



# Voice of Academia

*Academic Series of Universiti Teknologi MARA Kedah*



UNIVERSITI  
TEKNOLOGI  
MARA

University Publication Centre (UPENA)

## Economics, Business & Finance

*Warranty and its Effect towards Customer Satisfaction in Malaysia's Electronic Industry*

Mohd. Rizaimy Shaharudin  
Maznah Wan Omar  
Anita Abu Hassan  
Azyyati Anuar

*Stock Market Volatility and Exchange Rate Regime in Malaysia : A Preliminary Analysis*

Noor Zahirah Mohd Sidek  
Norridzwan Abidin  
Azli Umar

*Product Quality Dimension Ranking: The Preference of National Motorcycle Brand Customers*

Anita Abu Hassan  
Mohd Rizaimy Shaharudin

*Exploring Young Consumers' Purchase Intention towards Foreign Brands*

Etty Harniza Harun  
Nor Hidayah Abdullah

*Penyesuaian Semula Repatriat untuk Kembali Bekerja di Tanah Air*

Mahazir Ismail

## Law

*The position of a Child Offender under the Laws of Preventive Detention in Malaysia*

Sarirah Che Ros  
Irma Kamarudin

*Surrogate Mother Makes Money by Making Baby: Do We Need a Clear Law on this?*

Irma Kamarudin  
Sarirah Che Ros

*Prosedur Perbicaraan Kes Jenayah Kanak-kanak di Mahkamah Tinggi*

Sarirah Che Ros

## Education

*Combating Plagiarism in the Classroom*

Wong Soon Heng  
Ho Chui Chui

*Development of New Curriculum for Bachelor's Degree in Sustainable Design*

Shahriman Zainal Abidin  
Muhammad Fauzi Zainuddin  
Hasnul Azwan Azizan

*Revisiting Thinking Curriculum*

Bawani Selvaraj

*Hubungan antara Tahap Komitmen Guru Terhadap Organisasi dan Gaya Kepimpinan Guru Besar*

Law Kuan Poh  
Law Kuan Kheng

## **Others**

*Design Through Research: Handpicking Tools  
Case Study as Facilitator to Collaborative  
Product Development*

*Azmir Mamat Nawi  
Wan Zaiyana Mohd Yusof*

*Barisan Nasional di Ruang Maya: Isu-isu  
Berbangkit di Facebook Menjelang Pilihanraya  
Umum ke - 13*

*Badrul Azmier Mohamed@ Bakar  
Azni Syafena Andin Salam  
Mujibu Abd. Muis  
Mahazril 'Aini Yaacob  
Nur Zafifa Kamarunzaman  
Zaliha Hj. Hussin*

*Ibn Al-Athir Al-Jazari dan Sumbangannya  
dalam Ilmu Gharib Al-Hadith*

*Siti Aisyah Yusof  
Muhammad Saiful Islami Mohd  
Taher*

# ACADEMIC SERIES COMMITTEE UNIVERSITI TEKNOLOGI MARA KEDAH

## Editor-in-Chief

Noor Zahirah Mohd Sidek (Dr.)  
Aishah Musa

## Advisory Board

Aishah Musa	Suhardi Wan Mansor
Dahlia Ibrahim	Syakirah Mohamed
Daing Maruak Sadek	Syed Mohammed Alhady Syed Ahmad Alhady
Junaida Ismail	Prof. Madya Wan Faizah Wan Abdullah
Mahadir Ladisma	Prof. Madya Wan Zulkipli Wan Salleh
Mohd Rizaimy Shahrudin	Wong Soon Heng
Nizar Nazrin	Zanariah Idrus
Sarirah Che Ros	<b>Graphic</b>
	Asrol Hasan

## Special Tasks

Aishah Musa	Sharina Saad
Bawani Selvaraj	Siti Ajar Ikhsan (USM)
Ho Chui Chui	Suzana Muhammad (Dr., USM)
Nurazila Abdul Aziz	Syazliyat Ibrahim
Rita Maria Dourado	

