

# **Gender Differences in Plagiarism Attitudes among Indonesian University Students in Perth Australia**

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## **Abstract**

One of the major problems faced by a university nowadays is plagiarism. The problem of plagiarism is found not only in Indonesian universities but also in overseas universities. Lecturers in overseas universities often find papers containing 'copy and paste' sentences. This study aims to investigate plagiarism attitudes among Indonesian university students in Perth, Western Australia. Further, this study also intends to investigate differences in plagiarism attitudes between male and female Indonesian students. The results of this research may help Indonesian students to realize and understand that plagiarism relates to the academic dishonesty. Moreover, students must understand that achieving good grades is important but presenting the original masterpieces from the good sources of their own knowledge is more important.

Keywords: plagiarism, attitude, copy and paste, academic dishonesty

## **1. Introduction**

### **a. Background**

"It's just so easy. You see something interesting on the Web, you drag your mouse over it, click on 'Copy', open your word-processor, and paste it in. A matter of moments. Why not just incorporate it into what you are writing? Who is to know?" (Eastment, 2005: 183)

Academic dishonesty is becoming a major problem for many universities nowadays. Many researchers find that so many university students are not aware of plagiarism. Plagiarism is increasing nowadays particularly with the easy access to the online resources or the use of the internet by students (Harris, 2001; Park, 2003). Students nowadays might find it is very easy to download or copy articles or sources from the internet and transform them into their own writings.

Academic dishonesties can be categorized into three; they are cheatings in the test, fraudulent excuse makings and plagiarisms (Roig and Caso, 2005). In this paper, the writer will only relate the academic dishonesty to plagiarism since it is getting bigger

dramatically with the development of technology such as the use of computers and internet (Park, 2003).

Although plagiarism is a major problem in the university environment, students are not the only ones who relate to plagiarism, because plagiarisms are also found in many people, including journalists, writers, educators, public figures, and many others (Park, 2003). Plagiarism is not a new phenomenon among students and the university (Park, 2003; Willen, 2004). Lecturers often find that the papers submitted by students contain 'copy and paste' performance (Harris, 2001). If this thing happens, lecturers usually ask the students to rewrite their papers.

Plagiarism among university students becomes bigger since they may find this way as a shortcut to present their works to lecturers. Some students may find that their course demands are overload. They may know that achieving good grades is important but presenting the original masterpieces from good sources of their own knowledge is really more important (Harris, 2001).

University members, including lecturers, now encourage introducing students about the importance of academic honesty (Bellack, 2004). Bellack says that it is important to support students to present the honesty in matters of writings, test-takings and other ways of presenting their own works. Students are encouraged to be responsible in re-using other works. Many students are confused whether or not they do plagiarism (Harris, 2001; Hyland, 2001). Harris (2001) says that students think that as far as they put the owners' name they do not plagiarize their works. Hence, it is important to explain the plagiarism to university students to avoid plagiarism.

#### **b. Objectives of the Research**

Some studies have given evidence that students may not understand that what they have done is a matter of plagiarism (Hyland, 2001; Harris, 2001; Sowden, 2005). A study conducted by Harris (2001) found that sometimes students do the plagiarism because of their ignorance and carelessness to the course subjects. Helping students to realize and understand that plagiarism is important in order to help them to be more cautious.

Some researchers say that cultural values may influence the way the overseas students are doing their works. The students from overseas countries may find it difficult to adapt to Western academic practice. One of the problems they have to face is plagiarism (Sowden, 2005; Hyland, 2001). What about the Indonesian students in Perth Australia? Are they struggling with plagiarism in doing their work? This study aims to:

- 1). investigate whether or not the Indonesian students do plagiarism in their study in the universities in Perth, Western Australia, and
- 2). investigate whether or not there are differences in plagiarism attitudes between male and female Indonesian students in the universities in Perth Australia.

#### **c. Significance of the Research**

This study is expected to provide useful information about plagiarism manner among Indonesian university students in Perth Australia. This study may also give information about the types of plagiarism and how to avoid it.

