement (Hard, Conway, & Moran, 2006), etc. Therefore, this term needs to be clarified and the characteristics of plagiarism have to be described to students; additionally, various methods of plagiarism avoidance need to be emphasized to the students, especially when the students have to write their academic works; so that, they can be aware of and avoid plagiarism appropriately.

English as a Foreign Language (EFL) and English as a Second Language (ESL) students, whose mother tongues are other languages, can find writing in English doubly difficult because they have to read others' works, which may be in English or in their first language to gain the information and knowledge and then they have to communicate them to the readers by using their own words in English. This process is not an easy task for all students, so it is a time-consuming activity. Some students may have a limited vocabulary inventory and lack of English proficiency while others may not very good at interpreting and summarizing texts in English, and transcribing their ideas in English (Eccles, Arnold, Rubin, Lambarey, & Van Belle, 2006). These factors can help the temptation for EFL and ESL students to plagiarize by easily copying the texts from others' works or making a few changes to others' works and claiming them as their own. Even though many good students may try their best to avoid unethical conduct, plagiarism can still be often found in their writing.

From the discussion above, it can be stated that plagiarism is an important problem for most EFL and ESL students in education. The basic knowledge required to write is that students must have knowledge of the forms and types of plagiarism. For example, according to the American Psychology Association (2010) and Weber-Wulff (2014), plagiarism may come in many different forms, including translations, disguised plagiarism, shake and paste collections, clause quilts, structural plagiarism, pawn and sacrifice, cut and slide, and self-plagiarism. Students must use the techniques of paraphrasing, quoting, or summarizing to present ideas from sources to their own work. Writing is considered to be a difficult skill, but it will challenge students' abilities in English.

Some scholars focus on the role and attention of teachers, although not clearly blaming, in teaching and reminding their students about plagiarism and paying attention to students' plagiarism detection as some reasons for students to plagiarize. For example, Culwin (2006) suggested that it is good practice for students to be instructed at the beginning of each course about what plagiarism is, why it is undesirable, and what the institutional rules and practices are, with the hope that when the students realize it is unethical conduct, they will avoid doing it. If the students do not fully understand the meaning of plagiarism, they will not do their writing correctly. Walker (2009) and Gullifer and Tyson (2010) mentioned that teachers do not have time to extensively read their students' assignments. As a result, teachers need to intensively instruct their students on the meaning and the variety of plagiarism characteristics.

According to Boonpattanaporn (2007), English is learned as a foreign language (EFL) in the Thai academic context, so students with limited English language skills may choose to take plagiarism seriously. Also, Todd (2012) stated that students whose writing works showed a lot of plagiarism did not resubmit their works when they were asked to rewrite them. Like students in the language field everywhere, undergraduate Thai students majoring in English at a university in the Eastern region of Thailand have to produce a lot of writing, and they are required to compose their case studies which are project-based and research-like works. Information from scholars' concepts and theories and findings from other researchers' works that are mostly in English are necessary for their literature review. In addition, because of easy access to information through the Internet, the students may find that the path of least resistance is to plagiarize other's ideas, statements, or texts even if they have been taught about plagiarism and plagiarism avoidance techniques.

Partially based on a study by Rezanejad and Rezaei (2013) which was done with Iranian students to examine their perceptions of plagiarism, this study focused on students' understanding and reasons of plagiarism but in the context of Thai students in a Thai university. Therefore, the questionnaire developed by Rezanejad and Rezaei (2013) was used to ascertain the extent of two aspects of plagiarism: understanding and reasons. In addition, to extend the knowledge about this unethical practice, the occurrence of plagiarism in students' writing works was also explored to determine

the amount of occurrence and types of plagiarism the participant students tended to produce. The Turnitin program, because of its inclusiveness and easy access, was used to check the occurrence of plagiarism in the participants' writing tasks.

In conclusion, plagiarism is a current problem that universities are encountering regularly. Knowing student's understanding of plagiarism and practice of plagiarism allows English writing instructors to pay more attention to provide inclusive knowledge of plagiarism, to design their lesson to focus more on plagiarism avoidance techniques, and to raise student's awareness of this unethical behavior. Moreover, the findings of this study may reveal some information that may be useful for conducting other research works related to writing and plagiarism in the future.

Purposes of the study

1. To examine perceptions of plagiarism of undergraduate English major students at a university in the Eastern region of Thailand
2. To explore occurrence of plagiarism found in students' writings

Research questions

1. What are the perceptions of plagiarism among undergraduate English major students at a university in the Eastern region of Thailand?
2. In producing written work, to what extent do the students plagiarize and what types of plagiarism are found in their writings?

Contribution to knowledge

The findings of this research can be useful information for English writing teachers working with Thai students because the teachers will be able to learn about Thai students' understanding and reasons for plagiarism. With this knowledge, the teachers will be better able to design lessons and learning activities that allow students to be aware of plagiarism and to be more aware of whether or not their actions are considered plagiarism.

Limitations of the study

1. The topics of students' writings tasks were different depending on the content of their research work.
2. The number of students included in this study depends on the number of students enrolling in the Case Studies in Literature course at their university.
3. The lengths of students' writings were varied.

Definition of terms

In conducting this study, some terms need to be clarified for mutual understanding as follows:

1. Perception of plagiarism refers to an understanding of plagiarism which results in the awareness and avoidance of plagiarism.
2. Occurrence of plagiarism refers to appearance of plagiarized statements or texts indicated by Turnitin plagiarism detecting program.

CHAPTER 2

LITERATURE REVIEW

This chapter is divided into 5 sections. Firstly, it is about definitions of plagiarism. Secondly, this chapter provides plagiarism detecting tools, Thirdly, it deals with the many forms and types of plagiarism. Fourthly, this chapter discusses students' perceptions of plagiarism. Lastly, there is a synopsis of previous studies related to plagiarism, perceptions of plagiarism, reasons for plagiarism, and academic dishonesty of students in education.

Definitions of plagiarism

The word plagiarism, which is derived from *plagarius* in Latin, means "literary theft" (Barnhart & Steinmetz, 1988, p. 801). This term has been defined by many scholars.

Taylor (2003) described plagiarism as the unauthorized use by a writer of the language and ideas of other authors and expressed as the writer's own. According to Hard, Conway, and Moran (2006, p. 1059), plagiarism is the presentation of the thoughts or words of another person or others for an academic evaluation without proper acknowledgment. However, Belther and DuPre (2009, p. 259) described plagiarism as "one or more passages that was word-for-word the same as another source without appropriate citation and quotation marks."

Other scholars, Smithee, Greenblatt, and Eland (2004) defined plagiarism as using the ideas and words of another without giving proper credit to the author. Also, a study of Azevedo (2011) stated that "plagiarism is to make use of someone else's work, ideas or information without giving proper attribution to the author". A number of students need to plagiarize about ideas and information as one's own. Another researcher, Helgesson (2014) explained that plagiarism is an author's claim to ideas and languages that are not his or her own or without credit to originator of the ideas and language. This is the same dimension for describing definitions of plagiarism.

From the above definitions, it can be stated in another way that taking other's ideas that are transcribed into verbal language without giving credit to the

original source is plagiarism. In the research, it is concluded that plagiarism means people who steal other people's words or thoughts and try to pass them off as their own.

Plagiarism detection tools

Most of the tools we have today for detecting plagiarism were not available in the past. So, it was very difficult for teachers to check for plagiarism in students' writings. These days, plagiarism detection tools are used in many countries to reduce plagiarism in academic writing. Many universities use plagiarism detection applications, such as CopyCatch, Antiplagiat, MyDropBox, Assign, Plagiarism-Finder, PlagiarismDetection.org, Ithenticate, and Turnitin. The details are as follows.

Firstly, CopyCatch (2008) can be used to detect plagiarism both Thai and English in students' writings in education, especially in the United Kingdom (UK). This program accepts files including Open Document Text (ODT), Plain Text, Microsoft Word Document (DOC, DOCX), and Portable Document Format (PDF). Secondly, Antiplagiat (2008) is a plagiarism detection service used by many universities in Russia. It can check multiple documents such as copied and pasted fragments of text. The system will examine several formats to check for plagiarism including Hypertext Markup Language (HTML) files, PDF, Plain text, and Microsoft Word. It is similar to MyDropBox (2008), an online plagiarism detection service, but this application also includes Rich Text Format (RTF). The process will run your text through its database of millions of sites with the detailed results. Fourthly, the Safe Assign project from Blackboard (Assign, 2008) runs comparisons against several databases, including Global Reference Database, Institutional document archives, the Internet, and ProQuest's ABI/Inform Journal Database. So, this is a good program for both teachers and students. Fifthly, Plagiarism-Finder is an excellent program that compares documents supplied with Internet sources and generates HTML reports for checking plagiarism in universities. Alzahrani, Salim and Abraham (2011) found that it worked on the Windows 2000 and XP systems and accepts files in many standard formats such as PDF, DOC, HTML files, plain text and RTF. So, Plagiarism-Finder supports many languages for its users to check for plagiarism. Sixthly, PlagiarismDetection.org and Ithenticate can compare documents defined with the

source of documents available on the World Wide Web. These two applications support the English language. Akram, Taleb, and Uddin (2013) described how the original reports provide the number of materials copied as a percentage to determine the scope of plagiarism. All teachers and students can use this application to help and to prevent plagiarism with their academic documents. Asim (2011) found that it provides fast plagiarism detection with high a degree of accuracy. Seventhly, Ithenticate can compare received documents with a database of publications including ABI / Inform, monthly journals, business information and a large number of e-books and produce original reports. All of them are very good applications for detecting plagiarism. So, this research found that these applications can be used and integrated in many universities both in Thailand and other countries. Finally, Turnitin is a web-based service. The user can upload the suspicious documents to the system database. Osman, Salim, and Binwahlan (2010) found that the system generated a complete fingerprint of the document and stored it. Therefore, the results of using Turnitin are easy and quick for checking the similarity of works in the academic writing. This is one reason that many universities use the Turnitin program to detect plagiarism both in Thailand and abroad. Therefore, Turnitin can also be used to identify the percentage of plagiarism in students' writings in this research.

Forms and types of plagiarism

There are many scholars trying to identify forms and types of plagiarism such as Nicholls and Feal (2009), Clough (2003), Barnbaum (2006), and Ali, Abdulla, and Snasel (2011).

Nicholls and Feal (2009) identified four forms of plagiarism as follows:

1. submitting as our own work or paper written by others.
2. failing to recognize the paraphrased or repeated words.
3. taking especially the aptitude of the writer without acknowledging that.
4. paraphrasing someone's arguments or presenting them using his ideas without crediting the source.

According to Clough (2003), Barnbaum (2006), and Ali, Abdulla, and Snasel, (2011), plagiarism is divided into six categories as follows:

1. Copy and paste plagiarism: This is using text from the source verbatim without the original author using quotation marks.

2. Word switch plagiarism: This is a type of plagiarism where plagiarism takes sentences from the source and replaces a few words without acknowledging the source.

3. Style plagiarism: This is copying other authors' reasoning patterns by organizing sentences based on how their thinking is organized.

4. Metaphor plagiarism: This is a type of plagiarism in which someone uses someone else' creative style to present his idea without crediting the original author of the creative style.

5. Idea plagiarism: This is a practice in which you bring someone's idea or solution to a problem proposed by another person and use it as your own creativity without giving credit to the author.

6. Plagiarism of authorship: This is a form of plagiarism where a student puts his name directly on someone else's work.

The American Psychological Association or APA (2010), an institute famous for academic writing, format, and plagiarism, and Debora Weber-Wulff (2014), an American professor in writing classified plagiarism into nine types of plagiarism as follows.

1. Copy and Paste: This type of plagiarism involves copying and pasting text from all sources into student papers without attribution.

2. Translations: Students take original text written in other languages and translate themselves or through a program that automatically translates into the desired language for the assignment without acknowledging the source.

3. Disguised plagiarism: Students replace words or phrases and revise their sequence of sentences from the original text, but fail to properly cite the source.

4. Shake and Paste Collections: This is a subsection of copy and paste variety, rather than copying and pasting large portions from a single source. The plagiarized content is gradually copied from many different sources and put together in a disorganized section.

5. **Clause Quilts:** This is also known as patch-writing or mosaic plagiarism. It is an instance where students use incomplete phrases or sentences from one or more sources and then “quilt” with their own words or phrases.

6. **Structural plagiarism:** This involves a transcription of the work of others, an imitation of the organization, argument or the overall structure of the original source without proper reference.

7. **Pawn and Sacrifice:** This is a reference to plagiarism in footnotes or citation lists, but it is not clear how much of the author's original work has been copied.

8. **Cut and Slide:** This is similar to the pawn sacrifice with reference to the original source. However, only some of the sources will be saved and the rest will be reduced and separated or moved to a footnote or an appendix.

9. **Self-Plagiarism:** This refers to presenting one’s previously published work as if it were a new text.

The above classification can be used manually by writing teachers; however, with the advancement of technology, computerized plagiarism detection applications have been developed and they are becoming more popular. One of the applications that is acceptable in educational institutions is Turnitin.

According to Turnitin (2012), there are 10 types of plagiarism. The details are as follows.

1. **Clone** is a type of plagiarism in which every single word and its word order in the original text are put in the plagiarized text.

Example of Clone

Original text	Plagiarized text (Clone)
Thailand is a place where people from all age groups can enjoy themselves.	Thailand is a place where people from all age groups can enjoy themselves.

From the example, the text in bold is plagiarized. Both the original and plagiarized texts are the absolutely the same. You can see and compare the left and right columns of the table. Every single word from the original text is shown in the plagiarized version. This word-for-word plagiarism is called “Clone”.

2. CTRL-C plagiarism is the copying of important text from the original source, but changing a little.

Example of CTRL-C

Original text	Original text
There is a weak market demand for eco-tourism in India.	There is a low market demand for eco-tourism in Vietnam.

From the example, the important text is copied from the source. Although the original and the plagiarized versions seem to be different, the differences are only slight. Only few things are changed using rearrangement and reposition, but almost all of the original text is found in the plagiarized one. This type of plagiarism is called “CTRL-C”.

3. Find-Replace plagiarism is the type of plagiarism in which key words and phrases have been changed, but the important content of the source will remain the same.

Example of Find-Replace

Original text	Plagiarized text (Find-Replace)
Thurow (1993) stated that “because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else”.	Thurow (1993) stated that “ Americans fear globalization less than people from other countries and as a consequence spend less time thinking about it”.

In this example, the key words and phrases of the original text are changed, but it still has the important content of the source. It can be seen that the writer plagiarized the text from the original content and changed the data a little to make it appear like his own work. This type of plagiarism is called “Find-Replace”.

4. Remix plagiarism is the copying of text from multiple sources and paraphrasing and building them to fit together.

Example of Remix

Original text	Plagiarized text (Remix)
A pencil is an instrument with which you write or draw your work that consists of a thin piece of wood with a rod of black or colored substance through the middle.	A pencil is an instrument that <u>you can use for writing or drawing</u> so it consists of a long thin piece of wood.

In this example, the underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized. Texts from several sources are paraphrased and the content is combined together without citation. This type of plagiarism is called “Remix”.

5. Recycle plagiarism is borrowing a large amount of text from the original work without citation.

Example of Recycle

Original text	Plagiarized text (Recycle)
Start with a well-written resume with the right keywords for your business.	Begin by writing a good resume with appropriate keywords for your own company.

In this example, many texts are taken from a previous work and used without citation. This type of plagiarism is called “Recycle”.

6. Hybrid plagiarism occurs where the cited source and the copied text are perfectly combined, but there is no citation.

Example of Hybrid

Original text	Plagiarized text (Hybrid)
Healing of burns and wounds Honey also contains antibacterial agents that prevent further infections that could delay the skin repair and healing process (McLoone, Oluwadun, Warnock, & Fyfe, 2016).	Healing of burns and wounds <u>Honey also contains antibacterial agents that prevent further infections that could delay the skin repair and healing process.</u>

In this example, the underlined letters are not properly cited, while the bold text is the plagiarized one. The cited sources are collected and copied from other people without citation. They are claimed as the original idea from of the one who plagiarizes. This type of plagiarism is called “Hybrid”.

