**EXPLORING PLAGIARISM ACTIVITIES COMMITTED**

**BY EFL STUDENTS**


THESIS


Submitted by:

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**FAKULTAS TARBIYAH DAN KEGURUAN**

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# THESIS

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The Bachelor Degree of Education in English Language Teaching

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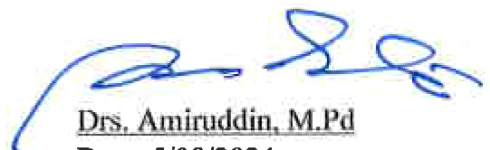Department of English Language Education

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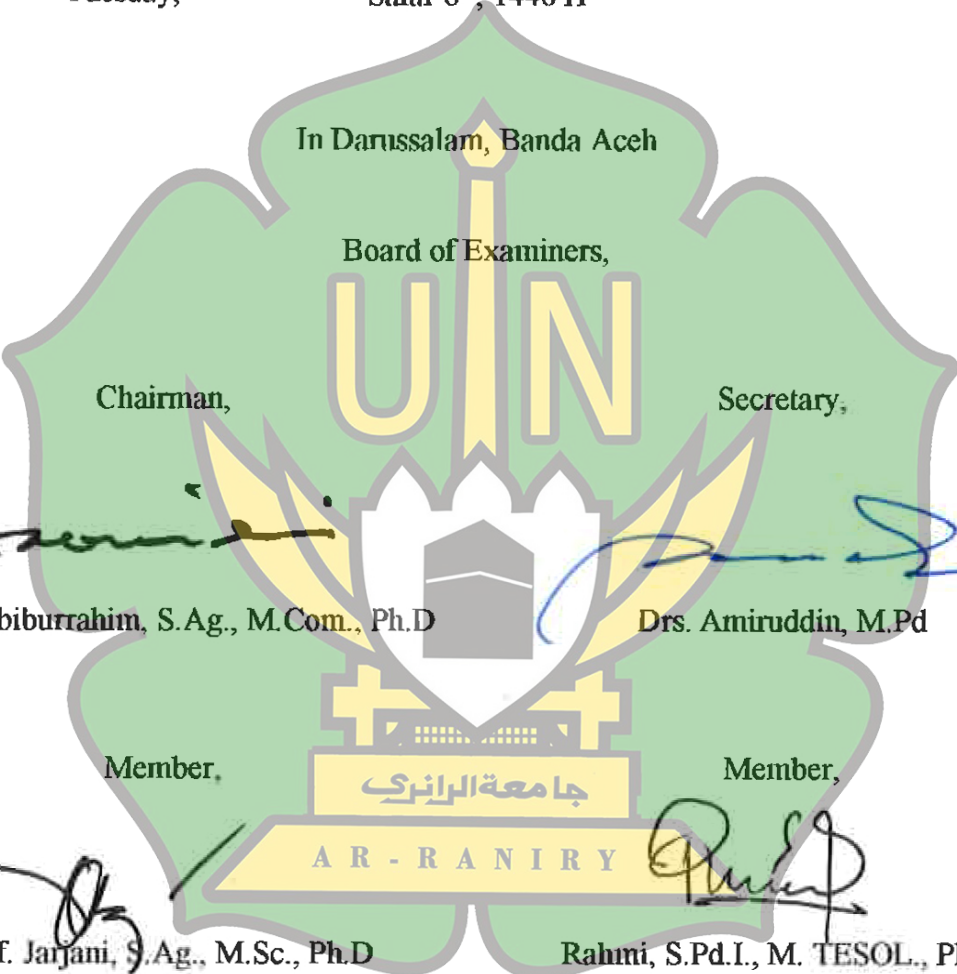Chairman,                                      Secretary,

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# Declaration of Originality

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:


**Exploring Plagiarism Activities Comitted by  EFL Students**


Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Tanggal 6 Agustus 2024
Saya yang membuat surat pernyataan

Ulfia Sagusta Putri

# ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful. I would like to express praise and gratitude to Allah SWT who has bestowed His grace and guidance so that I can complete my thesis entitled "Exploring Plagiarism Activities Committed by EFL Students". Peace and prayers are always given to the Prophet Muhammad SAW who has guided and directed our ignorance towards a better and fuller life. This thesis is structured into a final assignment and requirements for obtaining a Bachelor's degree (S1) in English Education Study Program, Faculty of Education, Ar Raniry State Islamic University, Banda Aceh.

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Banda Aceh, 13 Agustus 2024
The Writer,

Ulfia Sagusta Putri

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# ABSTRACT

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Thesis working title  : Exploring Plagiarism Activities Committed by EFL

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Main supervisor   : Prof. Habiburrahim, S.Ag., M.Com., M.S., Ph.D

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Keyword      : Plagiarism, EFL Students, Scientific Work.

This study aims to determine the results, Do the EFL students with GPA 3.5 and above and students with GPA below 3.5 commit plagiarism because of the same factors when writing scientific works and what are types of plagiarism practiced by the EFL students in writing scientific works. The method used in this research is a qualitative descriptive method. Data collection for this research was carried out by interviews. The participants in this research were 8 EFL students, 4 of whom had a GPA above 3.5 and 4 of whom had a GPA below 3.5 who committed the worst acts of plagiarism. The results of this research indicate that there are the same factors in committing acts of plagiarism by EFL students. Factors involving plagiarism are (1) short deadlines, (2) lack of knowledge about writing scientific works, and (3) ease of internet access. Then, the types of plagiarism carried out are (1) Taking other people's ideas (2) Taking other people's writing and (3) Taking the entire work of others.

# CHAPTER I

# INTRODUCTION

## A. Background of the Research

The development of information technology such as the internet has penetrated into various fields of life, including education. Advances in information technology also have positive and negative impacts. The positive impact of the development of information technology is that it has an impact on the development of science, where technology has a positive impact by increasingly expanding and disseminating information and knowledge from various sources, places and all over the world, beyond the boundaries of space and time. The negative impact of the development of information technology is the change in values, norms, rules or ethics of life that are contrary to the values, norms, rules and ethics of life adopted by society compliance association (Munir,2018).

In this global era, world boundaries seem to be decreasing. Moreover, in the world of education, the Internet plays a very important role. It is used as an extension of the classroom or as a vehicle to reach a higher level. What education means is increasingly widespread. It cannot be denied that technological advances not only bring various benefits to many people, but also cause many problems, especially if the technology is not used correctly (Habiburrahim, 2015).

On the other hand, advances in information technology are a factor in the occurrence of plagiarism where copy and paste activities become easier. Copy and paste is an activity that can lead to plagiarism (Bondang, 2015). Nowadays students can get journals, scientific works, electronic books and so on by accessing information from the internet. This can indicate that with the convenience obtained from the internet, students think of committing acts of plagiarism, so that they do not have to bother in completing their lecture assignments or final assignments.

Currently, plagiarism is increasing in Indonesia, especially among students. How could it not, in the academic world there is a lot of plagiarism. Without any guilt, writers plagiarize many times, from students to professors. Of course, this will attract our attention. Therefore, students and lecturers need to understand each other about plagiarism in order to avoid plagiarism. Appreciating, recognizing, and acknowledging the work of others is important in creating written works (Magdalena et al., 2023).

The problem of plagiarism in the field of education is very important to pay attention to because it will have a negative impact on the next generation of the nation. The impact felt due to the act of plagiarism is that many students are less skilled in writing, not adept at working, their papers are of poor quality, lack of innovation and variety of research conducted by students, pessimistic about their own abilities, lack of confidence in their talents and fear of failure in research, so students look a lot at previous research ". The potential for plagiarism can be seen in most of the second chapter and third chapter of the student's thesis, where most of the references used are the same and can also be seen from the adaptation of the discussion where students only change the model, method, material and location of the research used. Other impacts will only make low quality education, ethics and morals far from the nation's expectations (Magdalena et al., 2023).

Students of the State Islamic University Ar-Raniry Darussalam Banda Aceh, especially students of the Faculty of Education and Teacher Training Department of English Language Education, who are mostly prepared as prospective educators, must have the ability to write scientific works. In accordance with the guidebook for scientific works published by academics, a scientific work, formatted, must include the relevance of other people's research work or also called literature review. The problem that occurs is that many students are less skilled or do not understand in writing scientific works that require following the format imposed by this academic,

thus leading student to plagiarize from book references and previous research.