It is clear that so many Indonesian students who study in Perth universities will face the plagiarism problem through their study. This study may give students explanations

that plagiarism is something that is important to take into account. Hence, they can adjust themselves to the new academic situation in Australia.

## 2. Literature Review

### a. Definition and Type

Some efforts have been made by educators to minimize plagiarism among university students, such as helping students to recognize plagiarism, helping them to understand the academic culture by providing the tool to avoid plagiarism or other academic dishonesties (Willen, 2004). Willen states that the most important thing to avoid the plagiarism is to make students aware of the concept of plagiarism. Harris says that

“Plagiarism is the failure to cite sources properly. Plagiarism is pretending that an idea is yours when in fact you found it in a source. You can therefore be guilty of plagiarism even if you thoroughly rewrite the source’s words. One of the goals of education is to help you work with and credit the ideas of others. When you use another’s idea, and whether from a book, a lecture, a Web page, a friend’s paper, or any other sources, and whether you quote the words or restate the idea in your own words, you must give that person credit with a citation. No source may elect not to be cited” (2001: 133)

Another definition is from Learning Support Network Curtin University of Technology (2005: 4) which states that “Plagiarism means presenting the work or property of another person as one’s own, without appropriate acknowledgement or referencing”. According to Park (2005: 472) “Plagiarism is usually used to refer to the theft of words or ideas, beyond what would normally be regarded as general knowledge”.

Students are doing the plagiarism because of their personal attitudes, such as ignorance, careless note taking, time saving, efficiency gain, temptation and opportunity, lack of skills of writing (Harris, 2001; Park, 2003). Harris (2001) adds that some students do it because of their ignorance or confusion in writing their papers, while others realize that what they are doing is a kind of plagiarism. Some common types of plagiarism are stated below:

Plagiarism includes:	Explanation
Copying of sentences, paragraphs or creative products which are the work of other person (including books, articles, theses, unpublished works, working papers, seminars and conference papers, internal reports, lecturer notes or tapes) without due acknowledgement	This does not mean that you cannot copy others’ work---rather that you must clearly and correctly indicate work that is not yours. This demonstrates respect for other authors, who publish their work trusting that others will respect its authorship. You must also be aware of breach of copyright regulations.
Too closely paraphrasing sentences, paragraphs or themes	Paraphrase if you want to include ideas from other authors to support your own

	ideas or if you are able to condense the paragraph into fewer words that convey the idea equally well.
Using another person's work/s (including words, music, computer source code, creative or visual artifacts, designs or ideas) or research data without due acknowledgement	Honesty means that we acknowledge that creative work or research data take time and effort to generate, and belong to those who have done the original work.
Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship)	It is dishonest to ask, arrange for or pay someone to do some works for you that you will later claim or present as your own
Copying or submitting computer files, codes or website content in whole or in part without indicating their origin	You may copy material from anywhere (provided that it does not breach copyright regulations)but you may not then use it unfairly or dishonestly.
Submitting previously assessed or published work for assessment or publication elsewhere, without permission or acknowledgement (self-plagiarism)	Once you have submitted academic work for assessment or credit, it is considered dishonest to then submit the same work for further credit elsewhere. This is called self-plagiarism.
In the case of group projects, falsely representing the individual contributions of the collaborating partners.	In the same way that false representation about your work is dishonest, false representation about the work of others with whom you work is dishonest and may be treated as plagiarism. This can happen when working in groups.
Source; Learning Support Network Curtin University of Technology (2005: 4).	

Some researchers state plagiarism types in similar ways as above explanations (Harris, 2001; Park, 2003; Roig and DeTommaso, 1995)

## **b. Previous Study**

### **1). Plagiarism**

Although many researchers are concerned about the themes of plagiarism in their studies, the phenomenon of plagiarism among students is still increasing (Roig, 2001; Park, 2003; Harris, 2001; Roig & de Tommaso, 1995; Sherman, 1992, Sowden 2005; Pickard, 2006). Most of them say that it happens because of the expansion of information and technology such as computers and the internet although some students may commit plagiarism because of any particular reasons, such as time saving and lack of ability in writing.