7. Mashup plagiarism is mixing copied material from multiple sources.

Example of Mashup

Original text	Plagiarized text (Mashup)
The Yosemite Valley has provided extraordinary, even religious affiliation to American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of nature.	The Yosemite Valley has provided extraordinary, even religious affiliation to American conscience <u>due to the beauty of this valley is unmatched and is one of the greatest of the temples of extraordinary nature.</u>

In the example, the text in bold is plagiarized while the underlined text is paraphrased from another source without citation. Also, copied text which is taken from several sources and mixed with that paraphrased one without citation. This type of plagiarism is called “Mashup”.

8. 404 Error plagiarism involves putting proper citations to non-existent or inaccurate information.

Example of 404 Error

Original text	Plagiarized text (404 Error)
“Elephants are browsing animals, feeding on vegetable, leaves, shoots, and small grasses; they consume hundreds of pounds of food a day and drink up to 50 gal (190 liters) of water.”	<i>“Elephants are browsing animals, feeding on vegetable, leaves, shoots, and small grasses; they consume hundreds of pounds of food a day and drink up to 50 gal (190 liters) of water.”</i>

From the example, the italicized text which contains incorrect information about sources is found in the plagiarized one. This may seem strange and some people

may not think that this is a type of plagiarism but it is. This type of plagiarism is called “404 Error”.

9. Aggregator plagiarism occurs where proper citation is used, but the paper contains almost no original work.

Example of Aggregator

Original text	Plagiarized text (Aggregator)
Aishwarya and Duza (2017) stated that “China and Russia were the world’s largest importers of milk and milk products until 2016 when both countries became self-sufficient, contributing to a worldwide glut of milk”.	Aishwarya and Duza (2017) stated that <u>“China was an importer of milk until 2016; after that it is an exporter of milk products in this world at this time”.</u>

In the example, the words in bold are plagiarized and the underlined letters are correct citations. It can be seen that the proper citation from the sources is provided, but the content has very little original work. This type of plagiarism is called “Aggregator”.

10. Re-Tweet plagiarism includes a proper reference, but the wording of the plagiarism depends too closely on that in the original source.

Example of Re-Tweet

Original text	Plagiarized text (Re-Tweet)
Fresh fruits are generally high in fiber, vitamin C, and water (Hulme, 1970).	Fruit is high in fiber, vitamin C, and water (Hulme, 1970).

From the example, the bold letters use the proper citation but the wording is too close to the original source. Only a little of the content from the original one is changed. This type of plagiarism is called “Re-Tweet”.

From this review, the researcher found that the Turnitin program has separated and covered all of types of plagiarism in students’ writing more than other

plagiarism detection tools. Turnitin is very detailed and suitable. So, this research will use the Turnitin program for examining plagiarism in students' writing.

Students' perceptions of plagiarism

Many scholars have defined perception in a similar way to each other. For example, Schacter, Gilbert, Wegner, and Hood (2011) assert that perception is the organization, identification and interpretation of sensory information to represent and understand the presented information or environment. Perception, according to Parr (2021), refers to the manner resulted from gained information or environment. For another scholar, perception is the process of selecting, organizing, storing and interpreting information from the five senses (Solso, 2008, p. 75), which are sight, hearing, taste, touch, and smell. From the above definitions of perception, it can be stated in another way that perception is the process of organizing and interpreting the ideas and information gleaned by our five senses from the environment around us.

In the classroom, students do their writings after they have learned what plagiarism is and how to avoid it from their teachers. So, it is related to the learning behavior of the students if they understand it in the classroom. According to Walsh (2010), writing skills are one of the most important and challenging skills for students. Each student has different behavior for understanding and doing writing in the university. When students perceive plagiarism as bad, all teachers must provide knowledge to help students ensure effective writing skills. Several studies from many scholars contain a variety of opinions about university students' perceptions of plagiarism. According to Elander, Pittam, Lusher, Fox, & Payne, (2010), teachers need to advise students on plagiarism, types of plagiarism, and how to avoid plagiarism. When students know about plagiarism, then they will have awareness and avoidance plagiarism while doing their own work. So, it is bad behavior because of academic dishonesty in the university.

An interesting research work which is the inspiration of this study is that by Rezanejad and Rezaei in 2013 entitled "Academic Dishonesty at Universities: The Case of Plagiarism Among Iranian Language Students." They made use of a set of questionnaires to examine Iranian students' perceptions of plagiarism and the findings of their research showed that students perceived plagiarism differently, and this

perception difference affected their practice of plagiarism. In the study by Rezanejad and Rezaei, there were 7 research questions regarding students' perception of plagiarism. From reviewing the findings of this study, it was found that in terms of the definition of plagiarism the studied students agreed with the statements that "plagiarism is using someone else's results as if they were their own" and "plagiarism is copying and pasting without acknowledging the original source." In terms of practice, most of the students agreed that "if they copied a completed assignment from their friend, this was regarded as plagiarism". Regarding the professor's attention to plagiarism, the students thought that their professors did not pay much attention to detecting plagiarism in their writing works but used different strategies to detect plagiarism. Regarding the reasons for plagiarism, the students agreed that plagiarism was easier to do than trying to avoid it. In terms of students' familiarity with plagiarism, the majority indicated that their professors had introduced the concept to them.

Based on the reviewed study, it was found that students' perceptions of plagiarism and the occurrence of plagiarism have a relationship in some ways. Therefore, this relationship is an issue to be investigated in this study.

Related previous studies

Previous studies have been undertaken regarding plagiarism, perceptions of plagiarism, the reasons for plagiarism, and academic dishonesty of some students in education. The details are as follows.

Plagiarism

Harris (2001) described forms of plagiarism activities as "downloading free papers from the Internet, buying papers, copying an article from the Internet, translating a foreign article into English or another language, copying from another student, cutting and pasting from several sources, quoting less than all the words copied, changing some words but copying whole phrases, paraphrasing, summarizing without attribution, and faking citations". Another study by Sheard, Markham, and Dick (2003) identified forms of student's plagiarism as "completely or partially

copying an assignment from another student, using the Internet as a source for help for solving difficult problems, submitting the same work for multiple courses, copying text from other sources (books, Internet, etc.), paying someone to do an assignment, using hidden resources during an exam and many other forms”.

It can be concluded that student plagiarism can take many forms, so this is a real issue in third level education.

Perceptions of plagiarism

When perception is mentioned in the context of plagiarism, it generally means the process of recognizing the existence of statements and ideas of some people in the works of others without accreditation. A study by McCabe and Trevino (1996) mentioned that “students’ perception of plagiarism shows the existence of indecisiveness among them regarding what plagiarism is”. The students had different perceptions of plagiarism. The findings of the study by Babalola (2012, p. 53) described “the most significant causes of student plagiarism as the ease of copying from the internet, desire to earn good grades, poor knowledge of appropriate citing principles and pressure to meet assignment deadlines”. The students had different opinions on how to do their writing. They thought of plagiarism is an easy way to do the writing. This was the main reason the students gave for plagiarism. If students do not understand plagiarism, it will difficult to avoid it. Power (2009) pointed out that students were unclear about what constitutes plagiarism because they could not distinguish between citing, quoting, and paraphrasing. Another study by Roig (2012) suggested that students are often unclear on what plagiarism is and not understand how to paraphrase correctly. Therefore, both of researchers pointed out that paraphrasing is an important method to avoid plagiarism in academic writing. When the challenges of writing weigh on students’ minds, anxiety and fear may take the place of other, more positive emotions (Cameron, Nairn, & Higgins, 2009, p. 273).

It can be concluded that the perception of plagiarism is the process of perceiving and interpreting information, ideas, and language from others and the Internet.

Reasons for plagiarism

Several scholars shared the same opinions toward that reasons behind student's plagiarism are insufficient understanding, lack of sufficient language skills, pressure to get high grades, work pressure to be completed within a limited time, and fear of failure (Franklyn-Stokes & Newstead, 1995; Park, 2003; Bennett, 2005; Devlin & Gray, 2007; Song-Turner, 2008). Also, Wilhoit (1994), Dordoy and Errey (2002), Park (2003), and Devlin and Gray (2007) described the reasons why students sometimes feel the need to plagiarize English writing as "laziness, poor time management, pressure from other students, pressure to receive higher grades, easy access to material via the internet, fear of failure, and careless of being caught". However, according to Dawson (2004) and Song-Turner (2008) mentioned that some may claim they do not know, and some may break the rules in order to meet deadlines.

Walker (2009), Gullifer and Tyson (2010) described about the reasons for student's plagiarism as "having inadequate time to study, fearing of failure perceived between actual grade and student's personal effort, having so much assignment from many taking courses, believing that they will not catch because lecturers do not have time to read extensively the assignments". As well as, according to Yazici, Yazici, and Erdem (2011), the same reasons for student plagiarism are fear, failure and the need for high achievement. Eret and Gokmenoglu (2010) conducted a study about student's plagiarism and mentioned the reasons for plagiarism as "low foreign language levels and time limits, and lack of knowledge on academic dishonesty".

It can be concluded that students had many reasons for plagiarism when they studied in university.

Academic dishonesty

Weeks (2001) described the lack of communication skills as the poor quality of education. English language is important for every student. A study by Eccles, Arnold, Rubin, Lambarey, and Van Belle (2006) described that level of mastery of the English language is another important factor that affects the students' tendency to plagiarize; the more proficient the student is in the English language, the less likely the students' tendency to plagiarize. If students cannot write in English, it is difficult for them to communicate with each other. Every student should care about plagiarism

for doing the academic writing with honesty at university level. A study by Ramzan, Munir, Siddique, and Asif (2012), found that there was a low level of awareness as to what constitutes plagiarism, as well as the university's policies regarding plagiarism. So, teachers need to emphasize techniques for avoiding plagiarism when teaching their students in class, while students need to do their writing by themselves without plagiarism. According to another study by Fish and Hura (2013), students are unlikely to commit academic fraud if the punishment is well-known and academic honesty is promoted on the campus. Therefore, teachers should cultivate students' perceptions about plagiarized works that are not accurate in education.

From the aforementioned statements, it can be concluded that it is not just that the students do not correctly perceive what all forms of plagiarism are, but there are some possible reasons for committing plagiarism. The plagiarism of university students is an interesting topic and there are many lines for exploration. This research provides information about student plagiarism, which complements previous research on perceptions of students regarding plagiarism. The impact of teachers and students' understanding plagiarism is highlighted as an area for further study and consideration.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter is divided into 7 sections including research design, population and sample, instrument, data collection, data analysis, results presentation, and then conclusion and discussion.

Research design

This research made use of the quantitative approach in order to achieve its objectives, which are to examine the perceptions of English major students regarding plagiarism and to explore the occurrence of plagiarism in students' writings after they have learned about plagiarism and avoidance strategies. Descriptive statistics used for data analysis was mode which was used to explain the students' perceptions of plagiarism. Plagiarism occurrence was presented in percentages after implementing the Turnitin program to analyze the occurrence of plagiarism in students' writings.

Population and sample

The population was all 79 fourth year English major students at a university in the Eastern region of Thailand, all of whom were taking courses that require the students to conduct research projects. The number of male students was 25 and number of female students was 54.

Instrument

A questionnaire about perceptions of plagiarism was adopted from Rezanejad and Rezaei (2013) to ascertain the students' perceptions of plagiarism.

The plagiarism questionnaire was divided into 5 parts to study the students' perceptions of plagiarism. The first part (6 items) examined students' understanding of plagiarism. The second part (6 items) explored their knowledge of plagiarism. The third part (6 items) elicited student's opinions about their professors' attitudes and behavior toward plagiarism prevention. The fourth part (3 items) requested student's opinions about their professors' detection of plagiarism. The last part (13 items)

attempted to discover the reasons for student's plagiarism. Before actual implementation, the questionnaire was tested for its content validity by asking one expert to perform back translation. After the content was determined to be valid, the questionnaire was used for collecting the data.

Data collection

Before the data collection, research ethics had to be taken into account because this research was conducted using data from humans; therefore, research ethical approval had to be processed to the Research Ethics Boards of Burapha University. The students were informed about the purposes of this research and that their personal information and data would be kept confidential. The participants were all asked to sign a consent form.

After all relevant research ethical processes were completed, the data collection began to serve the objectives of this research. Firstly, the participants were asked to respond to the online questionnaire (see appendix A). The data from the questionnaire were used for examining the students' perceptions of plagiarism. Secondly, samples of the participants' writing (which were reviews of literature part) were collected. The participants were asked to e-mail their writing to the researcher. The section that each participant was responsible for was highlighted; so that, the data collection could be more conveniently carried out.

Data analysis

Firstly, the data from the questionnaire were analyzed to see the students' plagiarism perception level. In the questionnaire, a five-point Likert scale was applied for the students to rate their answers.

1	=	Strongly disagree
2	=	Disagree
3	=	Neutral
4	=	Agree
5	=	Strongly agree

The participants' answers were analyzed for the mode which indicated their perception levels. To simplify the interpretation, the full score of each part was divided into 3 modes which indicate the perception levels as follows.

For the first part, consisting of 6 questions regarding perceptions of understanding of plagiarism of the participants, the full score was 30 points. Hence, the score ranges were 0 to 10 for low level, 11 to 20 for medium level, and 21 to 30 for high level.

For the second part, consisting of 6 questions about perceptions of the practice of plagiarism of the participants, the full score was 30 points. Hence, the score ranges were 0 to 10 for low level, 11 to 20 for medium level, and 21 to 30 for high level.

For the third part, consisting of 6 questions about perceptions of the participants regarding the professors' attitude and behavior toward plagiarism prevention, the full score was 30 points. Hence, the score ranges were 0 to 10 for low level, 11 to 20 for medium level, and 21 to 30 for high level.

For the fourth part, consisting of 3 questions about perceptions of the participants regarding the professors' detection of plagiarism, the full score was 15 points. Hence, the score ranges were 0 to 5 for low level, 6 to 10 for medium level, and 11 to 15 for high level.

Finally, for the fifth part, consisting of 13 questions about perceptions of participants about the reasons for plagiarism, the full score was 65 points. Hence, the score ranges were 0 to 21.66 for low level, 21.67 to 43.33 for medium level, and 43.34 to 65 for high level.

When determining the student's levels of perception, the number of people for each high, middle, and low level must be counted by the researcher. After that, the Turnitin program will examine the writing of each student to determine what percentage and type of plagiarism is occurring.

Secondly, the data from the participants' writing pieces were analyzed following these steps.

1. Each participant's writing was excerpted from the entire unit and numbered from 1 to 79 because the total number of participants was 79.

2. Each excerpt was put in the Turnitin program to identify the percentage of plagiarism and types of plagiarism found in each excerpt.

3. After the Turnitin program had identified the percentage of each excerpt that was plagiarism, the plagiarized words or statements were highlighted and identified using 5 colors as follows:

Blue	=	No matching words
Green	=	1%-24% similar index
Yellow	=	25%-49% similar index
Orange	=	50%-74% similar index
Red	=	75%-100% similar index

In addition to the percentage of plagiarism, the types of plagiarism in each excerpt were also identified.

Results presentation

The analysis results were presented in both descriptive form and in the form of tables to achieve the objectives of this research in Chapter 4.

Conclusion and discussion

After presenting the results in Chapter 4, conclusion which was in response to the research objectives was drawn to summarize the findings of this research, after which it was discussed in Chapter 5.

CHAPTER 4

RESULTS

This chapter provided the results of the study based on the two research objectives:

1. to examine perceptions of plagiarism among undergraduate English major students at a university in the Eastern region of Thailand
2. to explore occurrence of plagiarism found in students' writings

Perceptions of plagiarism

All seventy-nine undergraduate English major students have completed all five parts of the questionnaire with a five-point Likert scale showing levels of perception of plagiarism:

- | | | |
|---|---|-------------------|
| 1 | = | Strongly disagree |
| 2 | = | Disagree |
| 3 | = | Neutral |
| 4 | = | Agree |
| 5 | = | Strongly agree |

There were five parts in the questionnaire and the full scores of the five parts were not equal. Therefore, the full score of each part was divided into three modes which indicated the perception levels as follows.

For the first part consisting of 6 questions regarding the participants' perceptions of understanding of plagiarism, the overall perception of this part was at the high level. Of the 79 participants, 58 participants (73.56%) were classified at the high level, 16 participants (20.25%) at the medium level, and 5 participants (6.33%) at the low level. The definitions of plagiarism rated by the participants from the highest to the lowest were "plagiarism is using someone else's words as if they were your own (82%)", followed by "plagiarism is using someone else's ideas as if they were your own (81.6%)", "plagiarism is copying and pasting without acknowledging the original source (80.2%)", "plagiarism is using someone else's results as if they were your own (79.2%)", "plagiarism is getting ideas from a source and paraphrasing

them but without acknowledging the original source (78.8%)”, and “plagiarism is getting your ideas from a text book (68.6%)”, respectively.