## Review Board

Abdul Ghani Abdullah (Assoc. Prof. Dr.)	Mohd. Asmadi Yakob (Dr.)
Universiti Sains Malaysia	Universiti Teknologi MARA
Ahmad Azman Mokhtar (Dr.)	Norzaidi Mohd Daud (Assoc. Prof. Dr.)
Universiti Teknologi MARA	Universiti Teknologi MARA
Anita Abdul Rahim (Dr.)	Shahriman Zainal Abidin (Dr.)
Universiti Kebangsaan Malaysia	Universiti Teknologi MARA
Che Thalbi Md. Ismail (Dr.)	Shahrina Md. Nordin (Assoc. Prof. Dr.)
Universiti Utara Malaysia	Universiti Teknologi Petronas
Ferry Jie (Dr.)	Sivamurugan Pandian (Assoc. Prof. Dr.)
Royal Melbourne Institute of Technology, Australia	Universiti Sains Malaysia
Jamaludin Akbar (Dr.)	Siti Suhaily Surip
Universiti Teknologi MARA	Universiti Sains Malaysia
Mahazir Ismail (Dr.)	Zarina Mustafa (Dr.)
Universiti Teknologi MARA	Universiti Sains Malaysia

---

Copyright © 2011 by the Universiti Teknologi MARA, Kedah

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

*© Voice of Academia is jointly published by the Universiti Teknologi MARA, Kedah and Pusat Penerbitan Universiti (UPENA), Universiti Teknologi MARA Malaysia, Shah Alam, Selangor.*

The views, opinions and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the Faculty or the University.



<b>CONTENTS</b>	<b>PAGE</b>
 <b><i>Economics, Business &amp; Finance</i></b> <hr/>	
Warranty and its Effect towards Customer Satisfaction in Malaysia's Electronic Industry	1
Stock Market Volatility and Exchange Rate Regime in Malaysia : A Preliminary Analysis	17
Product Quality Dimension Ranking: The Preference of National Motorcycle Brand Customers	31
Exploring Young Consumers' Purchase Intention towards Foreign Brands	39
Penyesuaian Semula Repatriat untuk Kembali Bekerja di Tanah Air	57
 <b><i>Law</i></b> <hr/>	
The position of a Child Offender under the Laws of Preventive Detention in Malaysia	83
Surrogate Mother Makes Money by Making Baby: Do We Need a Clear Law on this?	95
Prosedur Perbicaraan Kes Jenayah Kanak-kanak di Mahkamah Tinggi	109
 <b><i>Education</i></b> <hr/>	
Combating Plagiarism in the Classroom	125
Development of New Curriculum for Bachelor's Degree in Sustainable Design	135
Revisiting Thinking Curriculum	153
Hubungan antara Tahap Komitmen Guru Terhadap Organisasi dan Gaya Kepimpinan Guru Besar	161
 <b><i>Others</i></b> <hr/>	
Design Through Research: Handpicking Tools Case Study as Facilitator to Collaborative Product Development	181
Barisan Nasional di Ruang Maya: Isu-isu Berbangkit di Facebook Menjelang Pilihanraya Umum ke - 13	191
Ibn Al-Athir Al-Jazari dan Sumbangannya dalam Ilmu Gharib Al-Hadith	205



# Voice of Academia

*Academic Series of Universiti Teknologi MARA Kedah*



# Voice of Academia

*Academic Series of Universiti Teknologi MARA Kedah*



# Combating Plagiarism in the Classroom

**Wong Soon Heng**

Department of Business Management, Universiti Teknologi MARA Kedah  
PO Box 187, 08400 Merbok, Kedah  
Tel: +06044562176 E-mail: shwong195@kedah.uitm.edu.my

**Ho Chui Chui (Corresponding author)**

Department of Language Studies, Universiti Teknologi MARA Kedah  
PO Box 187, 08400 Merbok, Kedah  
Tel: +06044562146 E-mail: chuichui@kedah.uitm.edu.my

## ABSTRACT

*As plagiarism is a perennial problem among university students, there is a wealth of literature on this issue. In this paper, the authors share some of the practices they have adopted to combat the plagiarism problem such as teaching paraphrasing and referencing skills, requiring multiple drafts and authenticity statements. Feedback from students has shown that they find these practices useful to help them use sources ethically.*