Many students are reported successfully plagiarizing. Lecturers and the university have not confronted them. Therefore, this activity is continuing along the years (Roig and Caso, 2005). Educators should not blame computers and the internet as the ones which could cause plagiarism. Nowadays, the internet provides the rich sources of information for people. It is important for the university to provide their students with information

and a guidance of plagiarism, the types of plagiarism and the sanctions students deal with (Harris, 2001; Pickard, 2006). Thus, the plagiarism attitudes among university students can be minimized.

To minimize the plagiarism, the universities put explicitly the penalties against plagiarism (Curtin Learning Support Network, 2005). But the universities may not be aware that, in fact, students have not been trained how to avoid plagiarism such as how to do good citations and paraphrasing, and how to do referencing in their writings (Ha, 2006). Based on Ha's own experience studying in an Australian university, he said that students from both local and overseas supported those statements. They needed to be trained first, because actually they were not familiar with the concept of plagiarism. Ha (2006) adds that firstly, students must be introduced on how to write good papers and avoid plagiarism because it is impossible for them to know that term instantly.

Sowden (2005: 226) says "The cultural values of multilingual students are sometimes at variance with Western academic practice, in matters such as plagiarism. In accepting this, however, it is important to avoid stereotyping". Sowden says that plagiarism relates to culture and the ways of life of students. Sowden's statements are addressed to Asian students who are struggling with academic practices in English speaking countries. Sowden's statement is well-accepted by Liu (2005) who also believes that cultural backgrounds play an important role in student's learning styles.

There is a stereotype among people that Asian students especially among those for Far East (China) commit plagiarism (Liu, 2005). In his articles, Ha (2006) argues the stereotype that the Asian students commit plagiarism. He says that cultural backgrounds of students may cause the act of plagiarism, but there are so many variables, such as students' personalities, that can affect the act of plagiarism. His study about Vietnamese students proved that plagiarism is never allowed in Vietnamese education. In Vietnam, the term plagiarism is introduced from primary school to high levels of education. Penalties are strongly applied when students plagiarize. The traditional penalty may be applied to the students, such as writing 100 times 'I will never steal others' ideas/writing again', for primary students (Ha, 2006: 1). In Vietnam, plagiarism is considered as an unethical and a bad behavior.

## **2). Gender and Plagiarism**

Researchers are interested in doing studies on sex differences although many feminist scholars argue that gender should be taken into account (Simpson, 1989). Researchers carry out studies about gender due to the perception that males and females have different attitudes (Tibbetts, 1999). Some studies come up with various results in sex differences. A study conducted by Whitley et al. ((1999) revealed that males have different views in academic dishonesty (test-cheating and plagiarism) compared to females. Females are reported to have cheated to a lower degree than males. According to them, moral reasons are the one that makes woman attitudes toward academic dishonesty lower than males. Whitley et al. add that the mature, older and more religious students are concerned more about academic integrity. Older students are possibly mature; therefore, they are wiser than the younger ones. Subsequently, students who are more religious have more guidance from their religious aspects to do something good and honest.

McCabe and Trevino (1996) reported that the level of academic cheating of females had increased over the past 30 years in the level of relatively similar to males' level. Although their levels are similar, their attitudes of cheating are different. Females attempt plagiarism because they try to help friends in doing their works such as allowing friends to copy their works, but males tend to do that for themselves.

A study conducted by Tibbetts (1999; Calabrese & Cochran, 1990) reported that academic dishonesty is more common among male students than female students. Additionally, Tibbetts said that females' attitudes are related closely to moral decision compared to males.

Simon et al. (2003) paid attention to the attitudes of males and female lectures towards student behaviors that are related to academic dishonesty. Females are reported to use less academic processes in dealing with students who did plagiarism compared to male lecturers. Female lecturers often put forward their emotion more when dealing with the suspected academic dishonesty. Penalties are rarely given by female lecturers in dealing with academic dishonesty.