The second part consisted of 6 questions about the practice of plagiarism of the participants, and the overall perception of this part was at the high level. Of the 79 participants, 61 participants (77.22%) were classified at the high level, 14 participants (17.72%) at the medium level, and 4 participants (5.06%) at the low level. The statements the participants agreed from the most to the least were “you may be accused of plagiarism if you pass off someone else’s work as your own and for your own benefit (83.6%)”, followed by “you may be accused of plagiarism if you copy a completed assignment that your friend has emailed to you (80.8%)”, “you may be accused of plagiarism if you take a questionnaire from an article and work on it without acknowledging the source and writer (80.6%)”, “you may be accused of plagiarism if you lend a completed assignment to a friend who then copies some parts of it (76%)”, “you may be accused of plagiarism if you work on a term project with your classmates/professor and submit the article under your name only (65.8%)”, and “you may be accused of plagiarism if you submit an assignment produced as a joint effort but under your name only (65.6%)”, respectively.

The third part consisted of 6 questions about the participants’ perceptions regarding their professors’ attitudes and behavior toward plagiarism prevention, and the overall perception of this part was at the medium level. Of the 79 participants, 29 participants (36.71%) were classified at the high level, 50 participants (63.29%) at the medium level, and no participants (0%) at the low level. The statements the participants agreed from the most to the least were “I think my professors warn us too much about plagiarism (80.8%)”, followed by “I think my professors do not have the ability to detect plagiarism (70.6%)”, “I think my professors read the whole term paper to find familiar sentences from famous scholars (66.4%)”, “I think my professors detect plagiarism but they do not care to penalize us (64%)”, “I think my professors do not care about detecting plagiarism (61.2%)”, and “I think my professors guess about who might have done plagiarism (60%)”, respectively.

The fourth part consisted of 3 questions about the participants’ perceptions regarding their professors’ detection of plagiarism, and the overall perception of this part was at the medium level. Of the 79 participants, 39 participants (49.37%) were

classified at the high level, 40 participants (50.63%) at the medium level, and no participants (0%) at the low level. The statements about professors' plagiarism detection the participants with which agreed the most were "I think my professors use internet and search engines to detect plagiarism (83.2%)", followed by "I think my professors detect plagiarism from their teaching experience (74.4%)", and "I think my professors detect plagiarism by judging based on students' characteristic (59.4%)", respectively.

For the fifth part consisting of 13 questions about the participants' perceptions regarding the reasons for plagiarism, the overall perception of this part was at the medium level. Of the 79 participants, 32 participants (40.51%) were classified at the high level, 47 participants (59.49%) at the medium level, and no participants (0%) at the low level. The perceptions of 79 participants regarding the reasons for plagiarism were classified at the medium level. The reasons for plagiarism rated by the participants were "easiness of plagiarizing (83.2%)", followed by "lack of clarity of university regulations (76.8%)", "more confidence & belief in the original text (76%)", "not having a good command of the language (71.8%)", "lack of time to meet the deadline (67.6%)", "lack of attention from professors to term projects (65%)", "lack of attention from professors to detection of plagiarism (64.8%)", "not being aware of the severity of plagiarism and its subsequences (61%)", "no difference in teachers' evaluation of the plagiarized and non-plagiarized projects (57.8%)", "because everyone else is doing it (57.4%)", "no training in universities on the issue of plagiarism (56.4%)", "the same treatment to those who plagiarize and those who don't (55.4%)", and "just for fun (33.2%)", respectively.

In addition to the perceptions of plagiarism, the mode of perception levels of each participant was identified (see appendix B).

Occurrence of plagiarism in participants' writing

This research relied on 10 types of plagiarism specified by the Turnitin program, including Clone, CTRL-C, Find-Replace, Remix, Recycle, Hybrid, Mashup, 404 Error, Aggregator, and Re-Tweet plagiarism. The occurrence of plagiarism in the participants' writing are shown in Table 1 below.

Table 1: Occurrence of plagiarism in the participants' writing (continued)

Students	Types of plagiarism										
	Clone	CTRL-C	Find-Replace	Remix	Recycle	Hybrid	Mashup	404 Error	Aggregator	Re-Tweet	
31	✓	✓	-	-	-	-	-	-	-	-	
32	✓	✓	-	✓	✓	-	-	-	-	-	
33	✓	✓	✓	-	-	-	-	-	-	-	
34	✓	-	-	-	-	-	-	-	-	-	
35	-	-	-	-	-	-	-	-	-	-	
36	-	-	-	-	-	-	-	-	-	-	
37	✓	-	-	-	-	-	-	-	-	-	
38	-	-	-	-	-	-	-	-	-	-	
39	✓	✓	-	-	-	-	-	-	-	-	
40	✓	✓	-	-	-	-	-	-	-	-	
41	✓	-	-	-	-	-	-	-	-	-	
42	✓	✓	✓	-	-	-	-	-	-	-	
43	-	-	✓	-	-	-	-	-	-	-	
44	✓	✓	✓	-	-	-	-	-	-	-	
45	✓	✓	✓	-	-	-	-	-	-	-	

Table 1: Occurrence of plagiarism in the participants' writing (continued)

Students	Types of plagiarism										
	Clone	CTRL-C	Find-Replace	Remix	Recycle	Hybrid	Mashup	404 Error	Aggregator	Re-Tweet	
61	✓	-	-	-	-	-	-	-	-	-	
62	✓	-	-	-	-	-	-	-	-	-	
63	✓	-	-	-	-	-	-	-	-	-	
64	✓	-	✓	✓	-	-	-	-	-	-	
65	✓	✓	✓	-	✓	-	-	-	-	-	
66	✓	✓	✓	-	✓	-	-	-	-	-	
67	✓	✓	✓	-	✓	✓	-	-	-	-	
68	-	-	-	-	-	-	-	-	-	-	
69	✓	✓	-	-	-	-	-	-	-	-	
70	✓	✓	-	-	-	-	-	-	-	-	
71	✓	✓	-	✓	✓	✓	-	-	✓	-	
72	✓	✓	✓	-	-	-	-	-	-	-	
73	✓	✓	-	-	✓	-	-	-	-	-	
74	✓	✓	✓	✓	-	-	-	-	-	-	
75	✓	✓	✓	-	-	-	-	-	-	-	

Table 1: Occurrence of plagiarism in the participants' writing (continued)

Students	Types of plagiarism									
	Clone	CTRL-C	Find-Replace	Remix	Recycle	Hybrid	Mashup	404 Error	Aggregator	Re-Tweet
76	✓	✓	-	-	-	-	-	-	-	-
77	✓	✓	✓	✓	✓	-	-	-	-	-
78	✓	✓	-	✓	✓	-	-	-	-	-
79	✓	✓	✓	-	-	-	-	-	-	-

From the analysis of plagiarism types found in the participants' writing, 7 types of plagiarism were found including Clone (82.65%), CTRL-C (53.65%), Find-Replace (36.25%), Recycle (15.95%), Remix (13.05%), Hybrid (7.25%), Aggregator (1.45%), respectively. There were 3 types of plagiarism not found in the participants' writings including Mashup, 404 Error, and Re-Tweet.

The frequency of plagiarism was found to be as follows: Clone (57), CTRL-C (37), Find-Replace (25), Recycle (11), Remix (9), Hybrid (5) and Aggregator (1), respectively.

In addition to the percentage of plagiarism, the types of plagiarism in each excerpt were also identified (see appendix C).

CHAPTER 5

CONCLUSION AND DISCUSSION

Conclusion

From the results of the analysis, it could be concluded that the perceptions of the studied undergraduates were at the medium level. When each aspect of perception was considered, it was found that the perception level for the first part regarding perceptions of understanding of plagiarism was at the high level. In the second part, it was found that the practice of plagiarism of the participants was at the high level. In the third part, it was found that the perception level of the participants regarding their professors' attitudes and behavior toward plagiarism prevention was at the medium level. In the fourth part, it was found that the perception level of the participants regarding professors' detection of plagiarism was at the medium level. The fifth part, it was found that the perception level of the participants regarding the reasons for plagiarism was at the medium level.

The results of the study showed the level of plagiarism occurrence found in students' writing. Seven types of plagiarism based on the Turnitin program were identified, including Clone (82.65%), CTRL-C (53.65%), Find-Replace (36.25%), Recycle (15.95%), Remix (13.05%), Hybrid (7.25%), and Aggregator (1.45%), respectively. Three types of plagiarism were not found in the students' writing, including Mashup, 404 Error, and Re-Tweet. The total frequency of the occurrence of plagiarism was 145, including Clone (57), CTRL-C (37), Find-Replace (25), Recycle (11), Remix (9), Hybrid (5), and Aggregator (1), respectively.

Discussion

There were two objectives as follows.

1. To examine perceptions of plagiarism among undergraduate English major students at a university in the Eastern region of Thailand
2. To explore occurrence of plagiarism found in students' writings

The first objective was to examine perceptions of plagiarism among undergraduate English major students at a university in the Eastern region of Thailand.

Overall, the English major students had different opinions about the perceptions of understanding of plagiarism, practice of plagiarism, professors' attitudes and behavior toward plagiarism prevention, professors' detection of plagiarism, and the reasons for plagiarism.

The first part dealt with the perceptions of understanding of plagiarism of the participants. The findings of this research showed that most students agreed with the statement that "plagiarism is using someone else's words as if they were your own (82%)". They thought that plagiarism was copied from the only words so that it was plagiarism in their opinion, followed by "plagiarism is using someone else's ideas as if they were your own (81.6%)". Similarly, Smithee, Greenblatt, and Eland (2004) defined plagiarism as "using the ideas and words of another without giving proper credit to the author". Some students seem to experience conceptions "plagiarism is copying and pasting without acknowledging the original source (80.2%)". Copy and paste could be explained by the fact that it was called CTRL-C plagiarism by Turnitin (2012). So, this was the easy method for students to plagiarize words and sentences from the Internet and pass off as their own work. Many students might not really think "plagiarism is using someone else's results as if they were your own (79.2%)". The results of the study suggest that the students were unclear on what plagiarism is. So, this meaning is called the literary theft if they plagiarized information, according to Barnhart and Steinmetz (1988). One point to bear in mind is that "plagiarism is getting ideas from a source and paraphrasing them but without acknowledging the original source (78.8%)". The findings of this study showed that some participants did not know about a correct method for doing the writing by themselves. So, the teachers need to provide more knowledge to them about the techniques for avoiding plagiarism. However, some students agreed the least with "plagiarism is getting your ideas from a text book (68.6%)". This may be due to the fact that some participants' opinion is wrong so it is necessary to understand what plagiarism is and then work on the writings with their comprehension.

The second question part related to the participants' perceptions of the practice of plagiarism. The participants had different opinions. For interesting findings, whereas 83.6% of the participants considered that "you may be accused of plagiarism if you pass off someone else's work as your own and for your own benefit", but only 80.8% believed that "you may be accused of plagiarism if you copy a completed assignment of that your friend has emailed to you". The findings of this research are that, it is academic dishonesty when the students do the writings by plagiarizing from other and the Internet. When the students do the work together so they are afraid of receiving an "F" grade. Similarly, according to Yazici, Yazici, and Erdem (2011), the reasons for student plagiarism are fear of failure and a high demand for achievement. Furthermore, one interesting finding was that whereas 80.6% of the participants agreed that "you may be accused of plagiarism if you take a questionnaire from an article and work on it without acknowledging the source and writer". The findings of this research are that, it was the practice of plagiarism if you did not cite the sources of data, ideas, knowledge, and evidence correctly. Similarly, according to Roig (2012), "the students are unclear about plagiarism to separate between quoting, citing, and paraphrasing", only 76% considered that "you may be accused of plagiarism if you lend a completed assignment to a friend who then copies some parts of it". In the opinion of some participants, they should be unselfish in the work of writing together. Therefore, it is about the good relationship between friends in the class. So, this was in fact very similar to the findings of a study by Selwyn (2008), which showed that most of the 1,222 participants took part in copying something like sentences (59%), paragraphs (12%), or essays (4%) from the Internet to use in their assignments.

One surprising result was that only (65.8%) of the students believed that "you may be accused of plagiarism if you work on a term project with your classmates or professors and submit the article under your name only". In third level education, this is considered to be academic dishonesty. If the students understand writing is one of the most important skills, this will reduce the students' plagiarism, according to Walsh (2010). However, one interesting finding was that 65.6% of the participants agreed that "you may be accused of plagiarism if you submit an assignment produced as a joint effort but under your name only". The participants

thought that if you work with a colleague and submit work created under your own name only, your friends will not like you and will not allow you to join the group due to your selfishness in the classroom.

The third part addressed the perceptions of the participants about the professors' attitudes and behavior toward plagiarism prevention. As a result, 80.8% of the participants agreed that "I think my professors warn us too much about plagiarism". The findings of this research are that, the instructors usually advise and warn the participants to do the work by themselves. So, they can be aware of plagiarism in their work. It was a good positive thinking for the participants. So, this may encourage students to develop their writing skills directly. On the other hand, according to Ramzan, Munir, Siddique, and Asif (2012), if awareness of plagiarism and the university's policy are low, plagiarism tends to increase in the university. Only 70.6% of participants thought "I think my professors do not have the ability to detect plagiarism". The participants thought the instructors had the ability to detect plagiarism because of experience in teaching for many years in the university. As was pointed out, 66.4% of the participants believed that "I think my professors read the whole term paper to find familiar sentences from famous scholars". The findings of this research showed that if the students plagiarize from the Internet, the professors can catch the student plagiarism because they can check plagiarism by using the plagiarism detection tools such as the Turnitin program.

However, 64% of the participants thought "I think my professors detect plagiarism but they do not care to penalize us". In the participants' opinion, many professors regularly say that plagiarism is not good, so it is known to be academic dishonesty in the university. From the finding, the professors usually warn them to avoid this unethical practice. Culwin (2006) suggested that it is a good practice for students to be offered guidance at the beginning of each course on what plagiarism is, why it is undesirable, and what institutional rules and guidelines apply.

Furthermore, one interesting finding was that 61.2% of the participants agreed that "I think my professors do not care about detecting plagiarism". Each instructor has different methods of teaching by explaining to the students how to avoid plagiarizing. Each student needs to pay attention to the instructors' explanations in each course. However, only 60% of the participants considered "I think my

professors guess about who might have done plagiarism”. The students thought that the professors used different strategies to detect plagiarism instead of checking it by themselves. If the students often plagiarize in the course, the professors are more likely to catch them. Unfortunately, such students might receive an “F” grade in the course in which they were caught plagiarizing.

The fourth part related to the perceptions of the participants about their professors’ detection of plagiarism. Most participants (83.2%) agreed that “I think my professors use internet and search engines to detect plagiarism” because modern technology gives instructors the tools to teach each course and prevent and/or detect plagiarism. Some teachers do not read the work carefully, so technology will help. There are several plagiarism detection applications for that can be used to check students’ writings, such as the Turnitin. One interesting finding was that 74.4% agreed that “I think my professors detect plagiarism from their teaching experience”. That means, each instructor had many experiences about several methods for teaching in the class so the participants have to follow the rules in the class. However, the least number of participants (59.4%) agreed with “I think my professors detect plagiarism by judging based on students’ characteristic”. The participants thought that each instructor will check each piece of work that the students send for examination based on the results of the student’s work. There will be no prejudice if the students understand the rule and evaluation of each instructor in the class.

The fifth part was about the perceptions of participants regarding the reasons for plagiarism. Among 13 reasons for plagiarism, a lot of participants (83.2%) agreed with the “easiness of plagiarizing”. For doing writing, they thought that it is easy to plagiarize from ideas, books, and the Internet. In the participants’ opinion, these methods can save time for submitting their works to the instructor. A study by Power (2009) found that each student’s plagiarism is based on an individual understanding of the practice. Some participants (71.8%) said that one reason for plagiarism may be “not having a good command of the language”. Some students had strong English writing skills, while other did not. Plagiarism among students whose first language is not English has been a significant problem. Students may plagiarize for a variety of reasons including lack of understanding of how to cite the sources correctly and the stress of completing tasks on time (Eret & Gokmenoglu, 2010).

