STUDENTS' STRATEGY IN AVOIDING PLAGIARISM IN ACADEMIC WRITING CLASS
(A Case Study at UIN Ar-Raniry Banda Aceh)

THESIS

Submitted by :

SARAH NURUL HAYATI
NIM. 150203083
Student of *Fakultas Tarbiyah dan Keguruan*
Department Of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2020 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

by :

SARAH NURUL HAYATI

NIM. 150203083

Student of *Fakultas Tarbiyah dan Keguruan*

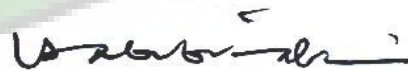Department Of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,

Safrul Muluk, S.Ag., MA., Ph.D

Date : 30 / 12 / 2019

Habiburrahim, S.Ag., M.Com., MS, Ph.D

Date : 30 / 12 / 2019

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
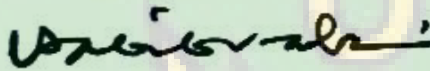for Bachelor Degree of Education in English Language Teaching

On:

Tuesday,   14 January 2020
          19 Jumadil Awal 1441 H
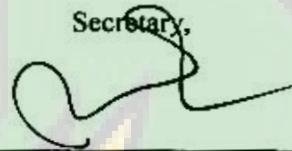
In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,   Secretary,
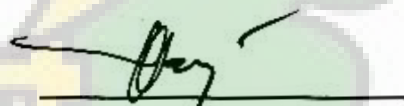
Habiburrahim, S.Ag.,   Ikhwanna Dhivah, S. Pd.
M.Com., MS, Ph.D

Member,   Member,

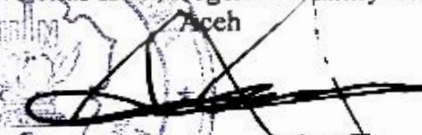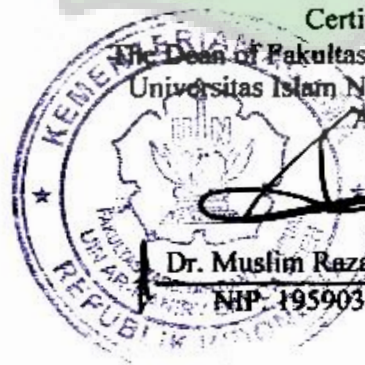Dr. T. Zulfikar, M.Ed   Dr. Jarjani, S.Ag., S.S., M.Sc., MS

Certified by:
The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda
Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama   : Sarah Nurul Hayati

NIM   : 150203083

Tempat/Tgl.Lahir   : Langsa/ 16 November 1997

Alamat   : Jln. Lamguda No.17, Tanjung Selamat, Darussalam, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Strategy in Avoiding Plagiarism in Academic Writing Class (A Case Study at UIN A-Raniry Banda Aceh)

adalah benar-benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya maka akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 31 Des 2019

Saya yang membuat surat pernyataan,

Sarah Nurul Hayati

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, Alhamdulillah, all praises to Allah SWT, the Almighty, the Most Merciful, the Most Gracious for always giving me faith in Islam, health, knowledge, ease, chance and blessings to finish this thesis. Shalawat and salam be upon the Prophet Muhammad SAW, together with his family and companions who have guided us to the lightness and showed us the beauty of Islam Rahmatan Lil 'Alamin.

The most profound appreciation and great gratitude are specially directed to my supervisors: Safrul Muluk, S.Ag., MA., M.Ed., Ph.D and Habiburrahim, S.Ag., M.Com., MS., Ph.D who have guided me in writing this thesis entitled: "Students' Strategy in Avoiding Plagiarism in Academic Writing Class" as pleasant as possible. I also thank them for their motivation, valuable advice, encouragement, patience, and immense knowledge to complete this thesis. In addition, I would like to thank my academic supervisor, Nidawati, M.Ag and all lecturers of English Language Education Department for every support.