A study conducted by Roig and De Tommaso (1995) found that there was a relationship between academic procrastination and plagiaristic practices. Students who had higher procrastination scores were reported plagiarize more than those who had the lower scores of procrastination. This study also revealed that males tend plagiarize more than females.

Many studies have attempted to reveal the academic dishonesty done by students. It means many people are strongly concerned about academic integrity practice in education industry but none of them concerns about plagiarism that is possibly committed by Indonesian students. This study tries to find the possibility of plagiaristic practices among Indonesian university students in Perth, Western Australia. The writer is also eager to find out the possibility of different attitudes towards plagiarism between males and females.

### **3. Methodology**

Quantitative research has been chosen as the most suitable approach in this study. This study tends to test a theory rather than to generate a theory about plagiarism. This choice is based on the rationale that, as described in the literature review section, many scholars have investigated and developed the theory of plagiarism from many different perspectives, including gender. In general, it can be said that the theory of plagiarism has been well established.

According to Creswell (1994 & 2003) quantitative research is the most appropriate approach when the construction of theory is relatively well established. Creswell (1994: 2) said that "A quantitative study, consistent with the quantitative paradigm, is an inquiry into a social or human problem, based on testing theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalization of the theory hold true."

This study has a propensity to reveal the trends or the explanation of the connection between gender and each variable that is stated in the self-reported questionnaire, especially from the Indonesian students in Perth Australia. The results collected from participants are in numbers, so the application of the quantitative research

is appropriate. More specifically, in terms of educational research, Creswell (2005: 39) remarks that “quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these numbers using statistics, and conducts the enquiry in an unbiased, objective manner”.

#### **a. Instrument**

The data of this study were collected by using the self-reported Academic Practice Survey Questionnaire designed by Roig and deTommaso (1995). Roig and de Tommaso say that “The Academic Practice Survey is a paper-pencil questionnaire which was designed for this study to assess the frequency with which students engage in various types of cheating and plagiarism” (1995: 692). This questionnaire consists of 21 items. There are 16 items used to detect the practices of plagiarism and 8 items are of cheating. The writer will only use the 16 items of questions which relate to plagiarism. Plagiarism in this self-reported Academic Practice Survey consists of four variables:

- 1) Variable 1: Copying sections of material from one or more source texts which are the works of other people (Question: 1, 2, 3, 4, 5, 6, 7).
- 2) Variable 2: Paraphrasing material from one or more source texts without acknowledgement (Question: 8, 9).
- 3) Variable 3: Submitting papers written by someone else and claiming as their own writing (Question: 10, 11, 12, 13, 14).
- 4) Variable 4: Using/stealing material from other sources without acknowledgement (Question: 15, 16).

Students were asked to complete the questionnaire consisting of scaled questions to investigate whether or not they do plagiarism. The responses to the questionnaire were assigned by values consisting of 1, 2, 3, 4, and 5. The values of 1, 2, 3, 4, and 5 were represented by the scales of N = Never, AN = Almost Never, S = Sometimes, F = Frequently and VF = Very Frequently. It means that students who get higher scores tend to do plagiarism in their academic practices.

#### **b. Subjects**

The respondents involved are the Indonesian university students in Perth Australia. The number of respondents is 51. Although there is no certain number for the correct sample size, Cohen, Manion and Morrison (2005: 93) says that “a sample size of thirty is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data”. So the number of 51 is more than the minimal sample suggested by Cohen, Manion and Morrison.

#### **c. Data Collection**

The writer distributed the questionnaires to the respondents helped by some colleagues. It was because of the limited time. Enclosed with the questionnaire was the information sheet. The respondents were informed about the objectives of the research, including their right of the risks related to their participation in this study.

The survey asked respondents to be volunteers and anonymously to respond the questions. That is to make the respondents free in giving their views relating to the questions. To the respondents, the writer said that the questionnaires notion was asking about their experiences in doing assignments during their coursework. There is no explanation about plagiarism. It was to avoid the unwanted comments from them. No one wants to be known as a plagiarist. It was also to avoid humiliating them as this would result in incomplete answers.