For instance, many of the students said that there was “no training in universities on the issue of plagiarism (56.4%)” and a “lack of clarity of university regulations (76.8%)”. In the university, some participants did not know about the rules and there are no lecturers to train students or provide much knowledge about plagiarism, thus causing students to lack understanding of writing and plagiarism issues. This finding is in line with Liu, Lo, and Wang (2013) said that plagiarism is widely recognized as a serious problem. The findings showed that copying is considered bad behavior but it is seen as an easy way of doing the writing, particularly when there is a “lack of time to meet the deadline (67.6%)”. Similarly, a study by Dawson (2004) and Song-Turner (2008) found that “some students may break the rules in order to meet deadlines. Only 65% of the participants plagiarize because “lack of attention from professors to term projects” and 64.8% plagiarize because of a “lack of attention from professors to detection of plagiarism”. If the instructors do not attend the students to join the class, it will cause students to ignore the instruction and feel bored about doing writing, especially English projects. In the classroom, some students are very attentive to their studies, but some do not intend to study. So, student plagiarism will be more likely if the instructor fails to detect plagiarism.

Moreover, a lot of participants (76%) agreed with the idea that they had “more confidence & belief in the original text” than in their own writing. This is important because if the participants believe it is difficult to change the original text, they are more likely to believe that copying from the original text is better than writing and thinking by themselves. In addition, only 61% of the participants thought that “not being aware of the severity of plagiarism and its subsequences” is a factor. McCabe and Trevino (1993) received 6,000 responses to a survey sent to students in 31 American colleges and found that 67% of respondents admitted they cheated at least once in their studies. The findings of the research suggest that checking for student plagiarism will encourage students to improve their academic writing skills, such as paraphrasing, note taking, citing and acknowledging sources of information. In a related study by Elander, Pittam, Lusher, Fox, and Payne (2010), it was found that teachers need to advise students on plagiarism, types of plagiarism, and how to avoid plagiarism.

However, only 55.4% of the participants believed that teachers accord “the same treatment to those who plagiarize and those who don’t.” The findings of this research showed that some students learn to write well and are ready to improve themselves but others have to develop their writing skills for producing their own work. Similarly, Power (2009) said about plagiarism is not a new phenomenon. More of the participants agreed with the idea that there is “no difference in teachers’ evaluation of the plagiarized and non-plagiarized projects (57.8%)” and one reason for plagiarism is “because everyone else is doing it (57.4%)”. In university, there are some students who plagiarize. When students plagiarize from others and the Internet, instructors will give a warning and advise them not to do this again. This was in fact similar to the results of a study by Wilhoit (1994), which found that students who plagiarize writing continue to be a problem. To reduce the problem of plagiarism, many teachers should teach the students before they begin to write in the first year. All students know that English is very important for them, but some still plagiarize. From the finding, only 33.2% of students agreed that a reason for plagiarism “just for fun”. However, if a student writes a work by plagiarizing another person, the work will be repetitive or similar, but it is time to submit to the teacher. These students are therefore plagiarizing.

The second objective was to explore occurrence of plagiarism found in students’ writings. This research found 7 types of plagiarism in participants’ writings based on the Turnitin program, including Clone, CTRL-C, Find-Replace, Recycle, Remix, Hybrid, and Aggregator, respectively. There were 3 types of plagiarism not found in the participants’ writing including Mashup, 404 Error, and Re-Tweet. Students may not be familiar with these three formats. So, the occurrence of plagiarism depends on practicing the English writing skills of all students.

From the above, it can be stated that 79 undergraduate students had medium perceptions of plagiarism and plagiarism in writing was high. There is a relationship between perceptions of plagiarism and the occurrence of plagiarism in the students’ writing. So, this finding showed that the students understand plagiarism quite well and know they should avoid plagiarism in their writing. When the students have many subjects to study each day, some will plagiarize in the writing they intend to submit to the instructor when they have limited time, using plagiarism such as Clone, CTRL-C

and Recycle. Firstly, Clone plagiarism is also sometimes called complete plagiarism. This method is often a result of poor time management or other academic pressure. Secondly, CTRL-C plagiarism is something that students are generally aware of, but it still happens frequently from carelessness in notetaking or the writing or typing process. Thirdly, Recycle plagiarism occurs when students submit the own work from a previous course, sometimes as an assignment, and personal projects in a current course. So, this affected to the students directly to have a new idea for creating the works with their comprehension. One thing, some students have difficult time with is reading books with notetaking and then misunderstanding the assignments, so “Find-Replace” and “Aggregator” plagiarism may occur, while some of them can be confused with “Remix” and “Hybrid” plagiarism to do and apply for producing their own writing. These students may lack notetaking skills and enough time to complete their work when they have a lot of assignments from other instructors.

Suggestion

1. Researchers in the field will be able to rely on the findings of this research for conducting research in other aspects or in other means for further knowledge. Understanding students’ perceptions of plagiarism can help English writing teachers to improve the writing lessons for their EFL and ESL students to understand plagiarism clearly. Therefore, it will reduce the occurrence of plagiarism. In addition, the perception of plagiarism can be utilized in connection with event planning within a school or organization in order not to duplicate it. This research will be useful to students and individuals for applying to build knowledge on how to use the English language for writing or for academic purposes.

2. Teachers can emphasize techniques to help their students identify and avoid plagiarism. So, EFL and ESL students will be able to avoid plagiarizing from each other, books, and the Internet. Then, they will work with their comprehension so that they have good writing skills and not have any type of plagiarism. The teachers will be able to improve the lessons in English effectively and to apply with other class activities for all students in the future.

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APPENDICES



Appendix A

Questionnaire adopted from Rezanejad and Rezaei (2013)

Directions: Please answer the questions by selecting the one choice from the five scales of each question of perception towards plagiarism that each fourth-year English major students at a university in the Eastern region of Thailand has agreement.

Part 1: Participants' perceptions of understanding of plagiarism

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.1 Plagiarism is using someone else's words as if they were your own.					
1.2 Plagiarism is using someone else's ideas as if they were your own.					
1.3 Plagiarism is using someone else's results as if they were your own.					
1.4 Plagiarism is getting your ideas from a text book.					
1.5 Plagiarism is copying and pasting without acknowledging the original source.					
1.6 Plagiarism is getting ideas from a source and paraphrasing them but without acknowledging the original source.					

Part 2: Participants' perceptions of practice of plagiarism

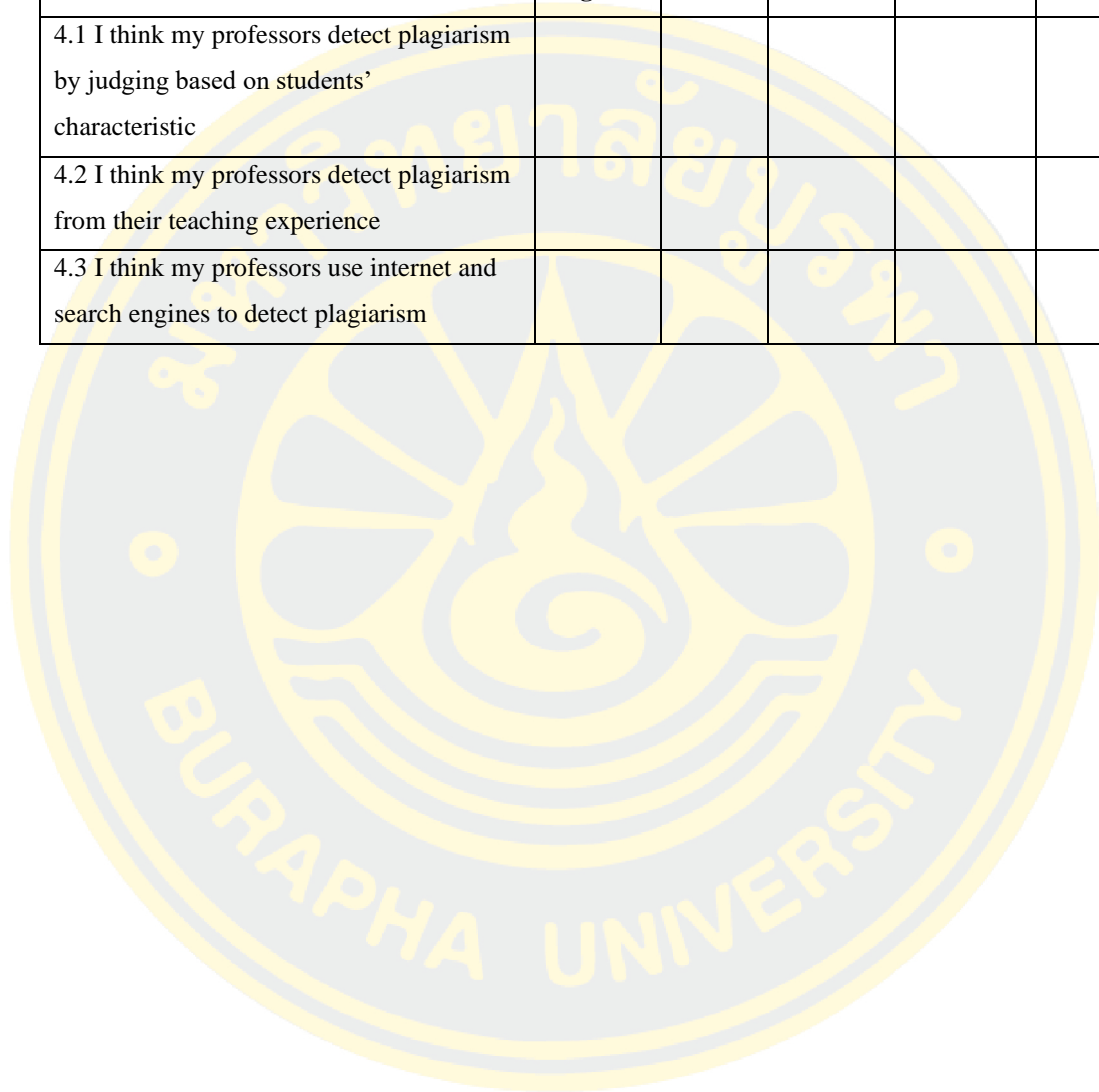
Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.1 You may be accused plagiarism if you submit an assignment produced as a joint effort but under your name only.					
2.2 You may be accused plagiarism if you copy a completed assignment that your friend has emailed to you.					
2.3 You may be accused plagiarism if you lend a completed assignment to a friend who then copies some parts of it.					
2.4 You may be accused plagiarism if you pass of someone else' work as your own for your own benefit.					
2.5 You may be accused plagiarism if you work on a term project with your classmates/professor and submit the article under your name only.					
2.6 You may be accused plagiarism if you take a questionnaire from an article and work on it without acknowledging the source and writer.					

Part 3: Participants' perceptions regarding their professors' attitudes and behavior toward plagiarism prevention

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3.1 I think my professors do not care about detecting plagiarism.					
3.2 I think my professors do not have the ability to detect plagiarism.					
3.3 I think my professors detect plagiarism but they do not care to penalize us.					
3.4 I think my professors warn us too much about plagiarism.					
3.5 I think my professors guess about who might have done plagiarism.					
3.6 I think my professors read the whole term paper to find familiar sentences from famous scholars.					

Part 4: Participants' perceptions regarding their professors' detection of plagiarism

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.1 I think my professors detect plagiarism by judging based on students' characteristic					
4.2 I think my professors detect plagiarism from their teaching experience					
4.3 I think my professors use internet and search engines to detect plagiarism					



Part 5: Participants' perceptions regarding the reasons for plagiarism

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.1 Easiness of plagiarizing					
5.2 Not having a good command of the language					
5.3 No training in universities on the issue of plagiarism					
5.4 Lack of time to meet the deadlines					
5.5 Lack of attention from professors to term projects					
5.6 More confidence & belief in the original text					
5.7 Not being aware of the severity of plagiarism and its subsequences					
5.8 Lack of clarity of university regulations					
5.9 Lack of attention from professors to detection of plagiarism					
5.10 The same treatment to those who plagiarize and those who don't					
5.11 No difference in teachers' evaluation of the plagiarized and non-plagiarized projects					
5.12 Because everyone else is doing it					
5.13 Just for fun					



Appendix B

Table 2: Overall perception levels of plagiarism

Students	Perceptions of plagiarism										Perception levels
	Part 1 (30) points	Mode	Part 2 (30) Points	Mode	Part 3 (30) points	Mode	Part 4 (15) points	Mode	Part 5 (65) Points	Mode	
1	25	High	25	High	20	Medium	10	Medium	60	High	High
2	26	High	23	High	19	Medium	10	Medium	27	Medium	Medium
3	22	High	25	High	19	Medium	13	High	42	Medium	High
4	27	High	23	High	20	Medium	10	Medium	39	Medium	Medium
5	26	High	23	High	19	Medium	10	Medium	27	Medium	Medium
6	28	High	24	High	15	Medium	12	High	45	High	High
7	7	Low	14	Medium	20	Medium	11	High	45	High	Medium
8	15	Medium	9	Low	15	Medium	6	Medium	38	Medium	Medium
9	25	High	23	High	22	High	10	Medium	42	Medium	High
10	10	Low	29	High	16	Medium	8	Medium	49	High	Medium
11	28	High	22	High	25	High	11	High	37	Medium	High
12	23	High	28	High	24	High	12	High	51	High	High
13	27	High	28	High	27	High	15	High	36	Medium	High
14	24	High	23	High	22	High	10	Medium	47	High	High

Table 2: Overall perception levels of plagiarism (continued)

Students	Perceptions of plagiarism										Perception levels
	Part 1 (30) points	Mode	Part 2 (30) points	Mode	Part 3 (30) points	Mode	Part 4 (15) points	Mode	Part 5 (65) Points	Mode	
15	21	High	27	High	23	High	7	Medium	44	High	High
16	27	High	19	Medium	18	Medium	9	Medium	29	Medium	Medium
17	30	High	24	High	18	High	9	Medium	41	Medium	Medium
18	29	High	30	High	19	High	10	Medium	27	Medium	Medium
19	27	High	30	High	19	High	10	Medium	27	Medium	Medium
20	26	High	26	High	19	High	9	Medium	48	High	High
21	25	High	30	High	23	High	13	High	46	High	High
22	30	High	25	High	17	Medium	11	High	36	Medium	High
23	29	High	24	High	20	Medium	11	High	49	High	High
24	30	High	27	High	24	High	10	Medium	50	High	High
25	29	High	25	High	16	Medium	12	High	28	Medium	High
26	30	High	25	High	15	Medium	8	Medium	47	High	High
27	28	High	27	High	19	Medium	12	High	35	Medium	High
28	28	High	23	High	18	Medium	9	Medium	28	Medium	Medium

Table 2: Overall perception levels of plagiarism (continued)

Students	Perceptions of plagiarism										Perception levels
	Part 1 30 (points)	Mode	Part 2 30 (points)	Mode	Part 3 30 (points)	Mode	Part 4 15 (points)	Mode	Part 5 65 (points)	Mode	
29	30	High	26	High	15	Medium	12	High	43	Medium	High
30	26	High	23	High	15	Medium	9	Medium	38	Medium	Medium
31	20	Medium	10	Low	21	High	13	High	36	Medium	High
32	27	High	22	High	27	High	10	Medium	32	Medium	High
33	27	High	24	High	29	High	10	Medium	53	High	High
34	23	High	19	Medium	22	High	13	Medium	48	High	High
35	9	Low	21	High	17	Medium	13	High	36	Medium	Medium
36	29	High	24	High	18	Medium	11	High	37	Medium	High
37	18	Medium	19	Medium	17	Medium	9	High	42	Medium	Medium
38	25	High	21	High	20	Medium	10	Medium	37	Medium	Medium
39	25	High	27	High	19	Medium	8	Medium	37	Medium	Medium
40	16	Medium	22	High	16	Medium	13	High	37	Medium	Medium
41	26	High	24	High	18	Medium	9	Medium	36	Medium	Medium
42	30	High	14	Medium	20	Medium	12	High	35	Medium	Medium

Table 2: Overall perception levels of plagiarism (continued)