During researchers study at the Ar-Raniry State Islamic University, especially in the Department of English Language Education. Researchers saw that many students who had a GPA above 3.5 and students who had a GPA below 3.5 committed acts of plagiarism in writing scientific works such as in making papers and other assignments from lecturers.

Several studies have been conducted to explore the factors that cause plagiarism behavior among students Bahri and Trisnawati (2018) is a study that explains that 90% of respondents have heard of plagiarism. Then the factors that make them commit plagiarism are because of their lack of English skills, the behavior of lecturers is no different for plagiarists and non-plagiarists, then the environmental factors of friends who also do the same thing.

Another study conducted by Hartanto (2012) the results of this study discuss the factors that cause plagiarism behavior such as: pressure to get high grades, the desire to avoid failure, the perception that schools do unfair things, too little time. To complete tasks, and the absence of an attitude against plagiarism behavior at school.

According to Muluk et al. (2021) there are several factors triggering students to commit plagiarism, namely poor time management, laziness, poor paraphrasing skills, poor internet access, and running out of ideas are cited as reasons to encourage students to commit plagiarism. There are two types of plagiarism that appear in a thesis, namely word-for-word plagiarism and mosaic plagiarism.

From the three studies above that have discussed what factors cause students to plagiarize, researchers are interested in knowing more deeply what are the factors that cause EFL students to commit acts of plagiarism and whether there are similarities in facts between students who have a

GPA above 3.5 and a GPA 3.5 below in committing plagiarism. Researcher is also interested in researching what are types of plagiarism practiced by the EFL students in writing scientific works.

**B. Research Questions**

Based on the background of the problem that has been mentioned, two research questions are formulated, namely:

1. Do the EFL students with GPA 3.5 and above and students with GPA below 3.5 commit plagiarism because of the same factors when writing scientific works?
2. What are types of plagiarism practiced by the EFL students in writing scientific works?

**C. The Aims of Study**

The aims of this study:

1. To find out whether EFL students with a GPA of 3.5 and above and students with a GPA below 3.5 commit plagiarism due to the same factors when writing scietific works
2. To find out whether the types of action taken by EFL students in making scientific works..

**D. Significance of Research**

This research is expected to provide significant benefits, both for educational institutions, lecturers, and students. The results of the study can be used as a basis for developing teaching strategies that can reduce the incidence of plagiarism and improve the understanding of academic ethics.

For students, especially EFL Students, this research is expected to provide an overview of the phenomenon of plagiarism among students. Thus, making students aware of plagiarism behavior. For lecturers, this research is expected to provide an overview of plagiarism among students in making scientific works. So that lecturers can minimize the act of plagiarism. For the university, the results of this study are expected to be added to the List of the

library of UIN Ar-Raniry Banda Aceh. as initial data for further research.

### E. Scope of Research

This research is only focused on examining plagiarism among EFL students in making scientific work at the Faculty of Education and Teacher Training Department of English Language Education Ar-Raniry State Islamic University.

### F. Terminology

1. Plagiarism

The plagiarism referred to in this writing is an act of EFL (English as a Foreign Language) students, especially the PBI Study Program Faculty of Education and Teacher Training, Ar-Raniry University, in plagiarizing other people's ideas or works to be recognized as their own work or using other people's works without mentioning the original source.

2. English as a Foreign Language (EFL)

English as a foreign language (EFL) in this writing refers to PBI students, Faculty of Tarbiyah and Teacher Training class of 2019 who are writing scientific works or who have written scientific works and students who understand plagiarism.

## CHAPTER II
## LITERATURE REVIEW

### A. Plagiarism Overview

#### 1. Definition of Plagiarism

Plagiarism is defined in various ways. Plagiarism is defined as the act of using another person's work as a means of gaining knowledge or as a means of utilizing another person's achievements without giving credit to them. Plagiarism is a type of cheating that people engage in intentionally or unintentionally because they are unable to recognize their own responsibility and the inherent value of the copied material (Randhawa et al., 2015).

Many definitions have been discussed regarding plagiarism. A concise definition representing the concept is: the act of submitting or presenting another person's ideas or words without citing the source. In general, plagiarism can be configured into 2, namely plagiarism of ideas and plagiarism of words or sentences. Percentage of words or sentences stolen can be used as a basis for determining the degree of plagiarism. The worst degree of word plagiarism is word-for-word plagiarism, namely word-for-word theft, which can include sentences, paragraphs, or entire writing (Sari and Sibaroni, 2019).

Plagiarism is a problem in the world of education, including in the university environment. The problem that often occurs is the rampant copy-paste culture among students, which they think is very useful for completing assignments given by lecturers (Hidrawati 2015).

In the Regulation of the Minister of Education Number 17 of 2010, it is stated that plagiarism is intentionally or unintentionally obtaining or attempting to obtain a grade or mark for a research work by borrowing part or all of the work of another party or research work recognized as research work without mentioning the source properly and sufficiently.

In Roig's research cited by Nimasari and Gestanti (2017) plagiarism is defined as a reference to a scientific work or commonly referred to as intellectual theft without referring to the original data. This is due to the rapid development of technology so that the level of plagiarism is also getting higher.

Budi (2011) defines that "Plagiarism is an act of plagiarism of ideas, ideas or architectural works, which occurs when someone else's words are paraphrased in such a way as to lead the reader to believe that the words, ideas or arguments are the work of the paraphrasing author". As this definition does not specifically limit to the creation of written work, then plagiarism can also be used to express an act of plagiarizing ideas, ideas or architectural works. Meanwhile, Paul Goldstein in a quote by Belinda Rosalinda states that "Plagiarism is a form of plagiarism that is related to copyright and which has to do with copyright and authors who claim other people's work as their own".

## 2. Factors of Plagiarism

Research on this particular issue has shown several factors that influence a writer to commit acts of plagiarism, even though he is aware of his actions wrong and academically unacceptable. Sometimes someone just commits plagiarism once, but there are also those who do it repeatedly so that it becomes a habit. In general, two factors can be a trigger for students to commit plagiarism, namely manor and minor factors Amiri and Ayatollah (2016). Manor factors include individual, academic, cultural, and technological aspects. Meanwhile, for minor factors, curricular demands are one of the most common factors that trigger students to commit plagiarism. This factor occurs due to excess workload and time constraints encouraging students to complete their academic assignments, despite this they have to commit plagiarism.

The theory of planned behavior, first proposed by Ajzen in 1985, as cited in Nurmina and Hartati (2017) explains that plagiarism behavior is

caused by the intention of students to commit plagiaism. Intention is influenced by 3 factors, namely:

a. **Attitude**. A person tends to have an attitude to agree or disagree with plagiarism behavior. This also happens to students in determining their attitude to commit plagiarism or not. .

b. **Subjective norms are social factors**. Social pressure perceived by students in pressuring them to do or not do this behavior. For example, if a student is influenced or pressured by his friend to commit plagiarism.

c. **Self-confidence in the perception of plagiarists.** Human behavior is completely under the control and control of the individual so that intention becomes the only behavioral control. Perceived control also occurs due to situations where individuals are not fully in control of achieving the goals of the behavior. The cause of plagiarism among students is also caused by the development of information technology such as electronic media so that it has made it easier for students to get lecture materials from certain sources and the high load of lecture assignments given by lecturers, instant culture and insufficient time available have led students to plagiarism behavior (Zalnur, 2012).

Other factors that cause plagiarism to occur frequently in students according to Soetanto (2014):

a. Cultural Factors

Plagiarism has become a culture among academics in Indonesia because it has been happening for a long time and is still repeated today. This culture occurs due to the lack of socialization about plagiarism to students and academics.

b. Lack of knowledge about writing scientific works

The lack of training or socialization has resulted in many people who do not understand how to write well, quote from sources taken and lack understanding of when and how to quote. In this case, a

writer does not realize that quoting from secondary and tertiary sources without having a primary source of reference has the potential for plagiarism.

c.  Narrow time pressure in completing assignments

Limited time to complete an assignment causes a person to be encouraged to copy-paste other people's work. This happens because of poor time management, procrastination, perfectionism, and uncontrollable conditions.

d.  Lazy reading behavior

Lazy reading of books related to research and lack of training the mind to do analysis and logic on library sources owned and lack of looking for more English-language references and journal references.

e.  Technology/internet facilities

Technological advances have introduced the internet to students. It is in this internet that students find it easy to get references and get lecture materials from certain sources. The ease of accessing the internet is what is often misused by students such as students doing copy-paste without including the source of the copy of the reference.

f.  Sanctions have not been strictly enforced.