#### **d. Data Analysis**

The writer conducted the descriptive statistic research. The data were analyzed by using statistics to get unbiased or fixed results (Creswell. 2005; Cohen, Manion, & Morrison, 2005). Brown and Rodgers states in the Descriptive Statistic Research that

“quantitative research is any research that describes a setting or event in numerical terms. This experience will also initiate into the use of Quantitative Research Methods, which are any investigating procedures used to describe in numerical terms a setting and things going on in it” (2002: 118).

The software of Statistical Package for the Social Sciences (SPSS) Version 11.5 was employed (Coakos & Steed, 2001; Santoso, 2001). To know whether there is or not any difference attitude toward plagiarism between males and females of Indonesian university students in Perth Australia, the writer seeks and then explain the means and percentages of raw data. Brown and Rodgers (2002: 125) say that

“Percentages are easier for many people to understand than raw frequencies. Telling people that your study included 35% males and 63% females may be clearer for them than saying that you studied six males and eleven females. Other people may find the actual raw frequencies clearer than percentages, so you may find it best to report both the raw frequencies and percentages.”

Moreover Brown and Rodgers (2002: 128) say that

“Knowing about the central tendency of a set of numbers is very helpful way of characterizing the most typical behavior in a group (p. 130). The most widely used measure of central tendency is the MEAN which is more commonly called the AVERAGE.”

The means of the data are compared to find out the trend. Thus, the writer explains the results based on the means that are found. The explanation of the means can be found in the discussion section.

The writer also conducted library research to find out any relevant literatures that supported this research. This library research was also used to find out the previous studies that were relevant to the research that was being conducted.

#### **e. Limitation**



Firstly, the self-reported Academic Practice Survey is designed to measure the students' attitude toward cheating and plagiarism. Sixteen questions indicated plagiarism attitude and the remaining questions indicated cheating attitude. The writer only applies the 16 questions which are for detecting the attitude of plagiarism due to limited time.

Secondly, gender is the only variable selected by the writer due to limited time. There are some other variables that are gained by the writer such as age, study program, field of study, and IELTS score of respondents. Other studies are necessary to reveal whether or not there are relations between those variables and plagiarism attitude of students, especially Indonesian students.

Thirdly, plagiarism is a sensitive topic to discuss. So the writer does not try to find the answers about why students do plagiarism such as by interviewing them. It is to avoid unwanted attitudes or comments of students.

#### 4. Findings and Discussion

This section presents the findings and discussions of this study and some analysis that relates to them. The participants for this study were 51 Indonesian students in Perth University, Western Australia. The writer distributed 80 questionnaires. Those who filled in and sent back the questionnaires were 69 students. There were only 51 questionnaires that could be analyzed. The remaining questionnaires could not be analyzed due to incomplete information given by students.

##### a. Characteristics of Respondents

The participants for this study were 51 Indonesian students in Perth, consisting of 15 (29.4%) females and 36 (70.6%) males.

Table 1  
Number of female and male participants

	Frequency	Percents	Valid Percent	Cumulative Percent
Valid	15	29.4	29.4	29.4
Female	36	70.6	70.6	100.0
Male	51	100.0	100.0	
Total				

Other explanations about the respondents are taken from their demographic information. The respondents' ages range from 20 to 50 years old although there is one respondent whose age is under 20 years old. Most of the respondents' ages range from 26 to 40 years old that reach 74.6% of the total respondents.

The respondents' study programs are varied. 15.7% of students are doing master by research, 49% of them are doing master by coursework and 35.3% of them are in PhD programs. Most Indonesian students are doing engineering study, covering 45.1%,

followed by Business study that reaches 25.5%. The remaining studies are Humanities/Social Science that is 25.7 % and Science Study that is only 13.7%.

## b. Gender and Plagiarism

To investigate whether or not there are differences between males and females in plagiarism attitude among Indonesian students in the universities in Perth, the writer used the comparison mean analysis. The data are based on the output of statistical process by using SPSS 11.5 (Coakos & Steed, 2001; Santoso, 2001).