Students	Perceptions of plagiarism										Perception Levels
	Part 1 (30) points	Mode	Part 2 (30) Points	Mode	Part 3 (30) points	Mode	Part 4 (15) points	Mode	Part 5 (65) points	Mode	
43	18	Medium	17	Medium	19	Medium	9	Medium	45	High	Medium
44	28	High	28	High	26	High	11	High	38	Medium	High
45	28	High	19	Medium	19	Medium	9	Medium	43	Medium	Medium
46	16	Medium	22	High	21	High	12	High	47	High	High
47	18	Medium	17	Medium	16	Medium	13	High	40	Medium	Medium
48	10	Low	6	Low	17	Medium	10	Medium	36	Medium	Medium
49	23	High	25	High	22	High	12	High	40	Medium	High
50	24	High	24	High	20	Medium	13	High	45	High	High
51	23	High	24	High	21	High	10	Medium	49	High	High
52	30	High	27	High	18	Medium	9	Medium	37	Medium	Medium
53	13	Medium	26	High	23	High	13	High	53	High	High
54	22	High	22	High	16	Medium	12	High	41	Medium	High
55	19	Medium	26	High	23	High	10	Medium	47	High	High
56	25	High	26	High	17	Medium	9	Medium	49	High	High

Table 2: Overall perception levels of plagiarism (continued)

Students	Perceptions of plagiarism										Perception levels
	Part 1 (30) points	Mode	Part 2 (30) points	Mode	Part 3 (30) points	Mode	Part 4 (15) points	Mode	Part 5 (65) points	Mode	
57	24	High	15	Medium	23	High	13	High	39	Medium	High
58	22	High	23	High	16	Medium	12	High	46	High	High
59	30	Medium	6	Low	23	High	10	Medium	46	High	Medium
60	25	High	25	High	17	Medium	9	High	44	High	High
61	29	High	25	High	18	Medium	13	High	46	High	High
62	23	High	22	High	21	High	10	Medium	42	Medium	High
63	14	Medium	23	High	19	Medium	8	Medium	35	Medium	Medium
64	28	High	17	Medium	30	High	15	High	53	High	High
65	30	High	30	High	22	High	14	High	46	High	High
66	30	High	30	High	28	High	15	High	48	High	High
67	18	Medium	22	High	21	High	13	High	41	Medium	High
68	21	High	24	High	20	Medium	14	High	37	Medium	High
69	18	Medium	19	Medium	19	High	11	High	32	Medium	Medium
70	22	High	23	High	24	High	12	High	41	Medium	High

Table 2: Overall perception levels of plagiarism (continued)

Students	Perceptions of plagiarism										Perception levels
	Part 1 (30) points	Mode	Part 2 (30) points	Mode	Part 3 (30) points	Mode	Part 4 (15) points	Mode	Part (65) points	Mode	
71	30	High	28	High	21	High	11	High	40	Medium	High
72	17	Medium	30	High	20	Medium	13	High	38	Medium	Medium
73	22	Medium	21	High	20	Medium	12	High	38	Medium	Medium
74	30	High	28	High	22	High	12	High	49	High	High
75	21	High	25	High	18	Medium	9	Medium	45	High	High
76	22	High	19	Medium	20	Medium	10	Medium	44	High	Medium
77	19	Medium	12	Medium	14	Medium	13	High	54	High	Medium
78	8	Low	11	Medium	17	Medium	10	Medium	33	Medium	Medium
79	23	High	25	High	23	High	9	Medium	40	Medium	High



Appendix C

Occurrence of plagiarism in participants' writing

After the data from the participants' writing were analyzed by Turnitin program, the plagiarized words or statements were highlighted and identified by 5 highlight colors as follows:

Blue	=	No matching words
Green	=	1%-24% similar index
Yellow	=	25%-49% similar index
Orange	=	50%-74% similar index
Red	=	75%-100% similar index

The most type of plagiarism in the participants' writing was Clone, but Aggregator was the least type. There were three types of plagiarism not found in their writings including Mashup, 404-Error and Re-Tweet. The details were as follows.

The occurrence of plagiarism in the first student's writing was 22% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
<p>'Dystopia' was created and coined by the English Philosopher John Stuart Mill in a speech at the House of Commons in 1868 (Ashley, 2016).</p> <ul style="list-style-type: none"> - There are restrictions on information, independent thought, and freedom. - Citizens of a country worship a figurehead or concept. - Citizens live in a dehumanized area, have a fear of the outside world, and are aware of constant surveillance. - Citizens live in a dehumanized area, have a fear of the outside world, and are aware of constant surveillance. - Corporate control which controls 	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>society through advertisement, products and media.</p> <p>- Bureaucratic control which controls society by mindless bureaucracy through a tangle of the red tape, relentless regulations, and incompetent government officials.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the second student's writing was 7% and the types of plagiarism found were Clone.

1. Clone

Plagiarized text (Clone)	Description
<p>- According to Maslow's hierarchy of needs, Maslow (1943) stated that people are motivated to achieve certain needs and that some needs take precedence over others (McLeod, 2018).</p> <p>- Maslow classified human's needs into five stages which are physiological, safety, love and belonging, esteem, and self-actualization. However, the theory noted that human has to fulfill the needs stage by stage.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the third student's writing was 0%.

The occurrence of plagiarism in the fourth student's writing was 17% and the 5 types of plagiarism found were Clone, CTRL-C, Find-Replace, Recycle, and Hybrid. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- With the growth of social media usage, updated research has shown that the maintenance of existing friendships serves as one of the primary sources of motivation for accessing social media for adolescents, refuting the notion of the reduction hypothesis (Best, Manktelow & Taylor, 2014, p 28).</p> <p>- In consideration of the omnipresent nature of social media and the adolescent, social media use must be examined when considering holistic health and social development.</p> <p>- The use of social media as a positive outlet for communication and social support also has noteworthy implications.</p> <p>- Additionally, areas of future research should include the effects of social media use on academics and further elucidation of the effects and causation of psychosocial outcomes.</p> <p>- Social media use is associated with both a wide array of positive aspects and a sobering multitude of negative factors.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Although some contention remains, two primary hypotheses exist regarding users' motives for social media use. The social enhancement hypothesis commonly referred to as "the rich get richer model" suggests "adolescents who form strong and satisfying peer relationships benefit most from online interactions serving to enhance their existing peer relationships (Kosir et al., 2016, p 377).</p> <p>- The social compensation hypothesis coined "the poor get richer model" states that "adolescents who perceive their offline social network as inadequate compensate with more extensive online social networks (Kosir et al., 2016, p 377).</p> <p>- Two of the peak social tasks in adolescence are to "stand out" and "to develop" an identity in chase of autonomy while gaining acceptance from peers (Shapiro & Margolin, 2014, p 2).</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- The role of social support in the healthy development of the growing adolescent cannot be understated and plays an essential role in psychosocial well-being.</p> <p>- Social media usage has impact on psychosocial well-being, self-esteem, perceived social support, and the developing identity.</p>	<p>The key words and phrases are changed but it still has the important content of the source.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>- Recent evidence shows that social media use can also affect academic performance as a result of less total time studying and inefficient studying due to multitasking.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

5. Hybrid

Plagiarized text (Hybrid)	Description
<p>- Considerable research has been dedicated to the negative aspects of social media. “FOMO” that is defined as “a pervasive apprehension that others might be having rewarding experiences from which one is absent” He has also played a role in social media’s negative impact on sleeping and eating patterns. <u>The fear of missing out, and the related need to be continuously connected with peers, also has a significant association with stress.</u></p>	<p>The underlined letters are not properly cited, while the bold text is the plagiarized one. The cited sources are collected and copied from other people without citation.</p>

The occurrence of plagiarism in the fifth student’s writing was 0%.

The occurrence of plagiarism in the sixth student's writing was 1% and the type of plagiarism found was CTRL-C. The details are as follows.

1. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- This belief can be summarized as follows</p> <p>I. The ability of a person is innate.</p> <p>II. Aryan tribes are capable.</p> <p>III. The abilities of the Aryan tribe are innate.</p> <p>IV. The Aryan tribe is more important than others.</p> <p>V. Education cannot change non-Aryan people into Aryan tribes.</p> <p>VI. Therefore, non-Aryan people, even with high education, must have the ability and status inferior to the Aryan people.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

The occurrence of plagiarism in the seventh student's writing was 3% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Amundsen (2015) studied about the relation between language and human rights using two dystopian novels, George Orwell's Nineteen Eighty-four and Kazuo Ishiguro's Never Let Me Go.</p> <p>- He/she said these two novels can be used to teach pupils about lack of or loss of human rights.</p> <p>- He/she seek to prove that, in these two</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
novels, language can be used to limit people thought and control the population through fear.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarism text (CTRL-C)	Description
- Soules (2014) examine the importance of acoustic and visual privacy in the open office . In the research, overall condition of privacy in the office of the Science Teaching Student Services Building at the University of Minnesota Minneapolis were collected.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
- McEachern (2009) studied the transition of two totalitarian leaders of North Korea, Kim Jong Il and Kim Il Sung .	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the eighth student's writing was 2% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
- To sum up, Shadow is released from prison early when his wife and best friend died in a car accident. On the way home, he meets a man on the plane.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the ninth student's writing was 35% and 4 types of plagiarism found were Clone, CTRL-C, Find-Replace, and Recycle. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Superstition refers to an irrational abject attitude of mind toward the supernatural, nature, or God resulting from superstition</p> <p>1) Zeus Zeus, son of the Titans Cronus and Rhea, was the god of the sky and thunder. His most feared weapon was his thunderbolt, fashioned by the Cyclopes. He became ruler of the gods when he led them in their defeat of the Titans during the Cosmic War.</p> <p>2) Athena Athena was a powerful war goddess, she was usually depicted with her shield or protective cloak, known as the aegis. She was also a patron of craft, especially pottery, weaving, and shipbuilding, and the goddess of the city of Athens. She inherited the wisdom of her mother, Metis, an attribute that made her favor Odysseus, the wisest and most cunning of the Greek heroes. In all these roles she was especially valued because she was always accessible, unlike many gods who kept their distance from humans.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>5) Hades Hades, whose name means “the unseen,” was the brother of Zeus, king of the Greek gods. He was the ruler of the underworld, the dark realm to which mortals believed their souls would go after death, the home of dead spirits, a role that gave him his other name, Polydegmon, “host of many guests.” As well as a god, Hades was also the place of the dead, a realm that Greek poet Homer (c. ninth—eighth century BCE) described as being cloaked in mist and cloud.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>4) Poseidon Poseidon was the sea god, a bringer of violent storms, who also controlled natural forces such as earthquakes, was one of the most powerful gods in Mount Olympus. However, he longed for more power and became involved in a dispute with Athena for the great honor of being the patron deity of the city of Athens.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>The Greeks believed that these supreme deities influenced nearly everything that happened on Earth and also influenced humans.</p> <p>3) Aphrodite Aphrodite was the goddess of love, born in the frothing sea and was famous both for her exquisite beauty and for her many lovers, who included both gods and mortals. Her partners found it impossible to resist her charms, and this magnetic attraction made her one of the most powerful of all the deities.The Greeks believed that these supreme deities influenced nearly everything that happened on Earth and also influenced humans.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

The occurrence of plagiarism in the tenth student's writing was 7% and the type of plagiarism found was Clone. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>1.1) Evolved Cognitive Biases 1.1.1) Hypersensitive agency detection: Overperception of power leads to the understanding that God is making natural phenomenons. 1.1) Evolved Cognitive Biases 1.1.1) Hypersensitive agency detection:</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>Overperception of power leads to the understanding that God is making natural phenomenons.</p> <p>1.1.2) Promiscuous teleology:</p> <p>Overperception of purpose leads to the creation of personal life missions in the world.</p> <p>1.1.3) Mind-body dualism: Perceiving minds as separate from bodies makes it easy to conceive of supernatural powers.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the eleventh student's writing was 10% and 4 types of plagiarism found were Clone, CTRL-C, Find-Replace, and Remix. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>The statistics from the United States shows that 160,000 students miss school every day because they are afraid of being bullied (Zarzour, 1999).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- There are four different types of bullying commonly found in schools: physical bullying, verbal bullying, social bullying, and cyber bullying (Kupferman et al., 2013; Kowalski & Limber, 2007).</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
Cyberbullying is done through social media by leaving negative comments about appearance, sexuality, languages, and etc. or posting embarrassing images or videos of the victims (Ybarra and Mitchell, 2004; Dehue, Bolman and Vollink, 2008; Smith et al, 2008).	The key words and phrases are changed, but it still has the important content of the source.

4. Remix

Plagiarized text (Remix)	Description
- <u>That bullying was composed of 3 traits:</u> intention to hurt or harm, repetitive behaviours, and power imbalance between the bully and the victim.	The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized. Texts from several sources are paraphrased and the content is combined together without citation.

The occurrence of plagiarism in the twelfth student's writing and the thirteenth's writing was 0%.

The occurrence of plagiarism in the fourteenth student's writing was 3% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
Generation X because of the novel "Generation X: Tales for an Accelerated Culture," published in 1991 by Douglas Coupland, which influenced people in this generation (Kagan, 2019).	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the fifteenth student's writing was 0%.

The occurrence of plagiarism in the sixteenth student's writing was 17% and 3 types of plagiarism found were Clone, CTRL-C, and Hybrid. The details are as follow.

1. Clone

Plagiarized text (Clone)	Description
<p>- From the late 1800s to the 1950s, which is a prosperous period of traditional gender role ideologies in America, middle-class American women were attached to home-life and the domesticity such as housework and responsibilities for child-rearing, leaving men to govern the rationalized and independent world of work and politics.</p> <p>- Furthermore, In late 20th century, women's roles in television shows initially varied; they began to be lead characters in crime dramas such as <i>Charlie's Angels</i> and <i>Police woman</i> and sitcoms such as <i>Murphy Brown</i> and <i>The Golden Girls</i>. The roles of these characters did not fit the traditional standards of femininity, indicating that the lives of the women did not only revolve around the family and the home (Jang and Jong,2008, p.376).</p> <p>- Idealistic means having a strong belief in perfect standards and trying to achieve them, even when this is not realistic.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>- Optimistic means expecting good things to happen or something to be successful; showing this feeling.</p> <p>- Independent means confident and free to do things without needing help from other people</p> <p>- From the late 1800s to the 1950s, which is a prosperous period of traditional gender role ideologies in America, middle-class American women were attached to home-life and the domesticity such as housework and responsibilities for child-rearing, leaving men to govern the rationalized and independent world of work and politics.</p> <p>- Furthermore, In late 20th century, women's roles in television shows initially varied; they began to be lead characters in crime dramas such as <i>Charlie's Angels</i> and <i>Police woman</i> and sitcoms such as <i>Murphy Brown</i> and <i>The Golden Girls</i>. The roles of these characters did not fit the traditional standards of femininity, indicating that the lives of the women did not only revolve around the family and the home (Jang and Jong,2008, p.376).</p> <p>- Idealistic means having a strong belief in perfect standards and trying to achieve them, even when this is not</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>realistic.</p> <ul style="list-style-type: none"> - Optimistic means expecting good things to happen or something to be successful; showing this feeling. - Independent means confident and free to do things without needing help from other people - Confident means feeling sure about your own ability to do things and be successful 	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>The Strauss-Howe generational theory or Fourth Turning theory stated in <i>The Fourth Turning</i> by authors William Strauss and Neil Howe</p> <p>Theoretical Core</p> <p>This theory is created to describe recurring cycles of generations in American history. A cycle can be divided into four turnings (generational events), namely the High, the Awakening, the Unraveling and the Crisis, which lasts roughly 20 years each. In theory, it is also stated that these four turnings will repeat for each cycle as followed:</p> <ul style="list-style-type: none"> - During the High, institutions and social collectivism are strong, but individualism is weak. - As a consequence of the prior era, this 	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

Plagiarized text (CTRL-C)	Description
<p>period is completely opposite to the High, meaning that institutions are weak and distrusted while individualism is strong and thriving.</p> <p>4. The Crisis</p> <ul style="list-style-type: none"> - This is the last turning of a cycle, which is an era of social destruction often involving war and revolution. - Additionally, the length of the four-stage is equal to the potential lifetime of people - Additionally, the length of the four-stage is equal to the potential lifetime of people and it is divided into four-stage able to represent the four phases of human life: childhood, young adulthood, midlife and old age. - Thus, the authors stated that two different types of generation and two age locations (childhood and young adulthood) generate four generational archetypes: prophet, nomad, hero, and artist. In addition to the fact that the generations in each archetype have a similar age-location in history, they share fundamental perspectives and attitudes regarding family, risk, culture attitudes regarding family, risk, culture and values, and civic engagement. - When the theory is applied to present saeculum, it can be divided into four 	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

Plagiarized text (CTRL-C)	Description
generations: Baby Boom, Generation X, Generation Y and Generation Z	This work is copied from the source. The plagiarized version contains significant portions of text from the original source without any change.