I would also like to express my special thanks to my beloved father, Izhar Hamidi and mother, Asniwati for their sacrifice, infinite love, support, motivation, advices and prayer for their daughter. Further dedication is also dedicated to my beloved grandparents, Nurdjamaliah, Muhammad Yusuf Hasan, Siti Halimah and Tengku Basyah for their love and prayer. Might Allah grant them Jannah. To my
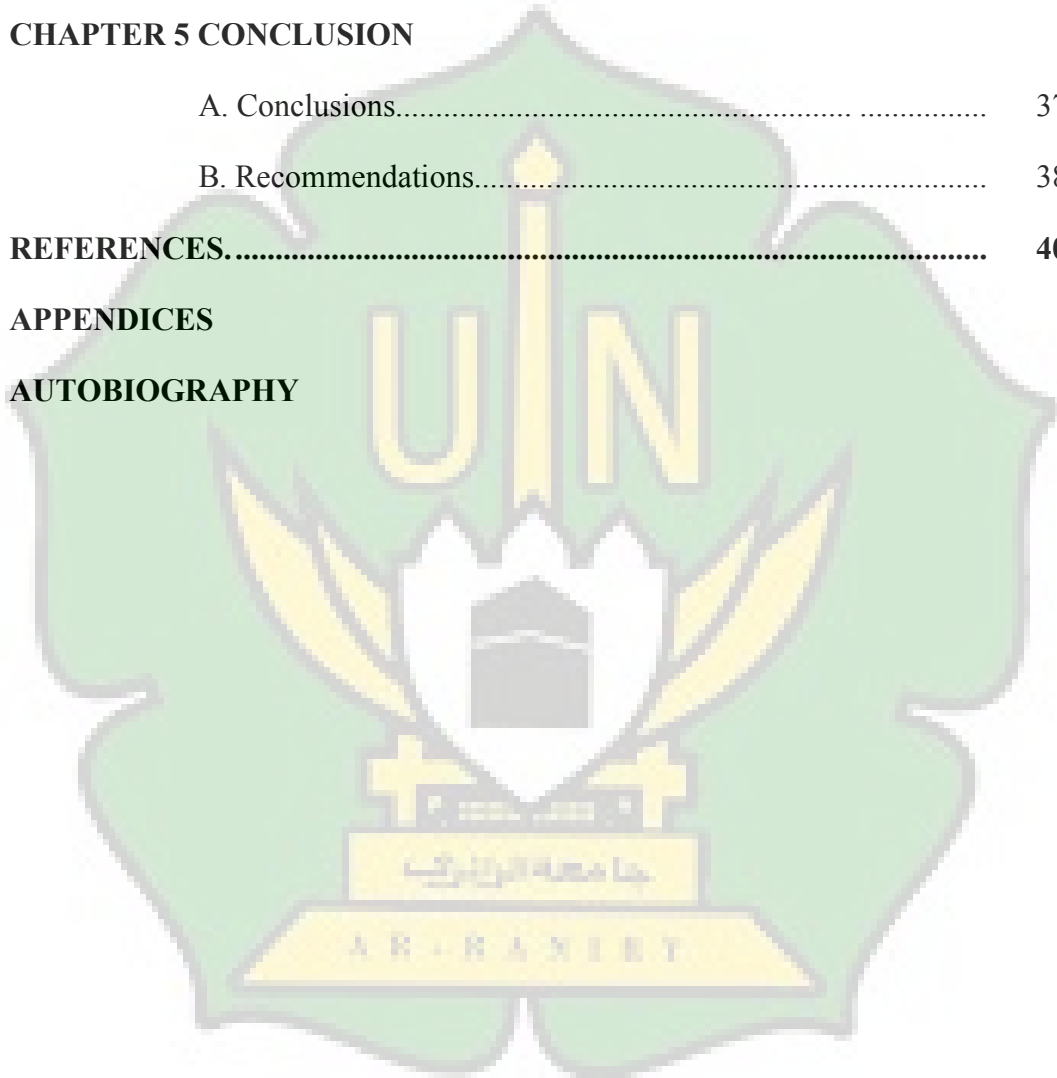
ABSTRACT

Name	: Sarah Nurul Hayati
NIM	: 150203083
Faculty	: *Fakultas Tarbiyah dan Keguruan*
Major	: Department of English Language Education
Thesis Working Title	: Students' Strategy in Avoiding Plagiarism in Academic Writing Class
Main Supervisor	: Safrul Muluk, S.Ag., MA., Ph.D
Co-Supervisor	: Habiburrahim, S.Ag., M.Com., MS, Ph.D
Keywords	: Strategy; plagiarism; academic writing

This study was designed to figure out the students' strategies in avoiding plagiarism in an academic writing class, and the factors influencing the students to plagiarize in completing their assignments. The study employed a qualitative research approach aiming at getting more information and a detailed description of social or human issues (Creswell, 2009). Ten students of the English Language Education Department in the fifth semester were randomly selected as the research participants. Those selected participants were interviewed face to face ensuring that all required information was gathered in line with the main objectives of this study. Besides interviewing the students, the researcher also analyzed the students' writing. The findings of the study revealed that there are three strategies that students used to avoid plagiarism; paraphrasing and quoting others' ideas, understanding the meaning of plagiarism, and using the lectures' particular method. Furthermore, the factors influencing the students to plagiarize are limited time to work on an assignment, meeting deadline, technological development and easy to access online sources, students laziness, lack of understanding to paraphrase, and poor understanding of plagiarismact.

TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter presents a discussion about students' strategy in avoiding plagiarism in an academic writing class and introduces the problem of this study. It begins with the background of the study and continues with the research questions, research aims, the significance of the study, and the last is the terminologies of the study.

A. Background of the Study

In the English language, there are four main aspects that second language learners must learn such as speaking, listening, reading and writing. The four skills in language complete each other. This means that when someone cannot master one of the skills, he or she also is not be able to master other skills. The inability to master these four main aspects results in some difficulties on the part of the students. Different teaching methods have been implemented to help students master four skills, especially in writing skill.

Writing is a type of communication allowing students to put their ideas andfeelings on the piece of paper, then organize their knowledge into convincing arguments, and to convey meaning through well-constructed text. Therefore, we can say that writing is a kind of expressing ideas, feelings, messages, information or thoughts in grammatically correct sentences. Harmer (2001) defined that writing involves planning what we are going to write. We will describe it out on

the paper what we want to write and say. Chamisah (2013) said the author needs to think in writing about how to express views or thoughts and words in terms of making the reader understand what they mean. "Writing pedagogy is an essential practice to be taught at any level of education. It represents the students' ability in collaborating words to make meaning of the language used" (Fhonna, 2014, p.270). However, to make proper sentences, there are some difficulties that students face, which inhibits the improvement of their writing skills.

The method in teaching writing has greatly improved as the solution in dealing with the difficulties that appear. One of the difficulties that happens in teaching writing is exploring the idea which often caused plagiarism. "Plagiarism is an action to imitate the ideas and creations of others without mentioning the source and acknowledge it as his own work" (Khairunnisak, 2018). Snow (2006) has described that plagiarism as using ideas or terms of other people without giving them any acknowledgement. "Plagiarism has been frequently found in academic writing produced by EFL learners, including in Indonesia" (Mustafa, 2016). The phenomenon of plagiarism does not sound strange anymore to the peoples' ears at this time in case it has become a social problem that is disturbing public. This phenomenon has been assumed as a crime because it takes peoples' idea or works without any references, then claims it as their works.