A number of rules or laws regarding plagiarism already exist, such as in the Regulation of the Minister of National Education of the Republic of Indonesia number 17 of 2010 concerning the prevention and control of plagiarism in higher education. Giving strict sanctions to someone who commits plagiarism is something that really needs to be done. This will provide a deterrent effect to the perpetrators of plagiarism. However, in reality, plagiarism is still rampant and often occurs among academics. Indirectly, this shows that the rules or laws regarding plagiarism do not yet have solid legal force, and other creative thinking is needed as a solution to prevent plagiarism.

The factors above show that everything done by students has a purpose or goal to be achieved that leads to an action chosen by the student. In the process of the crime of plagiarism committed by students, of course, they have choices and these choices are based on deep considerations based on awareness (Makhfiyyan and Mudzakir 2013).

Several acts of plagiarism happen all around us. Of course, this is quite a concern for all of us, so it becomes very important for us to anticipate this action. The act of plagiarism will tarnish and blur our academic world and it is not an exaggeration if plagiarism is said to be an intellectual crime. According to Simanjutak (2022) there are several reasons or driving factors for the occurrence of plagiarism, namely:

a. Limited time to complete a scientific work is a burden one's responsibility, so that they are encouraged to copy and paste other people's works.
b. Low interest in reading and interest in analyzing reference sources that owned.
c. Lack of understanding of when and how to do citations.
d. Lack of attention from teachers, lecturers and academic advisors to the problem of plagiarism. Whatever the reason for someone committing an act of plagiarism, it is not one justification for these actions.

3.  **Types of Plagiarism**

Plagiarism is the act of taking someone else's ideas, words, or work without giving proper credit or sources. The following are several types of plagiarism that commonly occur according to Roig (2015):

1. Copy-Paste Plagiarism:

   Description: Copying text directly from the original source without providing citations or referring to the source.

   Example: Copying a paragraph or sentence from a book, article, or website and claiming it as your own work.

2. Idea Plagiarism:

   Description: Taking someone else's idea or concept without giving credit.

   Example: Using research concepts or other people's ideas without referring to the source.

3. Writing Style Plagiarism:

   Description: Copying someone's writing style without giving credit.

   Example: Adopting another writer's sentence structure or writing style without providing quotations or references.

4. Improper Paraphrasing Plagiarism:

   Description: Lightly alters the original wording without providing enough attribution.

   Example: Changing some words in a paragraph without providing quotations or references.

5. Multiple Source Plagiarism:

   Description: Combines multiple sources without giving credit to each source.

   Example: Write an essay by combining information from several books or articles without providing references to each source.

6. Image/Visual Plagiarism:

   Description: Uses images, graphics, or visual material without providing a source.

   Example: Including images or diagrams from the internet without giving credit to the creator.

There are several types of plagiarism. Starting from small things to big things, then from rare to frequent according to Roig (2015):

a. Word for Word Plagiarism. Word for word plagiarism is the same type of plagiarism as slavish copy, by quoting another person's work word for word without citing the source.

b. Invalid Source. This type of plagiarism usually occurs when a researcher provides false information about the sources cited.

c. Paraphrasing. This type of plagiarism occurs when a researcher takes text from a journal, book, or thesis without mentioning the source. So it is as if the text is his own

d. Duplication. This type of plagiarism usually often occurs when a researcher provides information that his scientific work has already been researched by someone else.

e. Plagiarism of Authorship. Plagiarism of authorship is a type of plagiarism against written work composed by another person. This act occurs on the basis of a conscious and a deliberate motive to deceive the public. For example, replacing the book cover or the cover of another person's written work with his or her own cover without permission.

f. Verbatim plagiarism. This plagiarism occurs when a researcher takes word-for-word words from another person's scientific work, without mentioning the source of the reference. mentioning the source of the reference.

g. Complete plagiarism. This plagiarism is taking all quotations or copying and pasting in their entirety. That's why it is called total plagiarism.

Wibowo (2012) reveals that plagiarism can be divided into intentional and unintentional plagiarism:

1. Intentional plagiarism. occurs when from the beginning the act of plagiarism has been thought and planned. plagiarism has been thought and planned. This may occur in various circumstances, such as not having enough time to produce one's own work, not having the ability to produce one's own work, thinking that the reader is unlikely to know about it, and specifically for students thinking that the supervisor will not know about plagiarism and may not even care, and pretending not to know and not understand plagiarism.

2. Unintentional plagiarism can occur by making long or short quotations but then forgetting to include the original author's name and source of information. Another cause is not knowing how to place references that should be done in the written work or how to quote properly and correctly, even not knowing how to paraphrase.

Types of plagiarism based on proportion, according to Sastroasmoro (2007) there are 3 types of plagiarism:

a. Light Plagiarism

Light plagiarism is the writing of papers or books by writers with a plagiarism rate of less than 30%, this level of plagiarism usually includes plagiarism that is tolerated by some universities.

b. Moderate Plagiarism

Moderate plagiarism is the writing of a paper or book by an author with a plagiarism rate between 30%-70%, this level of plagiarism should not be allowed and should be revised.

c. Total Plagiarism

Total Plagiarism is the writing of a paper or book by an author with a plagiarism rate of more than 70%, this level of plagiarism cannot be tolerated and the work should be revised or even not recognized because the content of the work violates copyright.

## 4.  Impact of plagiarism

The act of plagiarism has caused various negative impacts not only for the perpetrator but also for other parties. According to Ithenticate (2018) and Mashuri (2013) the impacts of plagiarism are:

a. A student who is proven to have committed plagiarism can have his graduation postponed and even expelled.

b. In the academic world, if an educational institution is proven to commit a lot of plagiarism, the institution's career can be damaged and its reputation will be destroyed. In addition, the institution will be sanctioned.

c. The impact of plagiarism can be in the form of severe punishment that can even lead to imprisonment. This is based on Law No. 20 of 2003 concerning the education system, there are sanctions for plagiarists in the academic environment in article 70.

> *"Graduates whose scientific work is used to obtain an academic degree, profession, or vocation as intended in Article 25 Paragraph (2) is proven plagiarism is punishable by a maximum imprisonment of two years and/or a maximum fine of IDR 200,000,000.00 (two hundred million rupiah)."*

d. For the perpetrator, plagiarism will cut his creativity so that he is unable to express his own ideas. Someone who is accustomed to plagiarism, his creativity will not develop.

e. There is no appreciation for the work of others, thus giving birth to dull thinking towards the development of science.With the existence of plagiarism, the development of science will be disrupted.

Plagiarism the act of presenting someone else's work or ideas as one's own without proper attribution, is widely considered unethical and

has significant consequences across various fields. Experts recognize several key impacts of plagiarism according to Mashuri (2013):

1. Academic Consequences:

   Loss of Credibility: Plagiarism undermines the credibility of the academic community. Students or researchers who engage in plagiarism can damage their reputation and lose the trust of their peers, teachers, and mentors.

   Academic Penalties: Educational institutions typically have strict policies against plagiarism, and students found guilty may face consequences such as failing the assignment, course, or even expulsion.

2. Professional Repercussions:

   Career Damage: In professional settings, plagiarism can lead to severe consequences, including damage to one's career. Employers value integrity, and discovering plagiarism in the workplace can result in termination, damaged professional relationships, and a tarnished reputation.

   Legal Consequences: In some cases, plagiarism can have legal implications, especially if it involves copyright infringement. Authors and creators have the right to protect their work, and legal action may be taken against plagiarists.

   Intellectual Stagnation: Stifling Creativity: Plagiarism discourages original thought and creativity. It prevents individuals from engaging deeply with their subject matter and contributing unique perspectives or insights to their field.

   Undermining Trust: Plagiarism erodes the trust that forms the foundation of academic and professional communities. It compromises the integrity of the education and research systems.

   Weakening Standards: If plagiarism becomes widespread and goes unchecked, its academic and professional standards can

deteriorate, leading to a devaluation of qualifications and achievements.

3. Stifling Innovation:

Hindering Progress: Plagiarism can hinder the progress of research and innovation. When researchers fail to give credit to the original sources, it becomes challenging to trace the development of ideas and build upon existing knowledge.