### 1). Gender with Variable 1 (Copying others' work without acknowledgement)

In this variable, Indonesian male students are reported to do plagiarism higher compared to females (male = 2.46, females = 2.01). Moreover, the overall index of plagiarism of variable 1 is 2.32 (see table 2). The certain reasons why Indonesian students do plagiarism are not investigated in this study. Struggling with the English language can be one of the students' reasons (Curtin Learning Support Network, 2006). The duration of the study that is so short and the overload of course works make students try to find the short cut to write the papers. The 'Copy and Paste' method had become students' choice to complete the papers quickly (Harris, 2001).

Although males are higher in doing plagiarism than females, both of males and females have relatively the same choice of plagiarism types. Taken one or more sentences, change them moderately and inserted them in their own texts (Q3) is the activity that is done most by Indonesian students (male=3.03, female=2.60). The activity that is least done by both of them for the first variable is (Q7); taken two or more paragraphs from others' work, left them unchanged, and then submitted under their name (male = 1.75, female = 1.33).

Students might know that plagiarism is categorized as academic cheating, they then tend to do plagiarism that they think only has only a minimal risk, such as copying, changing without acknowledgement. Students probably think that if they are reported to do plagiarism, the university will only give the minimal penalty such as re-writing the paper. They might also think that lecturers will never read the original source (Harris, 2001). In fact, lecturers will easily recognize when they take two or more paragraphs unchanged.

Table 2  
Gender and Variable 1 (Copying others' works)

Gender	Q 1	Q 2	Q 3	Q 4	Q 5	Q6	Q7	Total Mean	Mea n of Var
Female									
Mean	2.53	2.27	2.60	2.47	1.47	1.40	1.33	14.07	2.01
N	15	15	15	15	15	15	15	15	15
Male									

Mean	2.72	2.50	3.03	2.92	2.19	2.08	1.75	17.19	2.46
N	36	36	36	36	36	36	36	36	36
Total									
Mean	2.67	2.43	2.90	2.78	1.98	1.88	1.63	16.27	2.32
N	51	51	51	51	51	51	51	51	36

## 2). Gender and Variable 2 (Paraphrasing without acknowledgement)

McCabe said that “Plagiarism is an old problem of education world that won’t go away” (McCabe, 1996: 1). The most common of plagiarism that is done by students is too close in paraphrasing (Park, 2003). Most students do not know the difference between paraphrasing that is re-creating the sentences by using their own words from the original papers and summarizing that is writing the main ideas from the long texts (Roig, 2001).

The activity to paraphrase from the abstract of an article and then cite it without reading the whole content of the articles (Q9, mean = 2.45) is higher than paraphrasing the paragraph of an article without citing the source (Q8, mean = 2.14). In this variable, we can see that male’s paraphrasing is slightly higher compared to females. The average males in doing paraphrasing reaches 4.75 (mean 2.38), on the other hand, females’ reaches 4.20 (mean 2.10). More completely, this statistical analysis can be seen in table 3.

Most Indonesian students may think that paraphrasing is only summarizing texts, and transfer them into their own papers. Although they put the original source in their writing, the paraphrasing cannot be accepted if it is too resemble to the original source (Curtin Learning Support Network, 2006).

Besides struggling with the language, Indonesian students must be able to use their time wisely. They have to finish some papers in a certain time that is given by their lecturers. They may run out of the time when the due date comes. Indonesian students may think that reading the abstract is the easiest way to know the whole article. An abstract is a summary of an article. They then write some sentences that are taken from the abstract. As far as they acknowledge the author, students think that they do not do any cheating.

Table 3  
Gender and Variable 2 (Paraphrasing without acknowledgement)

Gender	Q 8	Q 9	Total Mean	Mean of Variable
Female Mean	1.80	2.40	4.20	2.10
N	15	15	15	15
Male Mean	2.28	2.47	4.75	2.38
N	36	36	36	36
Total Mean	2.14	2.45	4.59	2.29
N	51	51	51	51

## 3). Gender and Variable 3 (Submitting others’ works)

“An agreement with another person to deceive others” is a definition of Collusion (Curtin Learning support Network, 2006: 5). It is clear according to that guideline book that, students who work together to make an assignment that is supposed to be individually made can be charged of plagiarism.