From the writers' experience, many students, including her, face some problems in writing skill. Because in writing the students have to produce a text by using English correctly according to the grammatical rules. Some of the problems in writing include lack of idea, lack of vocabulary, lack of knowledge of

paraphrasing and grammar, which often lead to taking peoples' idea and claim it as his or her idea. Moreover, technology at this time has been developed, many positive things that we could get from it, but it also has a lot of negative impacts, and one of them is plagiarism. Sometimes information that has been given on the internet was not always accurate. It means that the information could not be easily taken from the website for writing without any references because the level of accuracy is uncertain.

There are some reasons why the students must avoid plagiarism since it is one of the serious problems in writing. The first, the students' understanding will not develop by taking the other peoples' idea. The second, with the existence of technology right now, plagiarism is easily detected by the lecturer and computer software. The third, the student will understand that taking the other peoples' works is useless because it can give many harmful impacts, and the last is the student will learn an excellent way to avoid plagiarism through paraphrasing. What must be feared from this phenomenon, it was easy to access knowledge that makes people lazy and harms the original author by claiming it as his or her ideas and works. Plagiarism in writing, also known as academic dishonesty in writing. In writing academic essays, this phenomenon should not happen. So, the study aims to fill in the gap by finding out the student's strategies to avoid plagiarism, especially in academic writing.

B. Research Questions

1. What are students' perception on plagiarism?

2. What are factors influencing students to plagiarize in their academic writing?

3. What are the strategies in avoiding plagiarism in an academic writing class?

C. Research Aims

This study aims to examine the factors influencing the students to plagiarize in their academic writing and to know the strategies in avoiding plagiarism in their writing assignments for the academic writing class.

D. Significance of the Study

It is hoped that the result of the study will help contribute some information and suggestion for the Ar-Raniry State Islamic University practically. On the other hand, this study also provides the theoretical significance for the future study, which is concerning the students' strategies in avoiding plagiarism in the academic writing class.

E. Terminologies

To avoid any possibility of misunderstanding on the terms that are used in this thesis, The writer provides the meaning of such the used terms.

1. Strategy to Avoid Plagiarism

Rangkuti (2013) stated that strategy is systematic planning which described how the organization would achieve all the targets set on the previous mission."A strategy is a plan of actions that one use to formulate goals and objectives and the means of achieving these goals and objectives" (Athapaththu, 2016, p. 125). From the definition, it is clear that the strategy is essential for an organization or the

goals to be achieved because, without a strategy, the goal is not necessarily achieved.

In Merriam-Webster dictionary (2008), plagiarism comes from a transitive verb "to plagiarize" means "to steals and pass off (the ideas or words of another) as ones' own; use (anothers' production) without crediting the source". The Compact Oxford English Dictionary (2009), defines plagiarism as the act of "taking the work or idea of someone else and pass it off as ones' own". "Plagiarism is an action to imitate the ideas and creations of others without mentioning the source and acknowledge it as his own work" (Khairunnisak, 2018, p.19). Snow (2006) has described that plagiarism as using ideas or terms of other people without giving them any acknowledgement. In writing, plagiarism is put someones' idea or work on ones' writing without any sources then state as ones' idea or work.

To avoid plagiarism, the students need a thing called strategy. The strategy to avoid plagiarism is the way used by them to avoid the phenomenon of plagiarism to help the students completing their assignment. Usually, they choose an effective strategy to help them. The strategy applied by them plays a vital role in the process in writing their essay because it helps student improving their writing skills and at the same time, helps them to prevent plagiarism.

2. Academic Writing Class

Academic writing class is the class that teaches a high level of writing skills in English Language Education major. This class trains the students to write their

research properly in the future. The students of English Language Educationmajor in UIN Ar-Raniry take this subject in the fifth semester. Some of the topics that the student will learn are related to the research; how to write introduction, interpretation, generalization, qualification and caution, the scale of qualification, discussion and also the conclusion section. In the writers' opinion, this class is essential for language learners because the purpose is to learn how to write good writing in a way that will convince the reader. So, an academic writing class is a class that teaches the students how to write academic writing with predetermined academic rules.
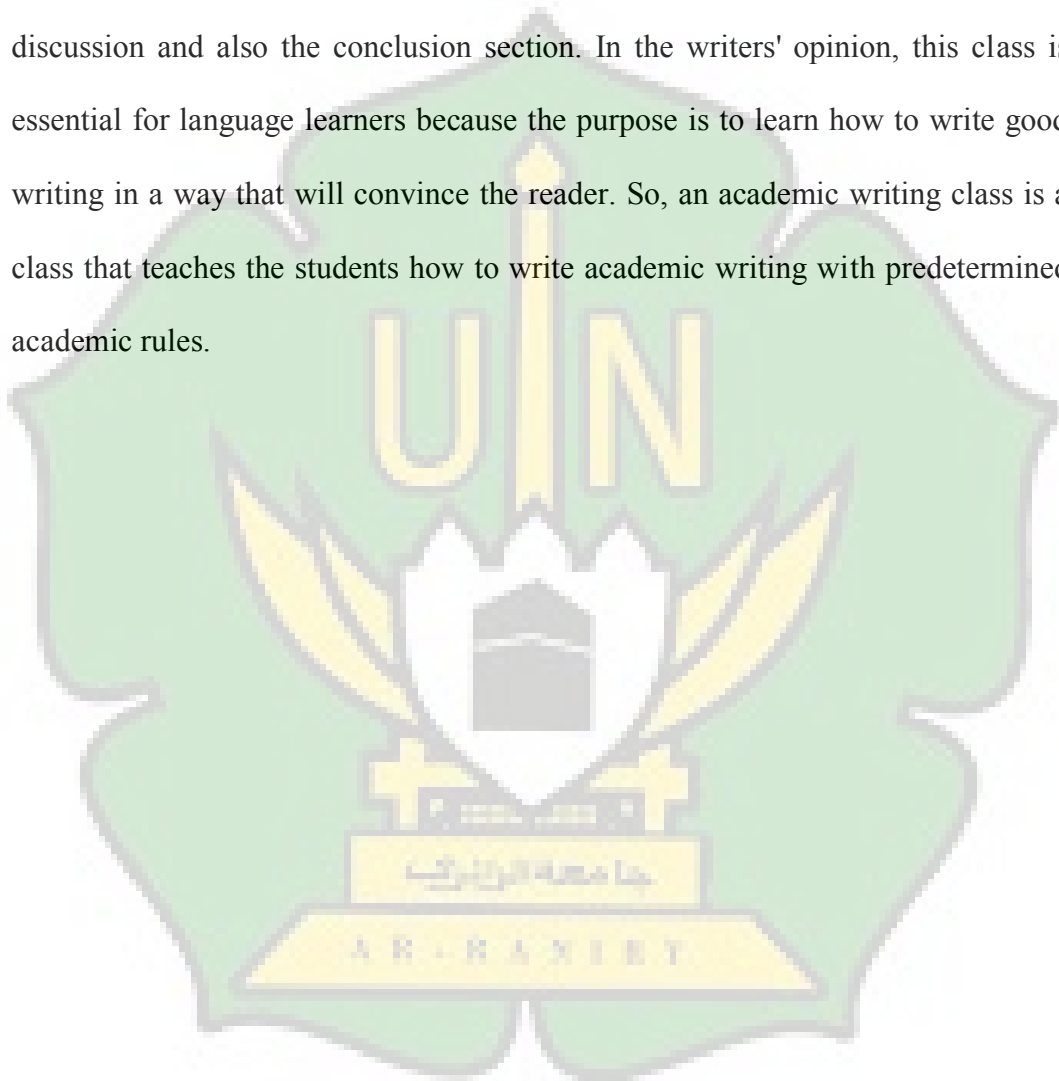
CHAPTER 2