4. Ethical Concerns:

Violation of Ethics: Plagiarism is fundamentally unethical as it involves deception

5. Impact on Personal Growth:

Missed Learning Opportunities: Engaging in plagiarism deprives individuals of the opportunity to develop critical thinking, research, and writing skills. The process of creating original work contributes significantly to personal and intellectual growth.

According to Simanjuntak (2022) the losses resulting from acts of plagiarism are as follows:

a. Disadvantages for the original author:

Producing work is definitely not an easy thing that requires great effort. If you are a writer, of course you will feel annoyed when you see that your work has been plagiarized by someone else without your permission and without mentioning it the source, right? The plagiarist can also slander the original author by stating that the original author was the one who committed the plagiarism, not theirs.

b.  Disadvantages for plagiarists:

An article requires references so that its content is guaranteed to be correct. A plagiarist's writing does not include the source so that it is doubtful. It could be that writing without references is a hoax or fake news.

c.  Loss to readers and society at large

Readers will be fooled by the plagiarist and think the plagiarist is a great person who will give rise to public lies. Lie to the people reader.

**5.  Sanctions For Plagiarism Perpetrators**

Plagiarism, according to the definition mentioned earlier, is an act of fraud that includes theft. Therefore, this act is also considered a criminal act, although it exists in the scientific realm. In other words, plagiarism is included in the category of intellectual crimes. The sanctions that can be received by plagiarism perpetrators include several things, depending on the seriousness of the plagiarism act committed (Santosa, 2013).

Although there are copyright laws and other regulations, sanctions for plagiarism cases have not been widely applied. So, it needs the support and awareness of all parties that plagiarism is very detrimental not only to others who take their ideas, works but also the perpetrators. The lack of sanctions for plagiarism perpetrators has fostered plagiarism practices, even if there is a law process for perpetrators of plagiarism, most of these legal processes end in "peaceful channels" (Santosa, 2013).

Regulation of the Minister of National Education Number 17 Year 2010 concerning the Prevention and Prevention of Plagiarism in Higher Education in Article 12 paragraph 1 explains that, Sanki is given to every student who is found guilty of committing plagiarism acts as Referred to in article 10 paragraph 4, classified from the

lightest to with the heaviest. One of them is like an initial reprimand, a warning that is given in writing, delaying the grades of some courses, as well as the most severe cancellation in awarding diplomas to students who have graduated.

## 6. How To Avoid Plagiarism

Plagiarism behavior must be avoided consciously with full responsibility as a manifestation of human identity with personality. According to Prasetya (2012) and Soetanto (2014) there are several ways to prevent plagiarism behavior that can be done, which include the following:

a. Increase integrity. Every individual must realize that plagiarism is theft of intellectual property written in the Law. It is expected that awareness arises from oneself and related institutions to jointly fight plagiarism.

b. Apply strict sanctions. Agencies such as universities or authorities that find this offense can impose strict sanctions. Of course, no one wants to deal with the law. If this happens, it can have a lasting effect on ourselves and those around us.

c. Using anti-plagiarism software. Nowadays, there are many website-based online software that provide anti-plagiarism services. Some software that can be used include Copyscape, Viper, Turnittin and Article Checker.

d. Encourage a culture of writing. Habituation to writing culture should be done as early as possible in kindergarten, whether in the family environment, at school, or in public places. This must be done so that students know and better understand the rules of

scientific writing.

e. Socialization of plagiarism. Socialization of what plagiarism is and how it occurs, as well as ongoing efforts to prevent it to all levels of society, especially in schools and universities.

According to Simanjuntak (2022) Steps to avoid plagiarism in scientific writing are:

1. Include citations

   When someone uses ideas, information or opinions that are not fruitful, think to yourself, citations are a must. This also applies to writers who don't use the exact same words. The inclusion of citations here means the author must provide information about where the information written was obtained This is not only for books, journals, theses, or audio/visual recordings, but also Citations for ideas from the internet must also be included. Writing citations is also important to be done when the author feels doubtful about the accuracy of the information presented. Citations can be in the form of body notes or footnotes.

2. Note various sources for the bibliography from the start

   A bibliography is one of the obligations that should not be forgotten when writing papers. Unfortunately, there are still people who have just re-recorded the bibliography after writing finished. Something like that is not wrong, but it has the potential to miss one, two, or several sources at once. In other words, the citation is listed in the body notes or footnotes but is missing in the bibliography. By listing all the sources used from the start, errors can be minimized, it will also be very helpful in preparation of bibliography.

3.  Paraphrase

    Writing that only uses direct quotes has more potential to be considered committing plagiarism. The way to deal with this is by paraphrasing–Use your own sentence structure – from the original source while still including citations. Paraphrasing is also easier to do because the format is not as complicated as if you use direct quotation.

4.  Interpret

    To strengthen the ideas conveyed, sometimes opinions are necessary used as comparison material or borrowed. In this case, it could be too much analysis complicated or requires additional interpretation. Interpretation is carried out as necessary.

5.  Use an anti-plagiarism application

    Lastly, if the author still feels worried about the final result of his written work, an anti-plagiarism application can be tried. With an anti-plagiarism application, the resulting writing can be compared with other writings which have been published previously. The application will show what percentage level similarities found.

## B. Overview of Scientific Work

Scientific work is a writing or result of thought that is compiled systematically and organized with the aim of conveying information, research, or analysis about a particular topic. Scientific works are usually written using formal language and certain structures, and are based on verifiable data or facts. The main goal of scientific work is to convey accurate and reliable information to readers (Nicholson et al., 2018).

Work is one of the essays or writings obtained according to the nature of science and based on the results of observation, monitoring, research in certain fields, compiled in general, scientific work contains data, facts and solutions to solve the problems faced. The problems in scientific works are objective and practical. Therefore, we can conclude that scientific works are texts that contain phenomena or events written from reality (Rahim, 2020).

In defining that "Scientific work is writing made by academic practitioners in fulfilling academic requirements or tasks based on scientific research". Titi Setiyoningsih    mentions that a paper is a writing based on the scientific method, namely the logic of science, which starts from the existence of a problem, purpose, benefits, and the importance of the matter being discussed, contains facts, previous theories, and previous works that carry this matter, then there are methods, discussions, and conclusions, of course references must also be included. Scientific work is also a written work that presents ideas, descriptions, or problem solving systematically, presented objectively and honestly, using standard language and supported by facts, theories, and / or empirical evidence". Thus, writing can be said to be scientific if it is based on facts and data, both theoretically and empirically that can be accounted for (Rahim, 2020).

Scientific papers are essaying that present opinions, observations, reviews, and research in certain fields that are compiled according to a certain method with the systematics of writing, polite language, and content whose truth can be accounted for. Meanwhile, according to Suriasumantri (1995) in Finoza (2010) scientific papers is a writing that contains scientific reasoning arguments and is communicated through a standard writing language with systematic-methodical and analytical synthesis.

Definition of scientific work according to experts in Finoza (2010):

1. According to Eko Susilo a scientific according to a certain method and a polite writing systematics and the content can be accounted for its truth or its scientific.

2. According to Dwiloka and Riana, scientific works or scientific articles It is the work of a scientist (development) who wants to build science, technology, and art obtained through literature, experience, and research.

3. The definition of scientific papers according to the Great Indonesian Dictionary is a paper made using scientific principles and based on facts (observation, experiments, and literature reviews).

It can be concluded that a scientific paper is a written report published that reveals the results of research or studies carried out by a person or team by fulfilling the rules and ethics of science.

Based on the description above, it can be concluded that scientific work is a written report that is scientific in nature to discuss a problem and is carried out based on investigations, observations and data collection obtained through research. Then the results are published to describe the results of research or studies that have been carried out by a person or a team by fulfilling scientific rules and ethics that are confirmed and adhered to by the scientific community.

a. **Types of Scientific Work**

Scientific work is a form of writing that is compiled based on scientific research or thinking. There are several types of scientific work that are generally produced by researchers or academics. According to Salvagno et al. (2023) there are several types of scientific work:

1. Scientific Articles:

   Empirical Research: This article focuses on empirical investigations involving data collection and analysis. It usually has a structure consisting of an introduction, research methods, results, discussion, and conclusions.

   Case Studies: This article documents an in-depth analysis of a single case or a specific case. Presents a deeper understanding of a particular phenomenon.