In Table 4 we can see that submitting others’ works is less employed by Indonesian students (mean 1.20). In this section we also find that male attitude towards plagiarism is higher (mean = 1.25) compared to female (mean = 1.08). The most types of plagiarism that is done by students are using part or entire paper of others and submitting it for difference course (Q.13); it covers 1.27. The least one is taking others’ student paper from previous semester and putting it under the students’ name (Q. 10); it covers 1.12. In plagiarizing a paper, males tend to use a part or entirely paper and submit it into difference course.

From Table 4, we can also see that the males’ higher score in committing plagiarism is buying paper from previous semester and then submitting it under their name (Q12). It reaches the same level with Q.13, which is using part of the paper and submitting under different course. Both activities cover 1.33. Meanwhile, females like to do two activities in doing plagiarism. These activities are by using part or entirely paper and by submitting it into difference course (Q 13) and taking part of previous paper, changing them moderately and then inserting it in their paper (Q 11); these cover 1.13.

Taking other students paper from previous semester, leaving it unchanged and submitting under their name (Q 10) as the least activity done by males (mean = 1.14). While, paying others to write large portion of the paper and submitted under their name (Q 14) is the least activity done by females (mean = 1.00).

Students from non-English speaking countries that speak English as a second language such as Indonesian students probably have difficulties in writing essay. Struggling with the English language and new environment may make students try to find the easiest way to make good essays. Even buying previous papers or submitting previous paper into different courses. These students may consider that plagiarism is not a serious problem in academic environment (Curtin Learning Support Network, 2006). In fact, it is really a serious problem.

Table 4  
Gender and Variable 3 (Submitting others’ works)

Gender	Q 10	Q 11	Q 12	Q 13	Q 14	Total Mean	Mean of Variable
Female	1.07	1.13	1.07	1.13	1.00	5.40	1.08
Mean	15	15	15	15	15	15	15
N							
Male	1.14	1.25	1.33	1.33	1.19	6.25	1.25
Mean	36	36	36	36	36	36	36
N							
Total	1.12	1.22	1.25	1.27	1.14	6.00	1.20
Mean	51	51	51	51	51	51	51
N							

#### 4). Gender and Variable 4 (Using Other Sources without Acknowledgement)

Academic honesty is very essential in leaning processes. Students have to be honest in doing their assignments. “Honesty means that we acknowledge that creative work or research data take time and effort to generate, and belong to those who have done the original work” (Curtin Learning Support Network, 2005).

Using sources without due acknowledgement is the last type of plagiarism mentioned in this paper (Roig & de Tommaso, 1995). Males are reported to do plagiarism higher compared to woman (see Table 5). The males average of this type is about 1.39, that of woman is slightly lower which is 1.03. The table also shows that Indonesian students tend to complete their paper by adding sources without reading the entire articles in the referencing sites which is 1.35. Using others data without due acknowledgment is slightly under that activity which is 1.22.

Indonesian students may know that using data without giving reward to the authors is a kind of cheating. Their lack of ability to write a good English essay probably motivates them to do that mistake. This may happens when the date line to submit their paper is coming, but they do not finish their paper yet. Therefore, they think that by adding source without reading the articles and using others data can be the best solution.

Table 5  
Gender and Variable 4 (Using other sources without acknowledgement)

Gender		Q 15	Q 16	Total Mean	Mean of Variable
Female	Mean	1.07	1.00	2.07	1.03
	N	15	15	15	15
Male	Mean	1.47	1.31	2.78	1.39
	N	36	36	36	36
Total	Mean	1.35	1.22	2.57	1.28
	N	51	51	51	51

#### 5). Gender and Plagiarism: A Summary

Table 6 is the summary of this study. We can see that compared to females, males tend to commit plagiarism. The total average of males’ plagiarism is higher than

females'. The total average of males covers 30.97 (mean = 1.94), and females' cover 25.73 (mean = 1.61). The overall index of plagiarism by Indonesian students (males and females) is 1.84. (see Table 6).