LITERATURE REVIEW

This chapter discussed literature and theories that related to the study, including definition of plagiarism, types of plagiarisms, factors leading students to plagiarize and the strategies to avoid plagiarism.

A. Definition of Plagiarism

"Plagiarism is an action to imitate the ideas and creations of others without mentioning the source and acknowledge it as his own work" (Khairunnisak, 2018). Snow (2006) has described that plagiarism as using ideas or terms of other people without giving them any acknowledgement. Shahabuddin (2009, p.353) said that "plagiarism is misconduct considered to be unethical and immoral regardless of who commits it. However, people risk getting caught for plagiarism because". According to Akbar and Picard (2019), plagiarism can be seen as a vital issue which can inhibit Indonesias' advancement of innovation. "The issue of plagiarism has only recently become a priority in Kosovo, with many factors hindering advancement and development in this area" (Shala, Leka & Morganela, 2018). In writing, plagiarism is put someones' idea or work on ones' writing without any sources then claimed as ones' idea or work. "The term plagiarism is usually used to refer to the theft of words or ideas, beyond what would normally be regarded as general knowledge" (Park, 2003, p.472).

Park (2003) also said that in the context of North America's perspective, there is a broad literature on plagiarism between students. Moreover, it holds valuable lessons for specific policies and practices in UK academic institutions. However, for some students in particular country, they still plagiarized unconsciously without have a clear understanding about the definition of plagiarism. According to the finding of a study in Cyprus conducted by Kokkinaki, Demoliou, and Iakovidou (2015) among the Cypriot university students, there was a poor understanding of plagiarism. Therefore, the researchers suggested that the university should make changes to enhance the students' plagiarism awareness due to reducing the phenomenon of plagiarism.

Besides, to limit the phenomenon of plagiarism in completing their assignment, the students must know the meaning of plagiarism and their perception or understanding about plagiarism. To explore students' perceptions concerning plagiarism in completing their final assignment, Khairunnisak (2018) conducted research on twelve students at UIN Ar-Raniry by using the interview. The result showed that the participants have a different view, the majority of them agreed that plagiarism is an unacceptable habit. However, the rest of them revealed that plagiarism could be accepted because it could help them to finish their assignment.

1. How to Identify Plagiarism

Clough (2000) explained some factors that could be used to identify plagiarism in written text:

1.1. Vocabulary application

To find out whether student plagiarized in his or her writing, the application and the quantity of vocabulary should be checked with the previous text. If there are the same application or the quantity of vocabulary, it could indicate plagiarism on the text. This is one of the factors that easy to identify the students' writing.

1.2. Vocabulary transformation

The possibility of plagiarism could be seen from the changes of vocabulary in a text. When comparing the text with the previous one, and it appeared that there was a change of vocabulary, then the student did plagiarism. This factor also the easiest factor to identify.

1.3. Confusing text

Confusing text or vocabulary that looks inappropriate in the text context should be identified to figure out the plagiarism. Moreover, plagiarism in a written text also can be identified through the smoothness and consistency of a text. So that, to avoid the confusing text, the students must read the source carefully before paraphrased it.

1.4. The application of punctuation

This factor often occurs when someone did accidental plagiarism which is he or she plagiarized it unconsciously. Plagiarism would be detected when the plagiarist used the same punctuation from the original one.

1.5. The same spelling error and word frequency

The similarity of a spelling error in two text looks unnatural. The same spelling error in the written text could help to detect plagiarism without using plagiarism detection software. The person who identifies the text must be thorough. Then, if two texts have the same word frequency, it also could be indicated plagiarism.