   Literature Review: This article surveys and analyzes existing literature in a field of knowledge. The goal is to compile a synthesis of research that has been done.

2. Thesis, Thesis, and Dissertation:

   Thesis: Is an undergraduate paper that demands students' ability to conduct independent research at the university level.

   Thesis: A more in-depth written work and is generally a requirement for a master's degree. Requires further research than what is expected at the undergraduate level.

   Dissertation: Is a doctoral-level paper that is an original contribution to knowledge in a particular field. It is usually more detailed and complex than a thesis.

3. Conference Papers:

   Scientific papers compiled to be presented in scientific conferences. It is usually concise and focuses on a specific finding or concept.

4. Scientific Books:

   A book that contains a deep understanding of a topic. Scientific books can be textbooks, monographs, or reference books.

5.  Scientific Review:

    An overview that presents an in-depth understanding of the latest developments in a field of knowledge. Can take the form of articles, books, or other reviews.

6.  Research Report:

    A document detailing the results of a study. These reports can be internal or external, depending on your objective and intended audience.

7.  Concept Paper or Research Proposal:

    A document detailing the research plan to be carried out, including background, objectives, methodology, and theoretical framework.

    Each type of scientific work has a certain format and structure that is in accordance with the needs and norms in the field of science concerned.

**b.  Characteristics of Scientific Work**

   The characteristics of a scientific work can be studied from at least four aspects, namely the structure of the presentation, components and substance, the author's attitude, and the use of language. The structure of a scientific work presentation is very strict, usually consisting of an initial section (introduction), a core section (main discussion) and a closing section. The initial part is an introduction to the main part, while the main part is a presentation of the main ideas to be conveyed which can consist of several chapters or subtopics. The closing section is a summary of the main discussion points and the author's recommendations regarding the follow-up to these ideas (Rahim, 2020).

According to Rahim (2020) the characteristics of scientific language are as follows:

1. Reproductive

This means that a scientific work written by a researcher must be accepted and interpreted by its readers in accordance with the meaning the author wants to convey.

2. Not Ambiguous

This means that a scientific work must be written based on good and correct language rules. The writer must master the material or must be able to compose sentences with clear subjects and predicates.

3. Not Emotive

This means that written work must be prepared without involving aspects of the author's feelings. The things expressed must be rational, without adding to the subjectivity of the author.

4. Use of Standard Language

Scientific writing must contain correct language rules, both in spelling, words, sentences and paragraphs.

5. Use of Scientific Principles

A scientific work must contain or use terms in a particular scientific field according to the writer's field, this is proof that the writer has mastered what he wrote.

6. Decorative and Rational

This means that the writer in his work must use terms or words that only have one meaning. Rational means that the writer must highlight a logical, smooth train of thought and careful writing.

7. There is cohesion and is straight forward

This means that there must be cohesion or dependency between sentences in each paragraph in each chapter. Straight forward means straight to the target. Scientific writing is not complicated, but goes straight to the explanation.

8. Use effective sentences

This means that the sentence is concise, not long-winded, so that the meaning you want to convey to the reader is right on target.

c.  **Practical Ways of Writing Scientific Works**

The components of a scientific work vary according to its type, but all scientific works contain an introduction, main body, conclusion, and bibliography. Scientific articles published in journals require an abstract. The author's attitude in scientific work is objective, conveyed using an impersonal language style, using many passive forms, without using first or second person pronouns. The language used in scientific work is standard language which is reflected in the choice of words or terms, and effective sentences with standard structures (Rahim, 2020).

Apart from that, scientific work must use scientific language, namely a variety of language used in a particular field of science. This variety of language is only understood by those interested in that field of science. Therefore, researchers must write scientific papers according to their scientific field (Rahim, 2020).

d.  **Scientific Writing Technique**

Writing scientific work must meet the procedures for writing techniques that generally applicable:

Quotations consist of two kinds, namely:

1. Direct quote is a quote that is the same as the original form quoted in both its wording and punctuation. Direct quotations are not allowed on more than one page. Direct quotes are used only for important things such as a person's definition or opinion that is distinctive. Direct quotations that are no more than four lines, typed normally in thesis text with beginning and ending with quotation marks (") and numbered citations with a footnote pattern. It is intended that 98 if needed notation can be more free and easier for readers. Quotations that are more than four lines are typed by entering (indenting) seven taps and are not affixed with quotation marks, and written with a distance of 1 space. Quranic translation quotations are considered like direct quotations that are more than four lines and are not italicized and do not mention the word meaning (Siregar and Harahap, 2019).

2. Indirect quotations (paraphrases) are quotes that only take content, such as extracts, or summaries. In this kind of quotation, the author does not need to put quotation marks, it is written like a regular text by mentioning the source of its retrieval; Citation sources refer to scientists who are experts in their field; Tafsir and Hadith quotations must be sourced from the original book (primary source); Quotes can be sourced from the internet or CDs by listing the site and showing the print-out (Siregar and Harahap, 2019).

**Footnote**

The inclusion of footnotes is necessary in writing a work scientific. Footnotes have four functions, namely: (a) to

state appreciation to other writers whose written thoughts we have borrow, (b) to tell the reader where the quote is from obtain the information presented, (c) as an explanatory note who provide additional information, which is deemed inappropriate if included in the text, (d) as a cross-reference on that topicdiscussed in the article (Muljono, 2018).

The main elements of footnotes are the author's name, title of the article, data publication (city of publication, name of publisher and year of publication), as well as page number. All new cited sources appear for the first time must be written in full, while it is used for the next appearance abbreviation ibid., op. cit., or loc. cit (Muljono, 2018).

**Ibid**. is an abbreviation of ibidem, used when immediately source.The first quote is followed by the next quote from the same source, without being interspersed with other quotation sources.

**Op.** cit. is an abbreviation of opere citato, meaning in a work that has been quoted (quoted first). Quotes come from the same source with sources that have been cited (only the pages are different), but has been interspersed with other quoted sources.

**Loc**. cit. is an abbreviation of loco citato, meaning the place that is been quoted. The quote comes from the same source as the source has been quoted (including the same page), but has been interspersed with other sources of quotation.

Based on the description above, it can be seen that the technique of writing works scientific, including theses, theses, dissertations, journals, papers and other scientific works It is very important and must be known, understood, as well as

implemented in Making it, to make it easier for someone to write. All those things that with regard to the technique of writing scientific works must be followed, both how to write direct quotations or indirect quotations and bibliography writing.

## C. Overview of grade point average (GPA)

a. Meaning of Grade Point Average (GPA)

GPA is expressed as a quantity calculated by adding up the multiple of the letter grade for each course taken and the credits of the course concerned divided by the number of credits of the courses taken that have been taken. according to Karyanus & Manurung (2013) grade point average (GPA) is the result of the final grades received by students in the form of a set of grades beginning semester to final semester. Students who participate in lecture activities well can indicated by obtaining a high achievement index, on the contrary if students are less capable in understanding and participating in lecture activities can receive a low achievement index. The GPA at the end of the program also determines the graduation and distinction obtained by the student. Diploma and undergraduate program students are declared to have passed if they have completed the entire specified study load and have a GPA greater than or equal to 2.00. Meanwhile, for programs other than this, you will be declared passed if you get a GPA greater than or equal to 3.00 (Karyanus and Manurung 2013).