**Keywords:** Authenticity statement, Documentation, Higher education, Plagiarism

## 1. Introduction

Plagiarism is undeniably a perennial problem on university campuses. Much research has been carried out on this issue resulting in a wealth of literature. In 2009, the Journal of Legal, Ethical and Regulatory Issues published an article titled “Cyber-plagiarism: Different method-same song” by Ida M. Jones of California State University, Fresno. The article focuses on inculcating a culture of academic integrity which rightly involves three groups of participants: faculty, students and administrators. Jones discusses ways or actions that can be adopted to reduce the incidence of intentional and unintentional academic dishonesty in the educational environment. Her suggestions are practical and relevant to be adopted in teaching students to avoid plagiarism.

## 2. Synopsis

Jones opens her discussion by highlighting the increasing need for business ethics education in business schools. This idea has been put forward much earlier by McCabe and Trevino (1995). Jones finds it necessary to change the character and academic culture as well as redesign the educational environment. She justifies her views with the recent history-making corporate scandals involving bankruptcy and criminal prosecutions of officials of Enron and WorldCom who were business practitioners. Due to such incidents, the relevant authorities have not only increased regulations, but also the visibility and examination of corporate codes of conduct. Professional codes of conduct for business practitioners have also been revamped.

Jones's paper basically revolves around cheating-reduction methods that can be used in the traditional as well as the online environment. She discusses nine different ways that can be adopted: (a) developing honour codes, (b) using authenticity statements, (c) providing clear definitions of cheating and plagiarism, (d) being vigilant in detecting incidents of cheating and plagiarism, (e) stating and enforcing sanctions, (f) re-designing courses, (g) modifying online tests and the testing environment, (h) modifying written assignments and (i) giving assignments outside the box. These suggestions may bring about a change in someone who is engaged in academic dishonesty.

## 3. Reflection

The authors found many of Jones's suggestions to be of great help in their core task of teaching. For example, Jones suggests several ways to limit students' use of unauthorized resources which are (a) discussing how to paraphrase, (b) defining and giving examples of plagiarism and (c) requiring students to submit a term paper in stages. In addition, Jones feels that an important way to reduce academic dishonesty is to vary the assignments for each semester. This suggestion is also supported by Hart and Friesner (2004) who feel that this is "probably the single most important step tutors can take" (p.93). In addition, Hard, Conway and Moran (2006) recommend that research topics should be specific rather than broad while Wang (2008) suggests the use of localised and personalised research papers.

Keeping these suggestions in mind, the main author has not only changed the topics for student project papers every semester but also required students to write on very current issues such as (a) the potential for development of Islamic banking, (b) the new Central Bank Act of Malaysia, 2009, (c) the increasing performance and profits of Bank Rakyat (Bank Kerjasama Rakyat Malaysia) and (d) factors driving Malaysian banking groups to go regional.

Being recent issues, not much material is available to students in the form of books and journal articles. Naturally, students' main references would constitute web sources such as online newspapers, forums and financial websites. Therefore, students should know how to use these sources ethically.

To ensure students use sources appropriately, they are given clear definitions of plagiarism and taught the conventions of academic writing such as paraphrasing correctly and citing sources properly. Howard and Davis (2009) in their paper stress that teachers who wish to prevent plagiarism should teach students to write using sources with integrity. This is because students generally assume that anything on the public domain is free for them to use. This is probably due to the common practice of sharing and downloading of music, videos and movies among them (Wheeler & Anderson, 2010).

According to research, one of the reasons students plagiarize is because they do not know or are confused about what constitutes plagiarism (Marshall & Garry, 2006; Maxwell, Curtis & Vardenaega, 2008; Park, 2003; Roig, 1997, Sutherland-Smith, 2005). The authors find that by providing students with clear definitions of plagiarism and teaching the correct ways of incorporating as well as documenting sources, less time and effort is now needed in checking for plagiarism, be it blatant or unintentional. Students themselves attest to having a clearer understanding of what constitutes plagiarism after such sessions.