2. The Level of Plagiarism

Jagannath University (2018) stated that the levels of plagiarism would be divided into the levels in order of plagiarism severity. The levels are as follows:

2.1 Zero Level: Similarities 0% - 10%

2.2 Low Level: Similarities above 10% - 40%

2.3 Mid Level: Similarities above 40% - 60%

2.4 High Level: Similarities above 60

B. Types of Plagiarism

According to Weber-Wulff (2014), there are some types of plagiarisms which represent all part of plagiarism activities are as follows:

1. Copy and Paste

Copy and paste is a common sort of plagiarism, the students only have to copy-paste the data from the book or other sources, and the detection software system will easily identify it.

2. Translation

Translation is one of the types that might be difficult to detect by plagiarism checker software. The information has taken on the other language. Then it would translate into the prefered language without the references of the source.

3. Disguised Plagiarism

Disguised plagiarism is one of the difficult types to detect which often happens to those that do not have a good understanding of paraphrasing the other peoples' works or ideas. The student changes the word forms, then modifies it with different words.

4. Shake and Paste Collections

Shake and paste collection is a kind of plagiarism that does not copy all details from a single source. However, it takes sentences from various sources and writes them together.

5. Clause Quits

Clause quit is also known as mosaic plagiarism. Students take the phrases, or uncompleted sentences from several sources then write it together with their words, and it often happens when the students do not understand how to paraphrase well.

6. Structural Plagiarism

Structural plagiarism takes the author's basic idea. This form is also one of the forms that difficult to detect because it includes peoples' paraphrases and imitates the original. This form was frequently found among academics.

7. *Self-Plagiarism*

Self-plagiarism is an effort to take their own previously published ideas, works, texts or research results and make it appear as new work.

According to Soelistyo (2011), the types of plagiarism can be divided based on two aspects. The first type is based on aspects stolen. They are; plagiarism of ideas, word for word plagiarism, plagiarism of sources, and plagiarism ofauthorship. The second type is based on intentional, and they are; intentional and accidental plagiarism.

C. Factors Leading Students to Plagiarize

Plagiarism is one of the popular topics in the education world, especially among students nowadays. One of the reasons why this phenomenon is getting serious is the easiness of accessing the information. There is nothing wrong with accessing information, which makes it wrong when the student does not select the sentence or paraphrase it. Plagiarism also could happen because of the students' interest in learning and reading, and it also could be caused by a lack of vocabulary. Dias and Bastos (2014) stated the result of their study that the teachers relate the students' selected sentences in their writing with the content of the internet. Then, lack of critical approach in outlining the information, lack of interest in learning, and the wrong time management are also pressing problems triggering plagiarism. All the factors were contributing the plagiarism among the students, and then they only have to copy-paste the other words without using the references.

In Europe, there is a project called GENIUS (plaGiarism or crEativity: teachiNg Innovation versUs Stealing-questionnaire) which aimed at developing students' skill, avoiding plagiarism, introducing the exciting and innovative learning path in secondary students. Dias and Bastos (2014) also claimed that the easiness in access the internet content increased the phenomenon of plagiarism. These common behaviours often happen when the students make their assignment. They copy most of the peoples' writing on the internet without referencing, and the teachers also have no plagiarism detection software to detect the students' work. The point that students agree in the study is they easily get the material on the internet, use them for their work, and think that the teacher will never catch them. In Ghana there was a study entitled The evil that men do in Academics: Understanding plagiarism and its extenuating circumstance conducted by Appiah (2016) revealed that the reasons of students' plagiarism were lack of writing skills, getting a good scores, lack of understanding of plagiarism, the cost of quality learning material, pressure from students' family, and friend to give help.

To investigate the factors that leading students to plagiarize, Silfiani, Aziz, and Daud (2018) conducted research on Plagiarism in English Academic Writing by using a questionnaire. The result of the study showed students perceive some kinds of plagiarism as more severe than others starting from using the peoples' works or ideas. " The five major factors why plagiarism is committed are; gains in efficiency, lack understanding, temptation and opportunity, time management and lack of deterrence policies" (Silfiani et al., 2018). According to Khairunnisak

(2018), the reasons students did plagiarism are lack of the resources, lack of understanding to paraphrase and summarize, laziness, lack of motivation and the limited time. Based on the research, some students agreed on the existence of plagiarism because it could make them more accessible in finishing their assignment. However, this phenomenon should not happen because it would give them some problems in the future.

D. Strategies to Avoid Plagiarism

Some existing studies revealed various strategies to avoid the phenomenon of plagiarism. Novanta (2009) said that there are two techniques to solved this plagiarism, prevent and detect it. Mustafa (2016) on his research entitled Undergraduate students' understanding of plagiarism in academic writing, stated the result that students' understanding of the meaning of plagiarism has been fragile. Therefore, he suggested that academic writing course should revise in the EFL curriculum in order to get the understanding of plagiarism more detail.

Sibomana, Ndayambaje, and Uwambaynema (2018) conducted a study at Rwanda and mentioned three strategies to avoid plagiarism in their research. The strategies were tightening the reading and academic writing abilities, institutionalization and propagation of anti-plagiarism policy. Furthermore, using plagiarism checker software. Kokkinaki et al. (2015) stated that "the use of tools, such as software for the detection or discourage of plagiarism, would contribute positively to reducing plagiarism".

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discussed the methods of the study that explained research design, population and sample, technique of data collection and technique of data analysis.

A. Research Design

The research aimed to figure out the students' strategy in avoiding plagiarism in the Academic Writing class at UIN Ar-Raniry. The research approach used in this study was a qualitative approach that is concerned with the situation or the reason for human behaviour relating to the study. "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Cresswell, 2009, p.4). The function of qualitative research is discovered underlying desires using in-depth interviews, and the writer wanted to know the students' perception on plagiarism and, the strategy in avoiding plagiarism in their assignment of the academic writing class.