Table 6  
Gender and Total Variables

Gender		APS Total	APS Mean of variable
Female	Mean	25.73	1.61
	N	15	15
Male	Mean	30.97	1.94
	N	36	36
Total	Mean	29.43	1.84
	N	51	51

The overall trend shows that there is the practice of plagiarism among Indonesian students in Perth, Western Australia. From the total variable we can identify that variable 1, *“copying other’ work without acknowledgement”* is the most type of plagiarism done by Indonesian students (mean 2.32; see table 2). It is followed by variable 2, *“paraphrasing without acknowledgement”* (mean 2.29; see Table 3). Variable 4, *“using others’ source without acknowledgement”* becomes the third variable for them (mean 1.28; see table 5). Variable 3 *“submitting others’ works”* is the least variable that is employed by the Indonesian students (mean 1.20; see Table 4). Totally, the mean of plagiarism by Indonesian students is 1.84 (see Table 6).

From the 16 questions, the highest type of plagiarism (mean 2.90, see Table 2) is *“copying one or two sentences from other sources and change them moderately and insert them in their paper”*. The least type of plagiarism that is done by Indonesian students is *“submitting other individuals paper from previous semester and put their name on it”* (mean 1.12, see Table 4).

In the overall analysis, this study indicates that males tend to omit more plagiarism than females. In general, males have a higher expectation in their study compared to females such as males always want to be the best (Calabrese & Cochran, 1990; Lobel, 1988; Roig & de Tommaso, 1995; Simon et.al, 2003; Tibbetts, 1999). Males are also braver than females, theoretically, give less attention to moral values (Whitley et al., 1999). According to the writer views, in Indonesian culture (the traditional culture), males have a slightly higher position compared to females. Females are careful figures and become the good models for the family life. Moral is something that really influences females’ life. Females tend to put forward their emotion such as to decide whether the thing is good or bad. Deciding to do plagiarism probably needs a heavy thought for Indonesian females.

Students may know that plagiarism is against the academic integrity. The guidelines books of plagiarism have been issued by the university. Although, students may read the guideline books, they still need the real practices in writing their papers that are not directly addressed in their course work (Curtin Learning Support Network, 2006).

## 5. Conclusion and Suggestion for Future Research

Many students may know that plagiarism is an offense against the academic integrity. Therefore, many students may be aware of plagiarism they made, and many may not. The different of learning styles, struggling with the English language and facing the different culture become the factors that probably make Indonesian students tend to do plagiarism. Moreover the drawbacks from student personalities such as ignorance and laziness can be the main sources of plagiarism.

In conclusion, this study finds the difference of the plagiarism attitudes between Indonesian male and female students. Male students are found to plagiarize more than female students. Additionally, copying one or more sentences from other sources, changing them moderately and inserting them in their own paper are committed most by the Indonesian students. On the other hand, submitting other individual papers from previous semester and putting their names on them become the least choice that is carried out by the Indonesian students.

It is fair that a university has prepared everything to avoid plagiarism, such as providing plagiarism booklets, the student support centers and penalties for those who do plagiarism. The most important thing is educating students about plagiarism. It may be a good idea to teach students about plagiarism in the preparation time program before they go to the main programs. The university should assume that not all students know about plagiarism. Every student has to attend that program before they do their coursework. Hence, every student understands about plagiarism before they start to write their assignments.

It is challenging to investigate the real reasons why students think that plagiarism is a less serious problem, especially for Indonesian students. Qualitative research can be conducted to get more a deeper, richer and more exclusive story about that. Researchers then need to interview students. Plagiarism is a sensitive theme to discuss; thus, knowing why someone commits plagiarism is very interesting. Moreover, it is more interesting to know why majority males tend to indulge in academic dishonesty more than females.

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