Research has shown that teaching students the acceptable ways of incorporating sources into their work will help in minimizing the incidence of plagiarism (Granitz & Loewy, 2007; Landau, Druen & Arcuri, 2002; Wang, 2008). In fact, researchers have recommended that students be given the opportunity to practise paraphrasing and documenting skills throughout

their course of study (McGowan & Lightbody, 2008; Yeo, 2007).

We cannot assume all our degree students have completed a course on English for Academic Purposes at their diploma level. Some may have come straight from Sixth Form or matriculation programmes or they may have earlier been ill informed about plagiarism. Therefore, there is an urgent need to teach or revise these skills even though it is not part of the course content.

Alternatively, when time is a factor due to heavy course content, the authors recommend students to check out online sources. Online writing centres can provide help to students anytime, anywhere at their convenience such as the award winning Online Writing Lab (OWL) at Purdue University (<http://owl.english.purdue.edu/owl/>). According to Nitterhouse (2003), instructors should recommend excellent online tutorials to improve students' writing and referencing skills. An example of a high quality online tutorial is APA exposed: Everything you always wanted to know about APA format but were afraid to ask (Mages & Garson, 2010).

Besides varying assignments and teaching referencing as well as paraphrasing skills, the authors have found that breaking up the term paper into smaller parts such as requiring (a) an outline of the paper; (b) sample paraphrases from sources and (c) a draft of the paper helps students to submit their work on time and with little evidence of plagiarism. Howard (2001) contends that we are "begging" our students to plagiarise if we adopt the product approach to writing, i.e., assign a piece of work and wait to mark the final draft when it is due. According to Wilhoit (1994), the process approach to writing is better as it gives students the opportunity to improve on their previous drafts. Submitting drafts with photocopies of their original sources has allowed the authors to detect plagiarism and help students overcome the problem.

In practice, the main author has divided students' project papers into five stages through a pre-determined submission schedule beginning with a suggested title together with a minimum of three sample articles to be used as sources. Next, students will submit three paraphrases with in-text citations using the APA style together with a matching sample reference list also in the APA style. The next stage that follows will be submission of an outline of the paper which must have an introduction, body paragraphs and

a conclusion. Before the submission of the final draft, students are required to submit their first draft together with photocopies of the sources used. When students finally submit their project paper, photocopies of the original sources used are again required. A sample of the submission schedule is found in Appendix A.

The authors also found that the use of authenticity statements has helped to reduce the incidence of plagiarism. Using an authenticity statement requires students to submit a signed declaration together with their assignment stating that the work is their own. In doing so, the students have thus made a written commitment that they have used their own language and any borrowed ideas and words are properly documented. In the opinion of the authors, the practice of requiring an authenticity statement is practical for any course.

An example of the authenticity statement the authors use is found in Appendix B. The students declare that (a) the work is entirely their own, (b) all sources used in the preparation of the assignment are fully referenced, and (c) no part of the work has been submitted for assessment in any other courses of study. The authenticity statement should be signed and dated before submission. According to Caldwell (2010), requiring the authenticity statement communicates to students that academic integrity is a major priority.

The second author had on one occasion found that a student had submitted his written assignment without signing the authenticity statement. Initially, the second author thought the student had forgotten to put down his signature due to mere absent mindedness but upon scrutinizing his work, it was found that the student had blatantly plagiarised parts of his essay. This in a way justifies the use of authenticity statements.

#### **4. Conclusion**

In comparing our students' work, it was found that those who went through the process approach to writing and were taught referencing and paraphrasing skills produced significantly less plagiarised work. Blatant plagiarism was significantly reduced. Any plagiarism that was detected was mostly due to sloppy documentation. To conclude, although adopting the suggestions by Jones such as the process approach to writing and teaching or revising



academic writing skills may be time consuming, the hard work is worthwhile when we reap the rewards of our effort.