This study used the case study design, "the case study design is more likely to investigate narrowly defined topic areas such as classroom problems or language development" (Griffee, 2012, p.96). A case study was also an ideal methodology when an in-depth investigation is needed. This method used to narrow down a broad field of research into one easily researchable topic. Griffe (2012) explained that the case study has three important things, one of them is to

examine something in a real-life context. Therefore, the writer chose this approach because it is appropriate for this research.

B. Population and Sample

The population of this research was the 190 students who took the Academic Writing subject in seven classes in the fifth semester from English Language Education major. The technique sampling used in this study is random sampling because the population has the same opportunity to be a sample of this study, and it is homogenous. Ten students from 190 students who are taking the subject mentioned above were interviewed. The participants were selected randomly regarding the predetermined criteria; the students who are taking the Academic Writing subject in the fifth semester.

C. Technique of Data Collection

To figure out the answer to the research questions, the writer collected the data of the study using two techniques: interviews and document analysis.

1. Interview

Griffee stated "an interview has structure, purpose, and form, and can be defined (usually) as a person-to-person structured conversation for the purpose of finding or creating meaningful data which has to be collected, analyzed, and validated" (2012, p.159). The interview is one of two instruments that the writer used for this study to get the answer of research questions. Griffee (2012) mentioned eight interview types and two main categories; standard interview and

non-standard interview. The writer chose a semi-structured interview which included in the standard interview to get the information required.

For the interview section, each participant was interviewed about 10-15 minutes, depending on the situation and the questions. The interview process recorded using a handphone. The writer questioned the participants in the Indonesian language, and the transcription of the record translated into English. The researcher used partial transcription, and the transcripts of the interview have been modified.

2. Document analysis

The document analysis that used in this study was the form of a student's writing, and it used as the secondary data besides the data of the interview. The use of document analysis, students' writing was to support the first data. The data analyzed whether there was plagiarism or not on the writing paper, how much plagiarism they used in their writing.

D. Technique of Data Analysis

To analyze the data, the writer used thematic analysis approach. Maguire and Delahunt (2017, p.3355), stated that thematic analysis is a process that involves six- step. The steps are; become familiar with the data, generate initial codes, search for themes, review themes, define themes, write-up. According to Ibrahim and Alhojailan (2012), the study can choose thematic analysis for several situation:

1. Interpret the data

Proper qualitative research must be able to interpret the data and consistent with the collected data. Moreover, the perspectives of participants are essential in delivering the most appropriate answers for their attitudes, acts, and opinions.

2. Deductive and Inductive Approaches

If the researchers applied an inductive or deductive approach to the collected data, it would begin from the appropriate content, then, change to broader generalization and then to the theory.

3. Analysis of data in two different phases

Thematic analysis was acceptable when the research intends to identify the latest activities of a participant. This approach is considered suitable to analyze the different stage of data.

4. Coding and categorising

In this situation, the thematic analysis also offers the opportunity to code and categorize information into themes.

According to Cresswell (2014, p.247), there are six steps in coding the data. They are: organize and set up the data; read all the data; begin the coding of the data; use the process of coding to generate a description of the setting or people as well as categories or themes for analysis; advance how the description and themeswill be represented in a qualitative narrative; interpreting findings and results in qualitative research.

Concerning those steps mentioned above, the writer started writing the document transcript of the interview, and there were a lot of significant statements from participants' responses. The researcher listened to the audio recording several times in case to gain the information and opinions from the participants. Next, the writer wrote the data in a book, began to outline the main idea of the information and read all the data. Then, the data were coded and categorized into themes. The last step is to interpret the findings and results.
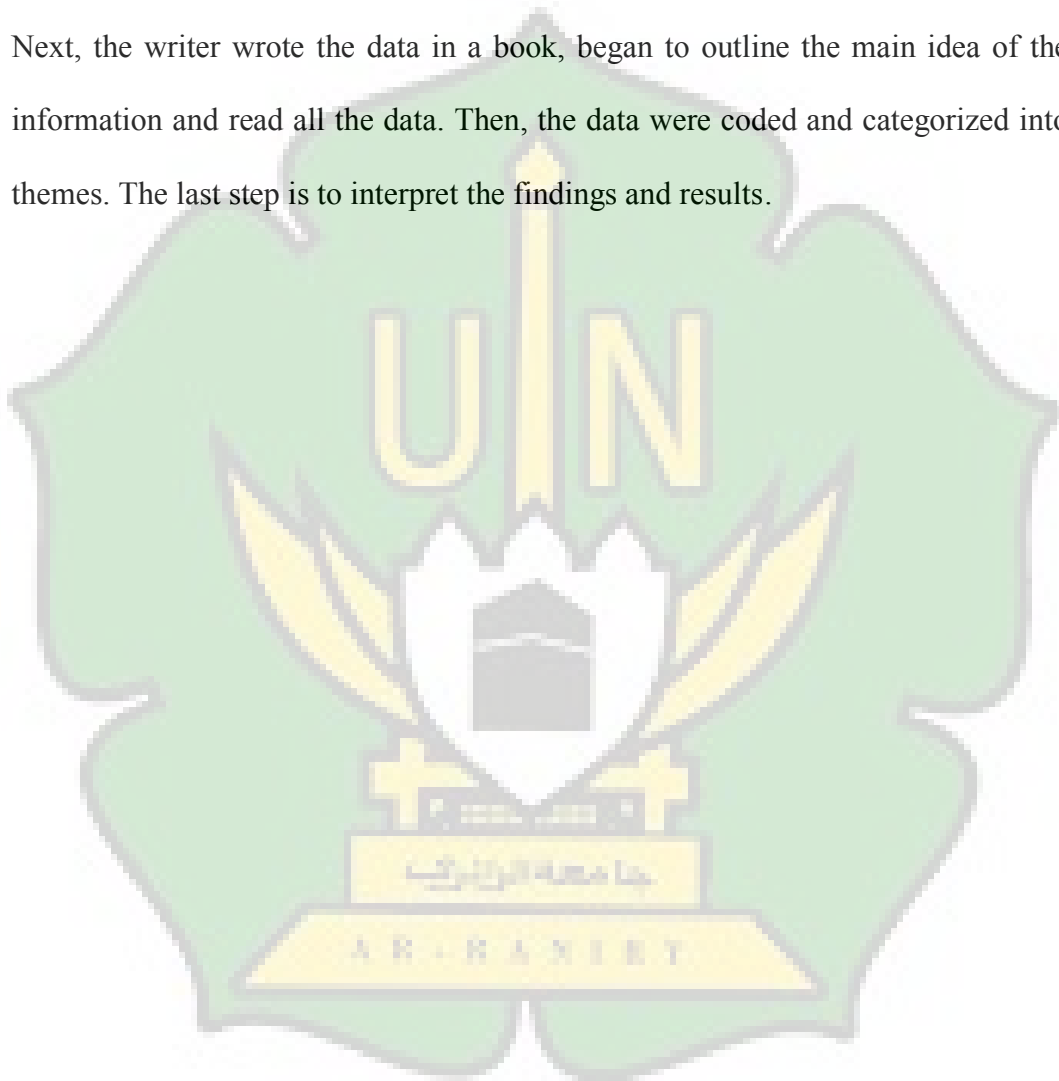
CHAPTER 4