b. Graduation Predicate Based on GPA

Diploma and undergraduate program students have three graduation predicates, namely satisfactory (GPA 2.76-3.00), very satisfactory (GPA 3.01-3.50), and commendation (GPA more than 3.50). Students in professional, specialist, master's and doctoral programs with the conditions, satisfactory (GPA 3.00-3.50), very

satisfactory (GPA 3.51-3.75), and honors (GPA more than 3.75). Apart from determining graduation, in the lecture process the GPA is used as a criterion in providing academic sanctions and study evaluation at the end of the program in each semester. The GPA can continue to change as long as the student has not finished studying. The GPA value can increase if you get a better grade for the course you are taking or repeat a course with a less than perfect grade (Karyanus and Manurung 2013).
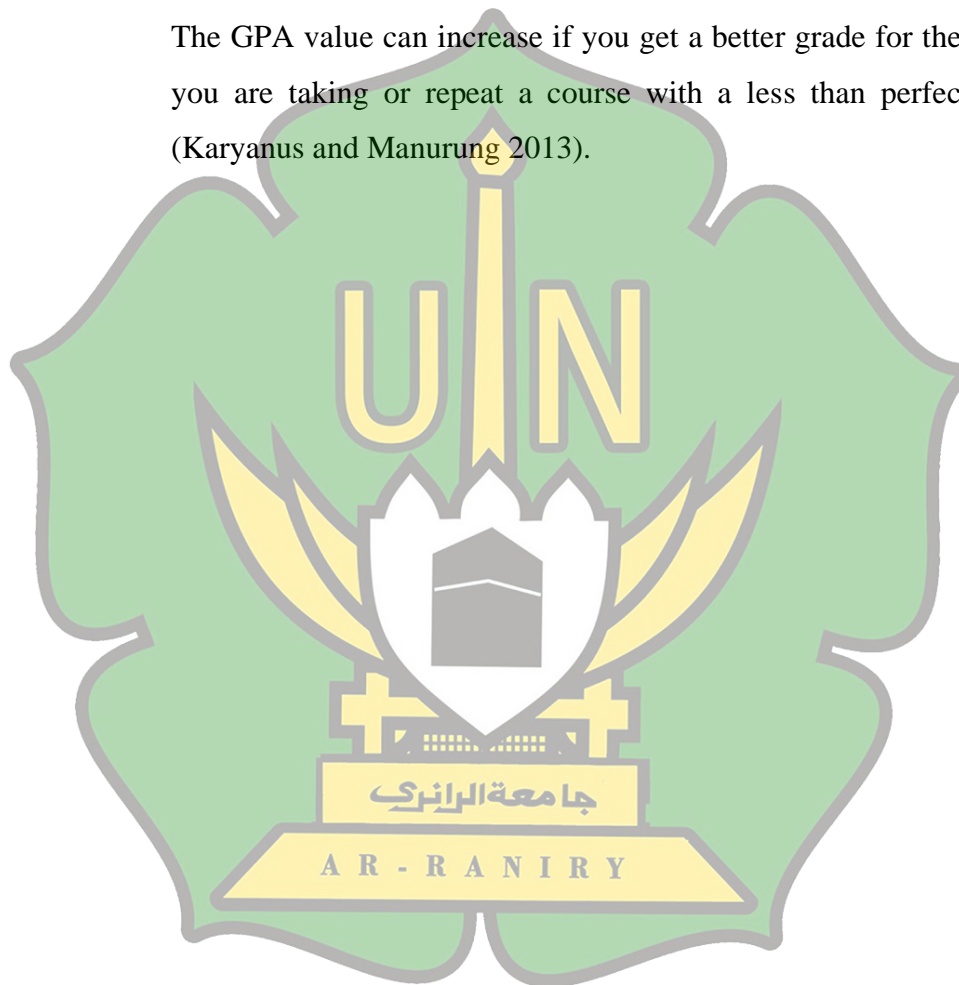
# CHAPTER III

# RESEARCH DESIGN

## A. Research Methods

This research was conducted using descriptive qualitative methods. Qualitative method is a research method that tries to describe and explain objects based on their nature or often called non-experimental methods because in this study researchers do not control or manipulate research variables.

The present study relies on the accuracy of the data collection process to obtain relevant or valid results. The data collected can be in the form of written documents and information obtained from the results of research. To review all data the descriptive method is used.

The descriptive method is research that describes circumstances, conditions, and situations based on data collected in the form of interviews. Researchers cannot add, modify, or manipulate search objects. Because researchers only describe what is in the object of research (Sukardi, 2015).

## B. Research Setting and Research Respondent

1. Research Setting

This research was conducted at the Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University Banda Aceh in February 2024. The Department of English Education is one of the study programs at Ar-Raniry State Islamic University which is a department that studies the English language, both in terms of theory and practice. This department also studies effective English teaching methods. The main objective of the English Education major is to prepare students to become competent and professional English teachers. In addition, the department also aims

to produce graduates who are able to communicate well in English, both orally and in writing. This research was conducted in the Department of English Education which is the only study program at Ar-Raniry State Islamic University that refers to EFL students in accordance with what is needed in this study.

2. Research Respondent

Population is all objects and individuals to be studied. This population itself is related to the calculated size of an object that will be the focal point of a study (Nurdin and Hartati, 2019). The population in this study is the students of Department of English Language Education, Ar- Raniry State Islamic University Banda Aceh class of 2019 who are actively studying totaling 96 students.

A sample is a portion of the population that is required to represent the entire population. Sampling is carried out by purposive sampling techniques, namely sampling by determining certain characteristics or criteria according to the research topic that aims to answer a problem in research (Sugiyono, 2010). The use of purposive sampling aims to determine informants who truly represent the amount of information needed in research. Before getting samples that met the criteria, the researcher had a discussion with 15 EFL students from the class of 2019 who had committed plagiarism in writing scientific works until finally the researcher took 8 samples that had the worst cases of plagiarism. Where 4 students had a GPA above 3.5 and 4 students had a GPA below 3.5 who committed the worst act of plagiarism. The samples were chosen because they were willing to provide sufficient information to meet the needs of this research and are keen on being interviewed in more depth. To protect participants' privacy, the names of students interviewed were kept confidential and were labeled as interviewees 1–8.

## C. Research Instrument

The research instrument is a guideline that will be given in the form of several questions. be it in the form of interviews or a list of questions that have been prepared by researchers to obtain information by informants in a study (Gulo, 2002). This research adopted the semi-structured interview method. According to Sugiyono (2013), semi-structured interviews allow research subjects to provide complete and unlimited responses, but also prohibit deviating from predetermined themes. Semi-structured interviews make it easier for researchers to dig up further information on matters related to the topic depending on the informant's answers. This type of interview can also add findings to the research being conducted. The interview questions are the data collection instruments in this research.

## D. Data Collection Method

The data collection method is the first step in the process of collecting data for a study. The data collected must be relevant to the research. The data collection method that the author used in this research was interviews, where interviews were conducted with 8 EFL students. The interview method is a process for obtaining information by means of direct question and answer between researcher and informants using an interview guide. Informants using an interview guide. The goal is to find out more information. The interview process was carried out face to face to ensure that the interviewees could properly express their ideas. Each interview lasted approximately 15 to 30 minutes.

## E. Data Sources

The data source in this research is primary data, which is data obtained or collected directly in the field from informants through the data collection method used, namely interviews. In this research, primary data was obtained from interviews conducted with EFL students at the

Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University.

**F. Data analysis technique**

Data analysis is the most important process after the completion of data collection. Because the purpose of this data analysis is to describe, explain, and characterize unknown data. Then summarize the data in a form that is easy to understand.

Analyzing the data, the researcher refers to Lacey and Luff (2009) there are five stages in qualitative analysis. The first step is transcription. Transcription is the transfer of speech from voice to written text. The details of all participants must be written in full. A researcher cannot simply copy information that is considered important or interesting. To achieve this process, scientists must first go through the transcription step.

The next step is to organize the data. This step is recommended to facilitate the separation of the researcher from the data. The process assigns each participant numbers that divide their answers. After that, the researcher has to go through the process of getting to know the material. In this step, the researcher must listen to the tape of the interview while rereading the text to check for missing information.

Next is the coding stage. Here, the researcher assigns a code to each event found in the transcribed interviews. The transcripts were coded in a way that was understandable to the researcher. The last step is the theme. The researcher then reorders the transcripts that passed the coding stage to focus on events closely related to the study.

# CHAPTER IV
# FINDINGS AND DISCUSSION

This chapter presents the research findings that have been done and also explains the discussion of research results.

## Research Finding and Discussion

The findings of this interview are to answer two research questions, the first, what are the factors that cause EFL students plagiarize and what are types of plagiarism practiced by the EFL students in writing scientific works.

Participants interviewed in this study were distinguished by the use of the initials Interviewees 1-8. Based on the results of interviews with participants, researchers found several types and factors of plagiarism in writing scientific works. There are 9 questions for the interview. These questions are created to obtain information that can answer the research questions of this research.

The results of research conducted in the English Language Education study program on plagiarism carried out by EFL students in making scientific works. The techniques needed in data collection are interviews.

The data collection process uses interview techniques with interview guidelines containing several questions about what you want to research. The interview was conducted in depth so that the data from the results collected was more complete and clearer. The researcher recorded all the answers of the respondents with the help of stationery and the researcher also used other tools, namely: handphones which aim to record the answers of the respondents so that they can assist the researcher in writing later.