3. Hybrid

Plagiarized text (Hybrid)	Description
- Lack of collaboration skills ' <u>Collaboration</u> ' means the act of working with another person or group of people to create or produce something, so 'lack of collaboration skills' means not able to work with other people.	The underlined letters are not properly cited, while the bold text is the plagiarized one. The cited sources are collected and copied from other people without citation.

The occurrence of plagiarism in the seventeenth students' writing, the nineteenth students' writing, and the twenty-first's writing was 0%.

The occurrence of plagiarism in the eighteenth student's writing was 3% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
- The purpose of this study is to analyze the social factors and symptoms of depression affecting the three main characters in the movie <i>The Hours</i> (Daldry, 2002): Virginia Woolf, Laura Brown, and Clarissa Vaughan by using the theoretical framework found in <i>Risk Factors in Depression</i> (Dobson & Dozois, 2008).	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the twentieth student's writing was 8% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
- People with a depressive disorder often suffer from a lack of energy and an overwhelming feeling of fatigue, which can be among the most debilitating symptoms of depression.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the twenty-second student's writing was 12% and 5 types of plagiarism found were Clone, CTRL-C, Find-Replace, Remix, and Hybrid. The details as follows.

1. Clone

Plagiarized text (Clone)	Description
- This dissertation comprises three studies applied theory from stereotype threat (Steele, 1992), self-affirmation (Steele & Liu, 1983), misattribution (Schachter, 1964) and stigma-threat (Blascovich et al., 2001) research.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- <i>Zootopia</i> also won Critics' Choice Movie Award for Best Animated Feature by Broadcast Film Critics Association (2016). - Judy Hopps a rabbit declares to the audience about her dream of becoming the first rabbit police officer.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
- <i>The Effects of Stereotype Threat on the Test Performance and Task Choices of Women</i> , by Jones (2005) researches on factors affecting mathematical skill of female and a solution to diminish an impact of stereotype threat.	The key words and phrases are changed, but it still has the important content of the source.

4. Remix

Plagiarized text (Remix)	Description
- This carried out the research <i>Racism, Discrimination and Prejudice: Through the Voices of Undergraduate Black Men at Predominately White Institutions</i> related to Critical Race <u>Theory through the processes a descriptive analysis, reflective writing, and photo elicitation.</u>	The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.

5. Hybrid

Plagiarized text (Hybrid)	Description
- An 3D computer-animated film produced by Walt Disney Studio, <u>Zootopia</u> has publicly released in 2016.	The underlined letters are not properly cited, while the bold text is the plagiarized one. The cited sources are collected and copied from other people without citation.

The occurrence of plagiarism in the twenty-third student's writing was 1% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
- Religious discrimination refers to unfair practical treatments towards individuals on the grounds of religious or nonreligious beliefs; moreover, it is associated with unfavourable behaving with an individual who has a spouse or relationship with specific religion.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the twenty-fourth student's writing was 2% and 2 types of plagiarism found were Clone and Find-Replace.

1. Clone

Plagiarized text (Clone)	Description
- The research reveals that discrimination is not the only cause of racial diversities in the United States, but it involves in racial and nationality unfairness.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. Find-Replace

Plagiarized text (Find-Replace)	Description
- There are three categories of social classes: upper class, middle class, and working class.	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the twenty-fifth student's writing was 3% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- This study Social Identity Theory as a Framework for Understanding the Effects of Exposure to Positive Media Images of Self and Other on Intergroup Outcomes by McKinley, Mastro, and Warber (2014) explores the results of the positive images of Latinos in media to Latinos as an in-group and Whites as an out-group, using social identity theory to analyze the research in which the processes explain that an individual's self-concept is influenced by the group the individual belongs to.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Besides, religious prejudice is related to religious fundamentalism as believing in one certain religion is involving with prejudicial thinking; also, religious fundamentalism has prejudice toward women, homosexual persons, and people believing in different religions (Altemeyer, 2003; Altemeyer & Hunsberger, 1992, 1993; Fulton et al., 1999; Hunsberger, 1995, 1996; Hunsberger et al., 1999; Kirkpatrick, 1993; McFarland, 1989; Batson, 1976; Batson et al., 1999).</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
Moreover, if women try to work in the field of “men’s works” because of possessing potentials of masculinity , they will be criticized by many women (Eagly et al., 1992; Glick et al., 1997; Heilman et al., 2004; Rudman, 1998; Rudman & Glick, 1999; Rudman & Kilianski, 2000; Brown, 2006, p. 378).	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the twenty-sixth student’s writing was 50% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>B. Concepts of discrimination:</p> <p>Discrimination Research Method</p> <p>According to Ben Bowling and Coretta Phillips (2003), discrimination divided into two types. There are:</p> <p>a. Direct Discrimination</p> <p>There are 6 types of direct discrimination according to Ben Bowling and Coretta Phillips. There are:</p> <p>1. Gender discrimination: individuals are inequitable treatment because of gender.</p> <p>2. Religious discrimination: when some people with certain faiths are gaining unfair services in terms of education, job field, or gain the same opportunities as others in public places.</p>	It is to submit another’s work, word-for-word as one’s own. The text in bold is plagiarized.

Plagiarized text (Clone)	Description
<p>3. Race/color discrimination: unfairly treating someone because of personal characteristics related to race, such as skin color</p> <p>4. Age discrimination: when a person isn't be able to access the same opportunities as others in a similar situation because he/she is considered to be too old or too young.</p> <p>5. National Origin discrimination: when someone is treated differently because they come from particular country or different part of the world, because of nationality or accent, or because they seem different by particular ethnic background.</p> <p>6. Health discrimination: someone is treated differently because of her/his medical impaired due to an illness, disability or mental disorder.</p> <p>b. Indirect Discrimination</p> <p>A. Discrimination Towards African-American Women</p> <p>unfair services in terms of education, job field, or gain the same opportunities as others in public places.</p> <p>3. Race/color discrimination: unfairly treating someone because of personal characteristics related to race, such as skin color.</p> <p>4. Age discrimination: when a person isn't</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>be able to access the same opportunities as others in a similar situation because he/she is considered to be too old or too young.</p> <p>5. National Origin discrimination: when someone is treated differently because they come from particular country or different part of the world, because of nationality or accent, or because they seem different by particular ethnic background.</p> <p>6. Health discrimination: someone is treated differently because of her/his medical impaired due to an illness, disability or mental disorder.</p> <p>b. Indirect Discrimination</p> <p>A. Discrimination Towards African-American Women</p> <p>In Discrimination Towards African-American Women (Regzi Sri Haryanti, Singgih Daru Kuncara, Nita Maya Valiantien, 2019), the different variables treating someone because of personal characteristics related to race, such as skin color.</p> <p>4. Age discrimination: when a person isn't be able to access the same opportunities as others in a similar situation because he/she is considered to be too old or too young.</p> <p>5. National Origin discrimination: when</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>someone is treated differently because they come from particular country or different part of the world, because of nationality or accent, or because they seem different by particular ethnic background.</p> <p>6. Health discrimination: someone is treated differently because of her/his medical impaired due to an illness, disability or mental disorder.</p> <p>b. Indirect Discrimination</p> <p>A. Discrimination Towards African-American Women</p> <p>In Discrimination Towards African-American Women (Regzi Sri Haryanti, Singgih Daru Kuncara, Nita Maya Valiantien, 2019), the different variables have been found to be related to our study in women's obstacles. The data shows that there are two types of discrimination that happen in Hidden Figures film. In this film, there are race discrimination and gender discrimination that are shown in the analysis below:</p> <p>a. Race/color discrimination</p> <p>In the first scene, Kathrine was discriminated against by Jim Johnson who is also an African-American. He was surprised when Kathrine told him that she is working as Aeronautics inNASA.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>He could not believe that in NASA, they let women do heavy jobs like she does. Gender discrimination is more likely happen to women because they often considered to be weak. And in this film, Jim underestimated Kathrine's ability especially because she is woman, and Aeronautics is a study of the science of flight, which was commonly studied by men back in the 1960's. Therefore, the scene above is classified as gender discrimination. (Min. 00:36:25 – 00:36:33)</p> <p>- To point out and determine the types of response to prejudice and discrimination can be done by classifying the self-adjustment pattern. Joe R. Feagin and Melvin P. Sikes divide four distinct types of responses to discrimination. (Min. 00:36:25 – 00:36:33)</p> <p>1. Withdrawal is to avoid the discrimination that is going on. (Min. 00:36:25 – 00:36:33)</p> <p>Dorothy tried to avoid the discrimination that the police may do by clarifying that there are women employees too in NASA.</p> <p>2. Resigned acceptance is to ignore the discrimination while continuing in this film, segregation is applied in every single public facility where the public facility is divided. The scene that Katherine has to run</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarism (Clone)	Description
<p>about half mile to the toilet since in NASA has no toilet for colored people shows that NASA accepted the terms of segregation that applied for them and they did not do anything about it but follow the rules.</p> <p>3. Verbal confrontation is to verbally challenge the discrimination as a response of disagreement. Katherine was trying to show that women can do things that men do too. They can do it better in fact. Her response above is classified as verbal confrontation because Kathrine is verbally challenging Jim Johnson without physical threat implied (Min. 00:36:48 – 00:37: 34).</p> <p>without physical threat implied (Min. 00:36:48 – 00:37: 34).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>E. Gender-based discrimination faced by females at workplace: a perceptual study of working females.</p> <p>This study focuses on the underlying factors of discriminatory problems faced by working women. In the research, the researcher uses the method of sampling the questionnaires to identify the discriminatory factors especially women with a group of 160 working women.</p> <p>- Men have more leadership opportunity</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

Plagiarized text (CTRL-C)	Description
<p>than women employees, Being discriminated at the workplace occurs just because I am a woman, Women were ignored when it comes to appreciation or reward, Management thinks men as a manager not female as manager. The researcher aims to classify the factors of the discriminatory towards working women. Due to changes in the environment, women are in huge numbers in almost every field work.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

The occurrence of plagiarism in the twenty-seventh student's writing was 7% and 2 types of plagiarism found were Clone and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>C. The Glass Obstacle Course: Informal and Formal Barriers For Women Ph.D. Students in STEM Fields</p> <p>The Glass Obstacle Course: Informal and Formal Barriers For Women Ph.D. Students in STEM Fields by Welde and Laursen (2011) has established that theories of workplace inequality in social sciences help to grasp different experiences of women in gendered organizational cultures, counting technical or scientific regulations.</p> <p>- Moreover, if that person is a colored woman, the difficulty is more miserable</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
(Allen, Jacobson, & Lomotey,1995; Singh, Robinson, & Williams-Green, 1995).	It is to submit another's work, word- for-word as one's own. The text in bold is plagiarized.

2. Find-Replace

Plagiarized text (Find-Replace)	Description
- Kris De Welde and Sandra L. Laursen (2011) said that there are two key elements of experiences of women students in STEM (science, technology, engineering, and mathematics) graduate programs:	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the twenty-eighth student's writing was 3% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
b. Women are relatively inaudible. Women are not seen much, and they certainly are not heard. Thus, men keep paying attention to other men, but they soon turn away from women. f. Women's bodies are used differently from men's bodies. You have experienced through magazine advertisements	It is to submit another's work, word- for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the twenty-ninth student's writing was 0%.

The occurrence of plagiarism in the thirtieth student's writing was 11% and 2 types of plagiarism found were Clone and CTRL-C.

1. Clone

Plagiarized text (Clone)	Description
<p>B. Race and Gender Discrimination Reflected in the Tale Taylor's the Help movie (2011): a Feminist Approach</p> <p>The study focuses on the reflection of race and gender discrimination in The Help movie (2011) by using feminist approach. For the woman's position in the Help, there is the relationship as employer and domestic employer, and the black woman is a worker.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- The first analysis includes women's position, woman's role, women's right, and women's participation. And the second one is gender theory.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

The occurrence of plagiarism in the thirty-first student's writing was 2% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Maccoby and Martin (1983) represent the parental responsiveness that is referred to as parental supportiveness and the parental demandingness that is referred to as behavioral control. Baumrind (1991) clarifies the parental responsiveness to "the scale in which parents adapt and support their child to be individuality.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
3. Oussama (2017) studied about The Happiness of Frances Hodgson Burnett's <i>The Secret Garden</i> , the main character of this novel brings changes and powers to herself.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

The occurrence of plagiarism in the thirty-second student's writing was 12% and 4 types of plagiarism found were Clone, CTRL-C, Remix, and Recycle. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<ul style="list-style-type: none"> - At the same time, parents will determine the extent of children's behavior, and they require their children to obey and follow rational guidelines. - They allow children the opportunity to be themselves, listen to their children, and encourage their children to participate in making decisions about various issues of family. - Children can express their feelings and emotions openly. - It is a parenting style that parents do not pay attention to or respond to the needs of children. - The reason maybe they reject their children at first, or they are obsessed with problems and pressure in daily life until they have no time to take care of their children. 	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Even though Baumrind specifically limited the scope of her research to the influence of parenting variations within well-functioning families, other researchers were interested to expand it widen.</p> <p>- Maccoby and Martin (1983) tried to combine Baumrind's configurational approach in 1961 with earlier attempts to define parenting along with a limited number of dimensions.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Remix

Plagiarized text (Remix)	Description
<p>- She integrated these two dimensions and classified <u>parenting style into three styles including Authoritative parenting style, Authoritarian parenting style, and Permissive parenting style.</u></p> <p>1. Authoritative Parenting Style</p> <p>It is a parenting style that parents encourage their children to have development according to their age, in encourage their children to have development according to their age, in which parents allow their children to have appropriate freedom to their age.</p>	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.</p>

4. Recycle

Plagiarized text (Recycle)	Description
- She is a developmental psychologist that is best known for her theories on parenting styles.	Many texts are taken from a previous work and used without citation.

The occurrence of plagiarism in the thirty-third student's writing was 6% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>1. Grolnick and Ryan (1989) mainly studied Diana Baumrind's theory about parenting style through the research named Parent Styles Associated with Children's Self-Regulation and Competence in School.</p> <p>- By interviewing in 64 mothers and 50 fathers of elementary-school children in Grades 3-6, they need to study relating to parenting styles with self-regulation, competence, school grades, and performance in school of children.</p> <p>- Also, they survey the information on performance in school of children.</p> <p>- Also, they survey the information on children's self-regulation and competence through teacher ratings, self-reports of children, behaviors of children, and school achievement.</p>	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- A strategy and attribution</p> <p>Questionnaire and a family parenting style inventory of this research are implemented by three hundred and fifty-four 14-year-old teenagers and their parents.</p> <p>- Also, they identify types of parenting styles that are Authoritative, Authoritarian, Permissive, and Neglectful parenting styles.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- The three children novels of Frances Hodgson, including <i>Little Lord Fauntleroy</i> (1885), <i>Little Princess</i> (1905), and <i>The Secret Garden</i> (1911) have received attention and reputation throughout the world since first publishing.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

The occurrence of plagiarism in the thirty-fourth student's writing was 4% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
<p>- They stated that there are nine types of cyberbullying as follows: flaming, harassment, denigration, impersonation, outing, trickery, exclusion, cyberstalking and cyberthreats. outing, trickery, exclusion, and cyberstalking.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the thirty-fifth student's writing and the thirty-sixth student's writing was 0%.

The occurrence of plagiarism in the thirty-seventh student's writing was 2% and the type of plagiarism found were Clone. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Consciousness is an ability to acknowledge the information from surrounding and storing, analyzing, or rejecting it by using the following methods: the five senses, the reasoning ability of the mind, imagination and emotion, memory (Vithoukaskas & Muresanu, 2014).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the thirty-eighth student's writing was 0%.