FINDINGS AND DISCUSSION

This chapter discussed the findings and discussion of research based on the data that are gained from the interview and the document analysis which consists the explanation of students' perceptions on plagiarism, the strategies in avoiding plagiarism, and the factors influencing plagiarism at English Language Education Department in UIN Ar-Raniry.

A. Research Findings

This qualitative research aimed to find out students' perception on plagiarism, the strategies in avoiding plagiarism in an academic class and the factors influencing students to plagiarize. In this section, the writer discussed the data obtained by interview and documentanalysis that held from 12th November 2019 to 20th November 2019, which involved ten students of the English Language Education Department. They are female of third-year students. The data gained from the interview are used to answer the research questions that focused on describing the students' strategies and factors influencing plagiarism. The participants are in initials of CDA, CD, SYR, DL, JWN, SF, RA, FM, CRA, SM.

The data needed for this study were collected through a semi-structured interview and the transcription of interview has been modified. The topic of the question which asked in interviews are as follow:

1. Students' perception of plagiarism

Based on the data of the interview, it revealed that most of the students have the same perception of plagiarism. They knew that plagiarism is a harmful act that could give many disadvantages to them. They also said that plagiarism is taking peoples' idea or work without putting any source. It can be outlined in two points:

1.1. Unacceptable act

The participants already knew that the plagiarism is an unacceptable act in their environment, participant RA stated: "Plagiarism was a bad act. Because we took peoples' opinions and claimed them as our idea".

In relation to this concern, another participant, SYR said: "Plagiarism was like copying. The student was copying someones' idea, and it was not good. If we plagiarized the peoples' work, we did not believe in our work. It means we are not confident." From the statements above, plagiarism was an unacceptable act among students, even though some of them still doing plagiarism.

1.2. Taking other peoples' idea

Besides those statements above, some of the participants said that plagiarism was taking someones' idea or work. The participant, CRA, said: "I think plagiarism is an idea or work of others that we took and claimed to be ours. Usually, it often happened in reports or presentation paper or another academic writing".

Also, another participant, CDA stated: "In my perception, plagiarism was not good because we plagiarize, which means we took the other peoples' work,

and it is without any sources. Even actually, they have a copyright, and we cannot take their work arbitrarily".

1.3. A criminal

Two of the students explained that plagiarism also a criminal that should be banned, SF, one of the participants said: "My opinion about plagiarism, it must be a bad act because we stole other peoples' work without permission. Even if we had his or her permission and it is not justified because we copy-paste the others' work".

One of the participants also explained the same ideas, SM as following:

> In my opinion, plagiarism was like a cheat. However, in plagiarism, we used the other peoples' work, and automatically it was a mistake. Because at least, if we wanted to take the other peoples' opinion, we need toparaphrase it or understanding the content, then used our words. However, in plagiarism, we only copy-paste and that is a cheat, or we can say like that is a criminal.

Most of the participants agreed that plagiarism is an act that should not be done, it was unappropriated to do. Sometimes it was not easy to come up with a new idea. However, it was easy for somebody to take other peoples' work. One of the participants, JWN, gave a further explanation, she said:

> I think right now there is already a law on plagiarism, right? So it is not allowed. So we as students must know what plagiarism is and, we also know how to reject it. When we have an assignment, as much as possible, do not plagiarize because there are many solutions besides that.

Based on the participants' responses, plagiarism was copying peoples' idea or work and claimed it as ours. It gave a lot of negative impacts on someone who

did it. So, that plagiarism was taking the other peoples' idea without putting any source, and it was an inappropriate activity to do for somebody.

1. The reasons why the phenomenon of plagiarism still happens in the education world.

Some factors were affecting the students to do plagiarism in their writing assignments. In this question, the students gave different answers. Based on the answers, there are several factors, as shown below:

2.1. Limited time and meeting deadline

Most of the students said that limited time and the meeting deadline was one of the factors that can be a severe problem in influencing them to plagiarize. Participant DL said: " Because of the time, the limited time given by the lecturer. Then there were many assignments that given moreover we in this Indonesia".

To this concern, another participant, JWN said: "In my opinion, for example, I saw it by myself. It might be because of what I said before, because of the deadline assignment".

In addition, the participant CDA stated as following:

> In my opinion, usually, it happens because in a hurry. This hurry requires us as students, especially to get the material quickly. Instantly, they copy-paste and do plagiarism. So, the writing is will be full-on one page and quickly finished by using plagiarism.