The results obtained from the respondents will later be analyzed descriptively qualitatively. Data from the research results in this study were obtained through in-depth interviews conducted by researchers during February 2024. Where all participants conducted in-depth interviews are EFL students in the PBI Study Program class of 2019.

The findings of this research are reported based on 2 research questions:

1. Do the EFL students with GPA 3.5 and above and students with GPA below 3.5 commit plagiarism because of the same factors when writing scientific works?

2. What are types of plagiarism practiced by the EFL students in writing scientific works?

**1. Do the EFL students with GPA 3.5 and above and students with GPA below 3.5 commit plagiarism because of the same factors when writing scientific works?**

The findings elucidate that three main factors:

Short deadline,

Lack of knowledge about writing scientific works, and

Ease of internet access  are same factors among students who commit plagiarism in writing scientific works.

Basically, plagiarism does not occur by itself, because there are several factors that cause students to commit plagiarism actions, such as student ignorance about plagiarism itself and other factors (Setiadi 2008).

In this study, researchers tried to dig deeper into whether students know what plagiarism is. All the students replied that they knew. Researchers also ask whether students know what is included in plagiarism One of them replied: "Yes, know, for example, we copy and paste people like copying people's written works and then making them as if they were their own works" (I1).

From the answers given by students, it can be stated that plagiarism is not unfamiliar among students. It can be said that plagiarism is no longer strange among students. Then the researcher will discuss the students' answers based on the themes.

Based on interviews, there are several reasons why EFL students with  GPA of 3.5 above and 3.5 below commit plagiarism in writing scientific papers. Short deadlines, lack of knowledge about writing

scientific papers and easy internet access are considered to be the main factors in the occurrence of plagiarism in writing scientific works.

**Short Deadline.** One of the students stated that the number of assignments with very limited deadlines is one of the causes of plagiarism and students are more interested in plagiarizing so that all assignments given can be completed on time. As expressed by interviewee 1 with GPA above 3.5 :

> The factor that caused me to plagiarize was actually because the time given to do assignments and scientific work was very short, especially in every course there must be assignments so in order to finish them on time, I took this action.. (I1)

This situation is similar to (I2) with GPA below 3.5. He said: Because time is very limited and I have difficulty paraphrasing other people's works. (I2). From the statement above, it can be seen that participants are not proficient in managing time in doing each given task so they consider the time limit given to them to be very short and the act aims to complete all tasks quickly..

**Lack of knowledge about writing scientific works**. The cause of plagiarism is also caused by the lack of knowledge of EFL students in writing good and correct scientific papers. As mentioned by (I6) with GPA above 3.5 :

> The reason why I plagiarized was because I didn't know how to write good and correct scientific work. After being told by the lecturer that when writing scientific papers you have to include the original author and paraphrase, I finally stopped plagiarizing. "At that time, I also didn't know what constituted plagiarism.. (I6)

This situation is similar to (I3) with GPA below 3.5. "The first is the cause, namely the lack of time in making the scientific work, the second is

that they don't understand how to write correctly and what must be in the writing of the scientific work so they don't know what to write anymore, finally stuck." (I3). Ignorance of how to write scientific papers is the cause of plagiarism. This action can be worse if students get other people's work that matches what is needed. (I5) with GPA below 3.5 stated:

> What caused me to take this action was because other people's work matched what I was looking for because I was still confused about how to write scientific papers correctly and because the deadlines for assignments were piling up so I took this action (I5).

This situation is similar to (I4) with GPA above 3.5. She said "One of the reasons, for example, is that in the past, when writing a paper, the topic given for the paper was too difficult, too complicated, so you were confused about what to write and how, so when you looked for materials to write a paper, many of them weren't there. So last time I looked for someone else's scientific work whose title was similar to what I was l ooking for so I just took it like that" (I4). This statement shows that students are lazy to find out how to write scientific papers properly, so they take other people's works that have similar topics.

**Ease of internet access.** The ease of accessing the internet can influence students' habits in writing scientific papers. Students are more interested in committing plagiarism via the internet because it is easier to copy and paste quickly. As said by (I8) with GPA above 3.5:

> The reason why I plagiarized because I have a task whose deadlines are piling up and most importantly, easy internet access for me when looking for materials, I immediately copied and pasted and did not include the source. (I8)

This situation is similar to (I7) with GPA below 3.5. He said "The reason why I took this action was due to my lack of ability to process words and was affected by the deadline for piling up tasks,

so I inevitably had to do plagiarism to complete it on time. Moreover, internet access is currently very easy so I can take anything I need from the internet" (I7). Sometimes the convenience of the internet is very useful for students, but if the convenience of the internet is not used properly, it will also have a bad impact, for example, plagiarism from the internet becomes very easy

From all the answers given by people interviewed with a GPA above 3.5 and a GPA below 3.5, it turns out that they have the same factors in committing plagiarism when writing scientific papers. These factors, namely the large number of assignment demands and lack of time management, are one of the factors for student plagiarism. So some students choose copy paste or plagiarism sourced from the internet due to easy internet access nowadays, lack of knowledge about plagiarism and writing good and correct scientific work. The goal is to complete it quickly and easily.

**2. What are types of plagiarism practiced by the EFL students in writing scientific works?**

The findings elucidate that three main types:

Taking other people's ideas,

Take other people's writing, and

Taking the entire work of others are the main types of plagiarism committed by students.

The current era of internet development has been getting more advanced. This also has a very rapid impact in the world of education, especially in the world of academia. With the ease of accessing the internet, students can use it for information, both about daily life and about those related to lectures Pratama (2018). But with this convenience, there are some students who use it to carry out deviant behavior. One of them is by plagiarizing other people's works in different forms.

This was obtained based on the results of research that has been conducted by researchers with interviewees of EFL students of the PBI

study program. The question given is what form of plagiarism have you ever done in writing scientific works. Then the researcher will discuss students' answers based on themes.

Based on the interviews, there are several types of plagiarism committed by EFL students. Taking other people's ideas, taking other people's writing and taking the entire work of others are the main types done in writing scientific papers.

**Taking other people's ideas**. The internet makes it easier for anyone to plagiarize in writing scientific papers and taking other people's work ideas is very often done, as expressed by (I8):

> The form I do is taking ideas, words, paragraphs and ideas, continuing to take other people's ideas, taking pictures on the internet without including sources. (I8)

Another participant (I7) stated that "The types of plagiarism that I have done in writing scientific papers such as taking the idea of copying and pasting directly without including the source and changing some words in the work, the way of writing and taking pictures without changing anything but I more often take the idea and the way of writing" (I7). From the statement, students do many types of plagiarism, but taking other people's ideas is a common thing to do when writing scientific papers.

From some of the answers above, students commit plagiarism by taking ideas from other people's work to create their own scientific work without including the source or paraphrasing it first.

**Taking other people's writing.** Taking other people's writing can mean many things, for example, taking words, sentences, paragraphs without paraphrasing and not including the source. As expressed by (I4):

> Emmm, that's the type I said earlier, when making a paper or college assignment, like taking, for example, one paragraph, no changes, no paraphrasing, just go

ahead, take someone else's, transfer it to our
coursework, like that. (I4)

This is similar to (I5) who stated "The type of plagiarism that I
usually do is like copying a sentence or a paragraph from someone else,
sometimes I paraphrase and sometimes I don't paraphrase" (I5). Another
participant also said "The types of plagiarism that I have done in writing
scientific papers such as taking the idea of copying and pasting directly
without listing the source and changing some words in the work, the way
of writing and taking pictures without changing anything but I more often
take the idea and the way of writing" (I7). One of the interviewees stated
that he took other people's work according to his needs and due to lack of
knowledge about paraphrasing, the student ended up committing
plagiarism. He mentioned "the type of plagiarism that I did of course. So,
for example, if I need a definition to explain something, it will definitely
take someone's own and because I didn't know how to make the correct
paraphrase in the past, it ended up being careless and ended up being
plagiarism"(I6). From the statement, students commit plagiarism by
directly taking other people's work without mentioning the source and
without paraphrasing it first.

Students quote by taking important parts of other people's work.
There are those who take word by sentence and paragraph by paragraph
from the contents of other people's works without paraphrasing and not
including the source.