The occurrence of plagiarism in the thirty-ninth student's writing was 3% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Proposed by Julian Jaynes in 1976 in his book <i>The Origin of Consciousness in the Break Down of Bicameral Mind</i>, the bicameral mind is a hypothesis regarding the function of the brain of hypothetical ancient humans in which the brain is separated into two parts.</p> <p>- In the <i>Origin of Consciousness in the Break Down of Bicameral Mind</i>, Jaynes had also suggested that consciousness and how it is functional is relate to language and metaphor.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- Misailidou (2018) gives the idea of the path for consciousness. The value and meaning behind the voyage to a consciousness of the hosts as well as the lesson we can learn from it.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

The occurrence of plagiarism in the fortieth student's writing was 18% and the 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
From <i>Using Technology to Help English Language Students Develop Language Skills: A Home and School Connection</i> by Timothy Green (2005), this research focuses on how to use computers as an additional teaching tool for English language learners, which students can study at home to make it more convenient and improve relationships in their families.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- From <i>Digital Technologies for Art Therapy Practices Used in Healthcare</i> by Gergana Avramova-Todorova, Milen Todorov (2019), This research explains about the art therapy in digital technology.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

The occurrence of plagiarism in the forty-first student's writing was 5% and the types of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
<p>4. Esteem needs – this level of need can be categorized into two: esteem for oneself, and the desire for reputation or respect from others. Esteem for oneself includes those goals that fulfill the humans mentally or prove that themselves are capable of certain field.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the forty-second student's writing was 16% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<ul style="list-style-type: none"> - To analyze how technology responds to human needs, Maslow's Hierarchy of Human Needs Theory is applied to the study. - Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow (Maslow, A. H. (1987). - For this chapter, we divide into three sections which are synopsis, Maslow's Hierarchy of Human Needs Theory, and related studies. 	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- From <i>The AI You're Looking For: Star Wars Technology Saves the Day</i> by Kacey Brown (2016), this study discusses the technology in the movie Star Wars and a correlation between human and technology AI such as robots, droid, and brain machine interface (BMI), and exhibits a culture that incorporates technology and works with it on a daily basis.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
- He prioritizes human needs from the beginning to the next , in the following order: physiological needs, safety needs, love and belongingness needs, esteem needs, and self-actualization needs.	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the forty-third student's writing was 19% and the type of plagiarism found was Find-Replace. The details are as follows.

1. Find-Replace

Plagiarized text (Find-Replace)	Description
- The plot of the original trilogy , including A New Hope (1977), The Empire Strikes Back (1980), and Return of the Jedi (1983) , is about the galactic civil war between the rebel alliance and the empire , the struggle between the good side and dark side.	The key words and phrases are changed, but it still has the important content of the source.

Plagiarized text (Find-Replace)	Description
<p>- The first trilogy including The Phantom Menace (1999), Attack of the Clones (2002), and Revenge of the Sith (2005) describes the events that lead to wars in the galaxy, fall of the republic, and the prosperity of the Empire.</p> <p>- From Perceived Innovativeness, Perceived Convenience and TAM: Effects on Mobile Knowledge Management by Tang Jeung-tai E., and Chiang Chihui (2009), this research discusses why mobile users can manage mobile knowledge and the impact of innovation and the impact of innovation and convenience in order to consider the behavioral intention of users to implement mobile knowledge management.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

The occurrence of plagiarism in the forty-fourth student's writing was 9% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- In the study an Analysis of Main Characters in <i>Warm Bodies</i> Film using Jung Theory of Archetypes (Rizakiah, Sili, & Kuncara, 2018), the conductors of the study analyze archetypes in characters which regulate their personality and behavior.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- It is found that the archetype shadow portrayed in the character Lycaon is diagnosed with modern diagnosis (the Diagnostic and Statistical Manual of Behavioral and Mental Disorders V) as the character has Antisocial Personality Disorder.</p> <p>- This shows the connection between Jung's archetypes and theory with modern psychology.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- According to the research Applying Jung's Archetype and Theory of the Collective Unconscious to Ovid's Metamorphoses (Covington, 2018), Lindsay Covington explores the concept of Jung's archetypes and theory in myth from Ovid's Metamorphoses related to modern psychology.</p> <p>- According to Understanding the Unconscious Mind: Jungian Psychology and Mental Health Nursing (Moore & Cross, 2014), the paper states that Jung's theory is quite modern because it shows Jung's archetypes and theory in myth from Ovid's Metamorphoses related to modern psychology.</p> <p>- According to Understanding the</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

Plagiarized text (Find-Replace)	Description
<p>Unconscious Mind: Jungian Psychology and Mental Health Nursing (Moore & Cross, 2014), the paper states that Jung's theory is quite modern because it shows that mental illness is a primarily psychogenic without discounting the organic factors.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

The occurrence of plagiarism in the forty-fifth student's writing was 11% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>1.2. Anxiety disorder is a mental disorder characterized by excessive and persistent worrying.</p> <p>Generalized anxiety disorder (GAD)</p> <p>Generalized anxiety disorder is characterized by having too much worry about general things.</p> <ul style="list-style-type: none"> - Panic disorder is characterized by unexpectedly recurrent panic attacks. - Social anxiety disorder is characterized by experience extreme fear in social events. - Posttraumatic stress disorder (PTSD) <p>Posttraumatic stress disorder is characterized by flashback of some memories about traumatic event in past causes recurrent mental and physical distress.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>Obsessive-compulsive disorder is characterized by these obsessions or compulsions.</p> <p>1.6 Personality disorder is a mental disorder characterized by having a way of thinking that differs greatly from the expectations Paranoid personality disorder is of the culture. characterized by having distrustful or suspicious beliefs that people are trying to hurt them.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>Histrionic personality disorder (HPD)</p> <p>Histrionic personality disorder is characterized by attention-seeking and overly emotional.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>Narcissistic personality disorder (NPD)</p> <p>- Narcissistic personality disorder is characterized by people who think that they are more importance, more attention, and more talented than they are.</p> <p>Dependent personality disorder (DPD)</p> <p>- Dependent personality disorder is characterized by individuals.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

The occurrence of plagiarism in the forty-sixth student's writing was 10% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>He divides his concept including the archetypes within the collective unconscious, the personal unconscious and the ego. Jung also believes in the transcendent function, which is a diffusion of archetypes within the collective unconscious. This shows that Jung's theory is very popular in psychology. This shows that Jung's theory is very popular in psychology.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Jung's archetype, The Wounded Healer, mental illness in the medical profession and the role of the health humanities in psychiatry (Hankir & Zaman, 2013) is a case study about doctor who experience mental health which uses the archetype of Jung's theory to study.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- A doctor writes about his own background and his life that experience mental illness such as the cultural, religious and psychosocial factors.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

The occurrence of plagiarism in the forty-seventh student's writing was 4% and 4 types of plagiarism found were CTRL-C, Find-Replace, Remix, and Recycle. The details are as follows.

1. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>Avoidant restrictive food intake disorder (ARFID)</p> <p>Avoidant restrictive food intake disorder is characterized by abnormal eating habit in which people have a lack of feeling interested for eating food and avoid eating food in appropriate amount of people' need.</p> <p>Joker (2019)</p> <p>Joker is an American psychological thriller film in 2019 directed by Todd Phillips. The film based on characters in DC Comics.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

2. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>Binge eating disorder</p> <p>- Binge eating disorder is characterized by abnormal overeating in which people repeatedly consume a large amount of food rapidly in short period of time until they feel upset in their stomach, but without getting rid of food (Nivedita, n.d., p. 5).</p> <p>Batman is an American superhero film in 1989 directed by Tim Burton.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

3. Remix

Plagiarized text (Remix)	Description
<p>Substance-induced mood disorder Substance-induced mood disorder is characterized by using drugs in high amounts causing development of manic and depressive symptoms <u>such as</u> <u>depressed mood, low motivation, hopeless, sleep problems, self-worth, quick temper,</u> etc.</p>	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>Disinhibited social engagement disorder (DSED) - Disinhibited social engagement disorder is characterized by absence of children's worry, fear, or hesitation when they are danger situations or they have to face with strangers.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

The occurrence of plagiarism in the forty-eighth student's writing was 19% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>6.5 The Relationship between Spiritual Leadership and Organizational Citizenship Behaviors: A Research on School Principals' Behaviors - Ahmet Kaya (2015) studied about the relationship between spiritual leadership and the dimensions of Organizational</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
Citizenship Behaviors of school principals from the perspectives of primary school teachers.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- The research shows that spiritual leadership is not only important to Organizational Citizenship Behaviors but also related to organizational development, loyalty, commitment, trust, collaboration, satisfaction, motivation, productivity, success, and work efficiency.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

The occurrence of plagiarism in the forty-ninth student's writing was 28% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
The study is about two leadership styles having impact on employee's performance in FMCG industry of Pakistan. Results show that Transactional leadership style is affecting more to employee performance in a positive manner instead of Transformation Leadership Style, though affects positively to employee Transformational Leadership style also performance. Moreover, the regression	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

Plagiarized text (Clone)	Description
model suggests that independent variables are predicting employee performance up to 66.4%. It means that having the right leader with Transactional.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
6.3 Impact of Transactional Leadership and Transformational Leadership on Employee Performance: A Case of FMCG Industry of Pakistan This study written by Kalsoom, Khan, and Zubair (2018).	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
Northouse (2004) describes that the leader's justice is to not let no one receive a special treatment or special consideration except when his or her really need to be justifies.	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the fiftieth student's writing was 20% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
<p>6.4 Transformational Leader Behaviors and Their Effects on Followers' Trust in Leader, Satisfaction, and Organizational Citizenship Behaviors Podsakoff, Mackenzie, Moorman, Fetter (1990) referred about the impact of transformational effects on followers' trust in leader, satisfaction and organizational citizenship behaviors.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

The occurrence of plagiarism in the fifty-first student's writing was 29% and the type of plagiarism found was CTRL-C. The details are as follows.

1. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Burns (1978) describes that transformational leadership is the connection between leaders and followers that will raises their motivation and morality. This type of leader desires to motivate the followers to reach their fullest potential.</p> <p>- Burns also suggests Mohandas Gandhi as a generally example of transformational leadership. Gandhi encouraged the hopes and demands of millions of his people, and, while doing this, it was changed himself.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

The occurrence of plagiarism in the fifty-second student's writing, fifty-third student' writing, fifty-fourth, and fifty-fifth was 0%.

The occurrence of plagiarism in the fifty-sixth student's writing was 3% and the type of plagiarism found was Clone. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
1. Pattanapong Wongranu (2017) has found 14.21% of English determiner translation error . It includes both articles and quantifiers mistakes made by the third- year, English major students of Kasetsart University.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the fifty-seventh student's writing was 7% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
Martha told Mary about the secret garden which had been locked for ten years and it piqued her curiosity.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
Synopsis of The Secret Garden The Secret Garden (1911) revolved around a spoiled little girl named Mary Lennox who born in a rich family of British parents and they lived in India .	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

The occurrence of plagiarism in the fifty-eighth student's writing was 4% and 3 types of plagiarism found was Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
- The fourth parenting style was introduced by Maccoby and Martin in addition to Baumrind's classification of parenting style.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- Baumrind (1967) described permissive parenting style as being a nonpunitive, acceptant and affirmative manner toward actions, impulses, and desires of their children.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
- This finding is added by another study which suggested that excessive control and punitive characteristics of authoritarian parenting style is what contributed greatly to children's' unhappiness and life dissatisfaction (C.Y.W. Leung, McBride-Chang, & Lai, 2004).	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the fifty-ninth student's writing and the sixtieth's writing was 0%.

The occurrence of plagiarism in the sixty-first student's writing was 1% and the type of plagiarism found was Clone. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
- Some studies show that high level of control and restriction should be implied among children living in low income families as the children from low income families usually experience aggression or other less desirable behavior (Coon & Kimmelmeier, 2001; Gfroerer et al., 2004).	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the sixty-second student's writing was 1% and the type of plagiarism found was Clone.

1. Clone

Plagiarized text (Clone)	Description
- “Short of killing, the law added, “dismembering” was approved. In practice, toes were usually cut off.”	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the sixty-third student's writing was 2% and the type of plagiarism found was Clone. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
7.3. The Image of the Negro in Louisiana History: The Period of Slavery 1803-1860	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

The occurrence of plagiarism in the sixty-fourth student's writing was 4% and 3 types of plagiarism found were Clone, Find-Replace, and Remix. The details are as follows:

1. Clone

Plagiarized text (Clone)	Description
<p>- Her first master was a farmer Thomas Botts whom she lived with for a year then was sold again and purchased by Taylor Berry to be his wife's servant.</p> <p>- At that time Lucy was living with Mrs. Underhill from New York but was forced to take care of Mrs. Cox's baby instead.</p> <p>- She hid herself in caves and woods in day time, and in the night time she wandered following the North Star until she entered Chicago.</p> <p>- Lucy of her liberty by claiming that she was not a Polly's child because when Polly entered suit for her freedom, she did not talk about her children.</p> <p>- She hid herself in caves and woods in day time, and in the night time she wandered following the North Star</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- At that time Lucy was living with Mrs. Underhill from New York but was forced to take care of Mrs. Cox's baby instead.</p> <p>- 7.4. From the Darkness Cometh the Light, or Struggles for Freedom by Lucy Ann Delaney From the Darkness Cometh the Light, or Struggles for Freedom is the true story of Lucy A.</p>	<p>The key words and phrases are changed but the essential content of the source is retained.</p>

3. Remix

Plagiarized text (Remix)	Description
- <u>Mrs. Berry remarried a few years later,</u> <u>and after her death,</u> her husband Mr. Wash sold Lucy's father to the south even though, as determined by Mr. Berry's will, Lucy's parents were free.	The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.

The occurrence of plagiarism in the sixty-fifth student's writing was 1% and 4 types of plagiarism found were Clone, CTRL-C, Find-Replace, and Recycle. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
- 7.2. Legacies of Slavery: An Analysis of the Dimensions of Slavery's Post-Emancipation Effects	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- To support the suicidal sudden thought that is the most greatly serious state of PTSD's effects, the following mentioned research entitled Post-traumatic stress disorder and suicide risk: a systematic review (Kryssinska & Lester, 2010) will be cited with reference to Patsey circumstance involving suicidal ideation.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
- The consequent steps of discrimination that were imposed by Gordon Allport are verbal antagonism, avoidance, segregation, physical attack, and extermination (Allport, 1954).	The key words and phrases are changed, but it still has the important content of the source.

4. Recycle

Plagiarized text (Recycle)	Description
- In 1880, there appears to be a discrimination between dark skinned black people, and mulattos, light skinned black people.	Many texts are taken from a previous work and used without citation.

The occurrence of plagiarism in the sixty-sixth student's writing was 39% and 4 types of plagiarism found were Clone, CTRL-C, Find-Replace, and Recycle. The details are as follows

1. Clone

Plagiarized text (Clone)	Description
- In economics, inequality of income is an important imbalance in the distribution of wages between individuals, groups, populations, social classes, or countries. - Income inequality is a crucial dimension of social stratification and social class, and it is affected by many other forms of inequality, for example, inequalities of wealth, political power, and social status. - It is also a major determinant of quality of life, influencing the health and welfare	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

Plagiarized text (Clone)	Description
<p>wealth, political power, and social status.</p> <p>- It is also a major determinant of quality of life, influencing the health and welfare of personnel and families, and varies by social factors such as sex, age, and race or ethnicity. It also affects to implications of well-being in various countries leaning on the other basic needs like housing, health care, and food, which are largely market-based, or people have an approach to effective resources such as water, land, and technology (Howard & Carter, 2016).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>According to Durlauf's research (1997) categorized the memberships theory of inequality into three general propositions as following:</p> <p><i>1. Individual preferences, beliefs, and opportunities are strongly influenced by one's memberships in various groups. Such groups may be fixed, such as race, or may be determined by the economy or society, such as neighborhoods, schools, or firms.</i></p> <p><i>2. Positive interaction effects occur between members of a given group so that group-level influences generate common outcomes among group members.</i></p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

Plagiarized text (CTRL-C)	Description
<p><i>2. Positive interaction effects occur between members of a given group so that group-level influences generate common outcomes among group members.</i></p> <p><i>3. Greater societal stratification by income, race, education, or language leads to divergence in group characteristics, which results in greater cross-section inequality and decreases social mobility. (p.1-2)</i></p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- Inequality of opportunity lies in the center of discussions about disparity and social well-being. It happens once people living in the same society do not access to the same opportunities High levels of inequality of opportunity will imply that people's occurrences at birth, such as their gender, their birthplace, their ethnicity, or their parental background – verifying to a significant degree the educational qualifications they achieve, the type of career they get and, finally, their level of income.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>- Five groups of social inequality are listed as follow:</p> <p>1. Political inequality: inequality which is without civil right before the law.</p> <p>2. Income and wealth inequality: inequality which is about outcome or result of income and wealth.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

The occurrence of plagiarism in the sixty-seventh student's writing was 16% and 5 types of plagiarism found were Clone, CTRL-C, Find-Replace, Recycle, and Hybrid. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Maslow proposes his well-known hierarchy of needs and assumes that lower-level needs must be satisfied first before higher-level needs are met.</p> <p>- When people in a prosperous society say they are hungry, they are just speaking of desire, not hunger.</p> <p>- However, safety needs cannot exceedingly be satiated because people can never be wholly protected from natural disasters, such as floods, meteorites, fires, or the dangerous acts of others.</p> <p>- Once people have satisfied their physiological and safety needs, they become motivated by belonging and love needs.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>1. Physiological needs Physiological needs are the most basic needs of all human beings, including food, water, oxygen, shelter, and sex.</p> <p>5. Self-actualization needs The highest level of the hierarchy of needs is self-actualization needs.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- Physiological needs, safety needs, belongingness and love needs, and esteem needs fall into this category.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>- According to Maslow, there are two basic types of esteem needs, which are our reputation and self-esteem. Reputation entails recognition, prestige, acceptance, and admiration from others, whereas self-esteem is an individual's feeling of confidence and worth, not others' opinions.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

5. Hybrid

Plagiarized text (Hybrid)	Description
- There are five stages of needs, and they are divided into deficiency needs and growth needs. <u>Deficiency needs or D-needs arises due to</u> a lack of some needed object.	The underlined letters are not properly cited, while the bold text is the plagiarized one. The cited sources are collected and copied from other people without citation.