## References

- Caldwell, C. (2010). A ten-step model for academic integrity: A positive approach for business schools. *Journal of Business Ethics*, 92, 1-13.
- Granitz, N., & Loewy, D. (2007). Applying ethical theories: Interpreting and responding to student plagiarism. *Journal of Business Ethics*, 72, 293-306.
- Hard, S. F., Conway, J. M., & Moran, A. C. (2006). Faculty and college student beliefs about the frequency of student academic misconduct. *The Journal of Higher Education*, 77(6), 1058-1080.
- Hart, M., & Friesner, T. (2004). Plagiarism and poor academic practice – A threat to the extension of e-Learning in higher education? *Electronic Journal on e-Learning*, 2(1), 89-96.
- Howard, R. M. (2001, November 16). Forget about policing plagiarism. Just Teach. *The Chronicle of Higher Education*, p. B24.
- Howard, R. M., & Davies, L. J. (2009, March). Plagiarism in the internet age. *Educational Leadership*, 64-67.
- Jones, I. M. (2009). Cyber-plagiarism: Different method-same song. *Journal of Legal, Ethical and Regulatory Issues*, 12 (1), 89-100.
- Landau, J. D., Druen, P. B., & Arcuri, J. A. (2002). Methods for helping students avoid plagiarism. *Teaching of Psychology*, 29(2), 112-115.
- Mages, W. K., & Garson, D. S. (2010). Get the cite right: Design and evaluation of a high-quality online citation tutorial. *Library & Information Science Research*, 12, 138-146.
- Marshall, S., & Garry, M. (2006). NESB and ESB students' attitudes and perceptions of plagiarism. *International Journal for Educational Integrity*, 2(1). Retrieved from

<http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/25/17>

- Maxwell, A., Curtis, G. J., & Vardenaega, L. (2008). Does culture influence understanding and perceived seriousness of plagiarism? *International Journal for Educational Integrity*, 4(2). Retrieved from <http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/412/292>
- McCabe, D. L., & Trevino, L. K. (1995). Cheating among business students: A challenge for business leaders and educators. *Journal of Management Education*, 19(2), 205-218.
- McGowan, S., & Lightbody, M. (2008). 'Another chance to practice': Repeating plagiarism education for EAL students within a discipline context. *International Journal of Educational Integrity*, 4(1), 16-30.
- Nitterhouse, D. (2003). Plagiarism – not just an “academic” problem. *Teaching Business Ethics*, 7, 215-227.
- Park, C. (2003). In other (people's) words: Plagiarism by university students – Literature and lessons. *Assessment & Evaluation in Higher Education*, 28(5), 471-488.
- Roig, M. (1997). Can undergraduate students determine whether text has been plagiarised? *The Psychological Record*, 47(1), 113-123
- Sutherland-Smith, W. (2005). The tangled web. *Journal of Asian Pacific Communication*, 15(1), 15-29.
- Wang, Y.M. (2008). University student online plagiarism. *International Journal on E-Learning*, 7(4), 743-757.
- Wheeler, D., & Anderson, D. (2010). Dealing with plagiarism in a complex information society. *Education, Business and Society: Contemporary Middle Eastern Issues*, 3(3), 166-177.
- Wilhoit, S. (1994). Helping students avoid plagiarism. *College Teaching*, 42(4), 161-164.

Yeo, S. (2007). First-year university science and engineering students' understanding of plagiarism. *Higher Education Research & Development*, 26(2), 199-216.

## Appendix A: Sample Project Paper Submission Schedule

### Submission Schedule for Project Paper

**Name:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

No.	Date	Submission of
1		Tentative title Articles (a minimum of 3)
2		Three (3) paraphrases with in-text citations (APA style) References (APA style)
3		Outline of paper
4		First draft Photocopies of original sources
5		Final draft Photocopies of original sources

## Appendix B: Sample Authenticity Statement

Authenticity Statement	
Faculty:	_____
Course:	_____
Course Code:	_____
Title:	_____
Date of Submission:	_____
_____	
I, _____	(Student No. _____ )
hereby declare that:	
1) this work is entirely my own.	
2) all sources used in the preparation of this assignment are fully referenced.	
3) no part of this work has been submitted for assessment in any other course of study.	
Signature:	_____
Date:	_____