**Taking the entire work of others.** The worst thing about
committing plagiarism is taking the entire work of others without listing
the source for the benefit of the assignment and considering it his own. As
expressed by (I3):

The type of plagiarism that I have done is copying and
pasting people's papers that already exist and not
stating the source. (I3)

This is similar to (I2) admitting that "Copying and pasting other
people's scientific work without paraphrasing it first" (I2) From these

statements it can be concluded that students directly copy and paste without changing any words in other people's work.

This plagiarism is an act committed intentionally or unintentionally to get credit or a good grade for coursework. Such as papers, journals, papers, reports even for scientific work. The trick is to quote part or all of someone else's scientific work, then admit that the work is they own.

# CHAPTER V
# CONCLUSIONS AND SUGGESTION

## A. Conclusion

Based on the results of research conducted on EFL students from the PBI Study Program, they succeeded in uncovering the same factors why EFL students who have a GPA above 3.5 and below 3.5 commit plagiarism in writing scientific workss and the researchers also found out the opinions of EFL students regarding the relationship between someone's piety and plagiarism behavior. In summary, there are 3 factors that cause plagiarism by students. The short deadlines and amounts given by lecturers for each course are the causes of students committing acts of plagiarism in order to complete them on time. Lack of knowledge about how to write scientific work correctly is one of the causes of student plagiarism. Then the ease of accessing the internet is one factor because it is easy to get any information via the internet. With this convenience, students take advantage of opportunities to commit plagiarism.

Then the researcher also concluded that there are several types of plagiarism committed by EFL students at Department English Language Education. Taking other people's ideas then the students admit that the idea belongs to them without mentioning where the idea came from. Then, take an important part of other people's writings and students assume it is theirs. The last, take a whole part of someone else's scientific work without changing and adding to his own ideas or thoughts.

## B. Suggestion

To complete this research, there are several suggestions given to campuses, EFL Students, Lectures and to other researchers who will discuss the same topic. Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic

University should create regulations, effective policies to prevent and overcome plagiarism carried out by the academic community, for example: 1) Conduct training in making good and correct scientific works regularly 2) Socialize plagiarism to the academic community through seminars, and jargon that invites the academic community to avoid plagiarism. 3) Sanction plagiarists. Lecturers should provide knowledge and explanation about   plagiarism from the beginning of entering the lecture and provide appropriate time for each assignment at hand. EFL students should get used to making scientific works properly and correctly from the beginning of entering college. Students should know and understand plagiarism well by seeking information from various ways and trying to avoid plagiarism. Then, for other researchers This study can be utilized as further reference by other researchers in the future with a distinct discussion.
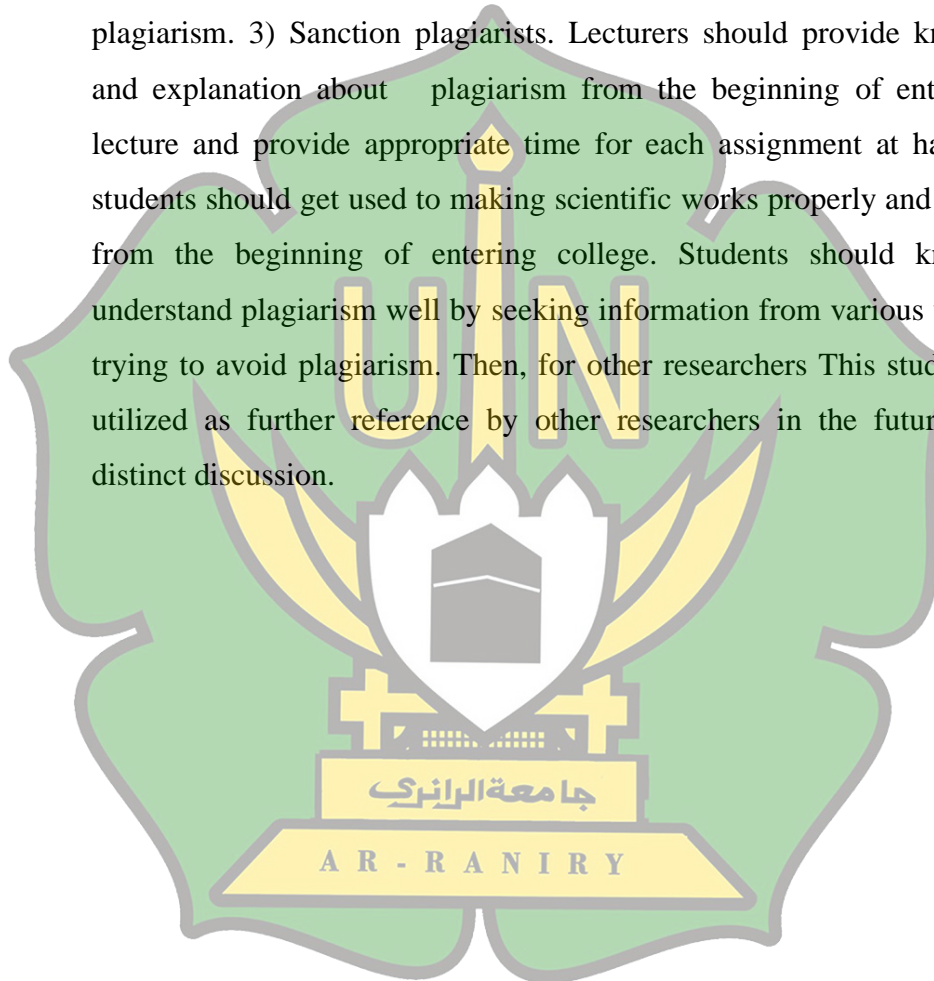
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# LIST OF APPENDIXES

APPENDIX A:



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**
**Nomor : B-11438/UN.08/FTK/KP.07.6/10/2023**

**TENTANG**
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**
**UIN AR-RANIRY BANDA ACEH**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

| | | |
|---|---|---|
| Menimbang | : a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; |
| | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 27 September 2023

**MEMUTUSKAN**

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Prof. Habiburrahim, M. Com., MS., Ph.D      Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd      Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Ulfia Sagusta Putri** |
| NIM | : | **190203034** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **Exploring Plagiarism Comitted By EFL Students** |

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 20 Oktober 2023
Dekan

Saifu Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B:

**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor    : B-2213/Un.08/FTK.1/TL.00/2/2024
Lamp     : -
Hal      : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN- Ar-raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM         : **ULFIA SAGUSTA PUTRI / 190203034**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang  : Jalan Study Fond Kuta Alam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Plagiarism Comitted by EFL Students*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

*Berlaku sampai : 05 April 2024*          Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C:

This is the Interview guidelines which I used to gained the data in order to answer the research question.

1. Apakah anda tahu apa itu plagiarisme?

2.  Apakah anda tahu apa saja yang termasuk kedalam plagiarisme?

3. Apakah anda pernah melakukan tindakan plagiarisme dalam menulis karya ilmiah?

4. Jika anda melakukan plagiarism, hal-hal apakah yang menyebabkan anda melakukan tindakan tersebut?

5. Apa bentuk plagiarism yang pernah kamu lakukan dalam menulis karya ilmiah?

6. Apakah kamu ngetahui dampak buruk dari plagiarisme?

7. Apakah aturan/sanksi yang diberikan bisa mengurangi plagiat?

8. Apakah ada hubungannya antara kesalihan seseorang dengan plagiat, maksudnya semakin shalih seseorang maka dia tidak akan melakukan plagiat?

9. Apa yang perlu dilakukan oleh pihak kampus untuk menghilangkan tindakan plagiat?

**AUTOBIOGRAPHY**

1. Name : Ulfia Sagusta Putri

2. Place/ Date of Birth : Banda Aceh / December 11st, 2001

3. Nationality : Indonesia

4. Religion : Islam

5. Gender : Female

6. Status : Single

7. Occupation : Student

8. Address : Jl. Mutiara 2 Kuta Alam Banda Aceh

9. Email : 190203034@student.ar-raniry.ac.id

10. Parents

    a. Father : Saiful Bustami Tamba

    b. Mother : Gustiana

11. Address : Jl. Mutiara 2 Kuta Alam Banda Aceh

12. Educational Background

a. SDN 4 Banda Aceh : Graduated in 2013

b. SMP Negeri 2 Banda Aceh : Graduated in 2016

c. SMK Negeri 1 Banda Aceh : Graduated in 2019

d. English Department of UIN Ar-Raniry