The occurrence of plagiarism in the sixty-eighth student's writing was 0%.

The occurrence of plagiarism in the sixty-ninth student's writing was 9% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
- Self-acceptance is having an awareness of your perceived imperfections and shortcomings, whilst simultaneously knowing you are worthy, and deserving of compassion and kindness exactly as you are. When we meet our experience with acceptance, we discover the loving and wise wholeness of our true nature. (Fidyka, n.d.)	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- Self-acceptance is unconditional, free of any qualification. We can recognize our weaknesses or limitations, but this awareness in no way interferes with our ability to fully accept ourselves. (Seltzer, 2008).	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

The occurrence of plagiarism in the seventieth student's writing was 26% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Flores (2019) studies about social acceptance of LGBT people in 174 countries, 1981 to 2017. The findings are that average level of acceptance has increased from 1981. In addition to, the range of levels of acceptance has increased.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Chanon (2010) study about development of self-acceptance and other-acceptance on students with scientific aptitude by using group activity based on cognitive-behavior therapy.</p> <p>- Flores and Park (2018) studies about examining the relationship between social acceptance of LGBT people and legal inclusion of sexual minorities.</p> <p>- The findings are that self-acceptance of sexual orientation in gay is that believe in one own organism, openness to experience about the sense of self and experience of sexual orientation as gay men and also existential living lead to one identity synthesis.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

The occurrence of plagiarism in the seventy-first student's writing was 23% and 6 types of plagiarism found were Clone, CTRL-C, Remix, Recycle, Hybrid, and Aggregator. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- They primarily attracted to other lesbian, bisexual or queer identified people. May sometimes identify as gender variant, or as a female/woman.</p> <p>- Stone Butch is a person who may or may not desire sexual penetration and/or contact with the genitals or breasts (Green & Peterson, 2004).</p>	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>2. Blind Area: the blind quadrant refers to behavior, feelings, and motivation known to others but not to oneself.</p> <p>3. Hidden Area: the hidden quadrant refers to behavior, feelings, and motivation known to oneself, but not to others unless a person discloses it.</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Remix

Plagiarized text (Remix)	Description
<p>- The Johari Window is a model for understanding and training self-awareness, personality development, interpersonal communication, team development, group dynamics and inter-group relationships. <u>It is also known as a model</u></p>	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.</p>

Plagiarized text (Remix)	Description
<p><u>of self-awareness</u>, which is use to examine</p> <p>- The Johari Window model consists of four windows, or can be refer as 'regions', 'areas', and 'quadrants', that represent a person's attitude, beliefs, skills and experiences in relation to others. Each of quadrants contain a person's personal information, feelings and motivation in term of whether the information is known or unknown to the person or other people.</p> <p>- <u>Stud is an African-American and/or Latina masculine lesbian</u>. Also known as 'butch'.</p>	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>- Lipstick Lesbian is lesbians with a feminine gender expression. Male Lesbian is a male-bodied person who identifies as a lesbian.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

5. Hybrid

Plagiarized text (Hybrid)	Description
<p>4. Unknown Area: <u>the unknown quadrant</u> refers to behavior, feelings, and motivation known neither to oneself nor to others.</p>	<p>The underlined letters are not properly cited, while the bold text is the plagiarized one. The cited sources are collected and copied from other people without citation.</p>

6. Aggregator

Plagiarized text (Aggregator)	Description
- <u>G</u> refers to <u>gay</u> that is men having sexual and emotional attraction to the people of the same sex , and does not interested in woman (Clarke, Ellis, Peel & Riggs, 2010, p. 261).	The words in bold are plagiarized and the underlined letters are correct citations. It can be seen that the proper citation from the sources is provided, but the content has very little original work.

The occurrence of plagiarism in the seventy-second student's writing was 6% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
- Carl Rogers believed that acceptance is the basic need for positive regard which Rogers believed to be universal need in human beings and to be pervasive and persistent.	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- Self-Concept can be divided into Real-self and Ideal-self. Real Self is a type of person who follows the fact that occurred which people may be aware of oneself or not.	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- Moreover, the more conflict between real-self and ideal-self occurred, the more self-defense mechanism will occur which causes anxiety and leads to negative emotional, psychological and personality problems.</p> <p>- Incongruence will appear when conflict between real-self and ideal-self occurred.</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

The occurrence of plagiarism in the seventy-third student's writing was 16% and 4 types of plagiarism found were Clone, CTRL-C, Remix, and Recycle. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Second-wave feminism made famous the slogan, "The personal is political."</p> <p>- This dissertation explores the relationship between the personal and political in fictional narratives associated with the development of second-wave feminism in the United States in the 1960s and 70s (Behrent, 2013).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- Liberal philosophy emerged with the growth of capitalism. It raised demands for democracy and political liberties that often expressed deeply held moral convictions about the inherent equality of men; these demands also expressed the challenge of the rising merchant and later the industrial capitalist class against the restrictions on travel, finance and manufacture by which the feudal system hampered the growth of trade and industry (Jaggar, 1983).	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Remix

Plagiarized text (Remix)	Description
- Women disunited: <u>Margaret Atwood's, <i>The Handmaid's Tale</i> as a critique of feminism.</u> Gender politics in Margaret Adwood's Novel, <i>The Handmaid's Tale</i>	The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.

4. Recycle

Plagiarized text (Recycle)	Description
- Margaret Atwood's <i>The Handmaid's Tale: Fundamentalist Religiosity and the Oppression of Women</i>	Many texts are taken from a previous work and used without citation.

The occurrence of plagiarism in the seventy-fourth student's writing was 39% and 4 types of plagiarism found were Clone, CTRL-C, Find-Replace, and Remix. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- The concept of utopian thinking reflects the opposite discovery of the political struggle, namely that certain oppressed groups are intellectually so strongly interested in the destruction and transformation of a given condition of society that they unwittingly see only those elements in the situation which tend to negate it. Their thinking is incapable of correctly diagnosing an existing condition of society. They are not at all concerned with what really exists; rather in their thinking they already seek to change the situation that exists. Their thought is never a diagnosis of the situation; it can be used only as a direction for action. In the utopian mentality, the collective unconscious, guided by wishful representation and the will to action, hides certain aspects of reality (Mannheim, 1936).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Dystopias, defined by Gordin, Tilley, and Prakash as “histories of the present,” can be a powerful medium for social critique, especially when combined with an underworld journey. While a utopia is an idealized vision of a future society that, like a dystopia, can make present social problems more clear, a dystopia is not the opposite of a utopia but rather a utopia that has gone awry (Janes, 2015).</p> <p>- The first wave began at the turn of the twentieth century and can clearly be seen by 1913 (Caldwell, 2010).</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>- He uses the term to refer to his opponents: It is, perhaps, too complimentary to call them Utopians, they ought rather to be called dys-topians, or cacotopians. What is commonly called Utopian is something too good to be practicable; but what they appear to favour is too bad to be practicable (Mill, 1868).</p> <p>- And definition of Utopia is having a strong belief that everything can be perfect, often in a way that does not seem to be realistic or practical (Oxford, 2015).</p> <p>- Definition of Dystopia is an imaginary</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

Plagiarized text (Find-Replace)	Description
<p>- Definition of Dystopia is an imaginary place or state in which everything is extremely bad or unpleasant (Oxford, 2015).</p> <p>- The liberal and traditional Marxist conceptions of feminism are rooted in philosophical traditions that are, respectively 300 and 100 years old (Jaggar, 1983).</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

4. Remix

Plagiarized text (Remix)	Description
<p>- Though fifty years lapsed before <u>women mobilized in search of their rights</u>, when they did such notable women as Susan B. Anthony, Sojourner Truth, and Elizabeth Cady Stanton led them.</p>	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized. Texts from several sources are paraphrased and the content is combined together without citation.</p>

The occurrence of plagiarism in the seventy-fifth student's writing was 18% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
<p>- Contrary to liberal theory, which is associated historically with capitalism and indeed often provides a rationale for it, Marxism offers a devastating critique of the capitalist system (Jaggar, 1983).</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized. and plagiarized</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
- For instance, fourth wavers use digital technologies for action, such as using Twitter to organize offline protests such as the Women's March or lobbying Facebook to change its moderation policies with consequences for misogynistic content creators (Cochrane, 2013).	This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.

3. Find-Replace

Plagiarized text (Find-Replace)	Description
5) Margaret Atwood's <i>The Handmaid's Tale</i> : Fundamentalist Religiosity and the Oppression of Women	The key words and phrases are changed, but it still has the important content of the source.

The occurrence of plagiarism in the seventy-sixth student's writing was 7% and 2 types of plagiarism found were Clone and CTRL-C. The details are as follows.

1. Clone

Plagiarized text (Clone)	Description
- Contrary to liberal theory, which is associated historically with capitalism and indeed often provides a rationale for it, Marxism offers a devastating critique of the capitalist system (Jaggar, 1983).	It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- For instance, fourth wavers use digital technologies for action, such as using Twitter to organize offline protests such as the Women’s March or lobbying Facebook to change its moderation policies with consequences for misogynistic content creators (Cochrane, 2013).</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

The occurrence of plagiarism in the seventy-seventh student’s writing was 27% and 5 types of plagiarism found were Clone, CTRL-C, Find-Replace, Remix, and Recycle. The details are as follows:

1. Clone

Plagiarized text (Clone)	Description
<p>When people under stress, they find it difficult to maintain a healthy balance between work and nonwork life. At the same time, they may engage in unhealthy activities, such as smoking drinking and abusing drugs. Stress may also affect the immune system, impairing people’s ability to fight infections. When people affected by work stress, they may:</p> <p>I1 • become increasingly distressed and Irritable</p> <p>I2 • become unable to relax or concentrate</p> <p>I3 • have difficulty thinking logically and making decisions</p> <p>I4 • enjoy their work less and feel less</p>	<p>It is to submit another’s work, word-for-word as one’s own. The text in bold is plagiarized.</p>

Plagiarized text (Clone)	Description
<p>committed to it</p> <p>I5 • feel tired, depressed, anxious</p> <p>I6 • have difficulty sleeping</p> <p>I7 • experience serious physical problems, such as heart disease, disorders of the digestive system, increases in blood pressure, headaches, musculoskeletal disorders. Also, stress is thought to affect organizations by</p> <p>O1 • increasing absenteeism</p> <p>O2 • decreasing commitment to work</p> <p>O3 • increasing staff turnover</p> <p>O4 • impairing performance and Productivity</p> <p>O5 • increasing unsafe working practices and accident rates</p> <p>O6 • increasing complaints from clients and customers</p> <p>O7 • adversely affecting staff recruitment</p> <p>O8 • increasing liability to legal claims and actions by stressed workers</p> <p>O9 • damaging the organization's image both among its workers and externally</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>The decision making is considered by the following factors.</p> <ul style="list-style-type: none"> - The importance of the decision's consequences - The complexity of the decision - The amount of available information - The locus of responsibility for the decision - The amount of time allotted for the decision-making process 	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>1. A qualitative study on the causes of stress and management mechanisms at Volvo Trucks AB, Umeå</p> <ul style="list-style-type: none"> - Besides, noise is the main cause of stress in the workplace might not be valid beyond an industry that is of manufacturing. 	<p>The key words and phrases are changed, but it still has the important content of the source.</p>

4. Remix

Plagiarized text (Remix)	Description
<ul style="list-style-type: none"> - For an individual, the experience of work stress can cause unusual behavior at work, and contribute to poor physical and mental health. <u>In severe cases, long-term stress may lead to psychological problems.</u> 	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized. Texts from several sources are paraphrased and the content is combined together without citation.</p>

5. Recycle

Plagiarized text (Recycle)	Description
<p>- The result found that the inability to manage time, work overload and noise are the causes of stress. Work overload is also the main stressor because it puts the employee under pressure to perform too many tasks under limited time.</p>	<p>The one who plagiarizes borrows a lot of texts from the original work without citation.</p>

The occurrence of plagiarism in the seventy-eighth student's writing was 17% and 4 types of plagiarism found were Clone, CTRL-C, Remix, and Recycle. The details are as follows:

1. Clone

Plagiarized text (Clone)	Description
<p>- According to this research (Gharib, Jamil, Ahmad, & Ghouse, 2016), the purpose is to determine the level of job stress to measure job performance and determine the impact of job stress factors. The results show that there are 3 characteristics that cause stress: Workload, role conflict, and role ambiguity. Workload has significant job performance as a medium because new employees usually practice a high level of workload.</p> <p>- The finding of this research shows that workload, role conflict, and role ambiguity influence job stress and job performance.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>- Job ambiguity means the job description or the level of job performance is confusing or unknown to the employee. Job ambiguity causes by unclear goals of work, unclear working procedures, or confuse responsibility.</p> <p>1. The impact of job stress on job performance: A case study on academic staff at dhofar university</p>	<p>This work is copied from the source.</p> <p>The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Remix

Plagiarized text (Remix)	Description
<p>1.1 <u>Eustress</u> is a good stress that can occur <u>in any circumstance that a person finds motivating or inspiring</u> such as falling in love, or meeting movie star.</p>	<p>The underlined letters are paraphrased from another source without citation, and the text in bold is plagiarized.</p>

4. Recycle

Plagiarized text (Recycle)	Description
<p>- The research aims to explore the relationship between job stress and job performance and to know the causes of stress.</p>	<p>Many texts are taken from a previous work and used without citation.</p>

The occurrence of plagiarism in the seventy-ninth student's writing was 8% and 3 types of plagiarism found were Clone, CTRL-C, and Find-Replace. The details are as follows:

1. Clone

Plagiarized text (Clone)	Description
<p>- According to the current (World Health Organization, 2020) definition, occupational or work-related stress is the response people may have presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.</p>	<p>It is to submit another's work, word-for-word as one's own. The text in bold is plagiarized.</p>

2. CTRL-C

Plagiarized text (CTRL-C)	Description
<p>3.1.2 Lack of Career Guidance Another important source of stress from occupational frustration exists in the area of career development.</p>	<p>This work is copied from the source. The plagiarized version contains significant portions of text from the original source but it changes a little.</p>

3. Find-Replace

Plagiarized text (Find-Replace)	Description
<p>2. The impact pf job stress on employee's job performance in AAVIN, COIMBATORE</p>	<p>The key words and phrases are changed, but it still has the important content of the source.</p>



BIOGRAPHY

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Certificate of Research Presentation in 11th Postgraduate
&
Early Career Researcher (PG & ECR) Research
Symposium 2018
Certificate of International Conference on Social Science
and Humanities (ICSSH-20)

A large, semi-transparent watermark of the Burapha University logo is centered on the page. The logo is circular and features a central emblem with a crown and a book, surrounded by the university's name in Thai and English. The English text 'BURAPHA UNIVERSITY' is visible at the bottom of the watermark.