2.2. Technological development and ease of accessing online sources

Some of the participants said that technological development and ease of accessing online sources included the factors influencing plagiarism happens.

Moreover, with the situation nowadays, everyone already used smartphones and laptops because of it easier to find information, especially for students in completing their assignments. The participant, CRA, said: "Because now the technology has developed. Moreover, the ease of accessing online sources, it is easy for us to find the reference".

Another participant, FM, gave a similar perception, as shown below:

> It is because of plagiarism itself. It is helping students easily express what they want to say. Sometimes they do not have a vocabulary, so when they want to say something, then they find, for example, whose writing on the sources. Moreover, after the students get what they want to find out, then they directly took the writing.

Some of them agreed to choose online sources in completing their assignments on campus because of the ease of access, and that was the easiest way. There was also a participant, SM who said lack of source in campus library is the reason why they chose the online source, shown as follows:

> We also lack resources here. For example, in our library, we cannot get many sources. The students will be lazy if they do not get the source once. They have to look at the other place, and it is difficult for them. So, they think of copy-paste because of the lack of sources.

This reason could be a severe problem among the students in completing their tasks, and they considered it as a common act when the students prefer to take the information that available online rather than reading a book or looking for materials in the library because it is easier.

2.3. Students' laziness

Laziness was one of the factors in influencing students to plagiarize. SF, one of the participants believed that laziness is the reason why plagiarism still happens, she said:

> I think because most of the students are lazy and when the lecturer gave them assignments, but they suspended until the end near the deadline. Finally, they did not have time to read, and they did not intend to read. So they just copied and paste because they did not have time to read lots of articles to paraphrase or use their own words.

In relation to this concern, another participant, SM said:

> I think the reason why the phenomenon of plagiarism still happens because he or she is lazy. Because he or she does not want to find the other sources and just stunned. For example, some students want to make their assignment in a few minutes closer to the day they want to collect it, So it is like because of being trapped, and they should copy-paste, although their intention did not want to copy-paste again because of their laziness.

In addition, a similar answer also mentioned by a participant, CRA as following: "Therefore students are lazy to create their idea or at least to paraphrase. So they copy-paste directly, the important thing is the report finished". The writer found that laziness made the students take the easiest way to completing their tasks at the campus by using plagiarism. The students used to plagiarized to finish their assignments.

2.4. Lack of understanding to paraphrase

According to the answer of the participants, lack of understanding to paraphrase made the students hard to complete their assignment. One of the participants, CD revealed: "Why this phenomenon still happened depends on its

individual, because sometimes some students felt lacking in the academic writing section and they could not write without an example of the writing".

In relation to this concern, another participant, JWN said:

> The students why did not know how to change sentences that they got from a journal or book, do not understand to paraphrase. When they want to put sources, they do not know how to make references. I think because the students do not know how to paraphrase sentences or opinions. So, they just put the authors' idea.

The writer found that the students still have a problem with paraphrasing the sentences. One of the students also mentioned because of this reason, the student was difficult to develop the idea and arranged the idea in agood sentence. An example of the students' response, CD who believed that the students were difficult to develop the idea is describing below:

> When they have an idea, and they cannot develop their ideas. The thing that they do is go to google or the other search engine and put the title of their idea then they use the result of the browsing as their work.

In relation to this concern, one of the participants, SYR said:

> Maybe because of the idea. The idea in writing might be lacking. If a student has many assignments, to come up with an idea is not easy. Especially when the meeting deadlines chased the students. For sure, the students will plagiarize the others' writing all the time. When then bring up an idea, it should be focused.

Based on the participants' answers above, the writer found that students have difficulty in developing their idea. Finally, they chose to copy-paste other peoples' writing.

2.5. Poor understanding of plagiarism

Poor understanding of plagiarism could lead the students to do it. In this situation, the lecturers' role was important to give students an understanding of plagiarism. "One method of reducing unintentional plagiarism is by teaching students the correct way to cite and reference sources" (Clough, 2000). RA, one of the participants, said: *"From my point of view, it is because* many students do not know precisely what the meaning of plagiarism is. Even from the plagiarism, they still do not know the meaning. So the students think maybe it is something safe, I think it is not much, so it is okay".

2. Plagiarism helps students or not in academic writing.

During the interview, the writer found most of the participants agreed that plagiarism helps the students in completing their assignments in an academic writing class. The participant CD revealed as follows:

> It is beneficial for the student but in a negative context. Well, if in a positive context for the student, nothing will improve from him or her. The writing skills were not improving because all this time, he or she was not exemplifying but copying it, right? The impact of plagiarism was huge.

The other participant CDA, gave an explanation, as shown below:

> It helps us do the work. Some of the assignments that need the basic theory. That focused on the theory as if we make the presentation paper about the Education of Psychology. We need the material there. We do not need the authors' work, and it helps the students.

In relation to this concern, the participant, RA, gave a similar perception as below

> I say plagiarism helped the students when they need it, and it does not take a long time. It means we need it all of a sudden. With plagiarism, maybe our assignment will not take much time. Nevertheless, it did not helps because (1) it is a mistake, (2) our thought will be stuck there. It means that students knowledge does not develop.

The writer also found some students said that plagiarism also did not help the students in completing their assignment, especially in an academic writing class because many negative impacts appeared from this phenomenon. One of the participants, CRA, said: "Not at all. It does not help because it does notcreate the creativity of students to produce their writing or book and it was not innovating".

In relation to this concern, another participant, JWN said:

> I think no. Because actually what helps a student is the opinion of a book or the information. So, it is not the plagiarism that helps but the information, and we can get the information if we write the reference. That means we are not plagiarism. If we want to take information like that.

The similar perception revealed by participant SF:

> I think plagiarism does not help at all because the first is that students do not get knowledge. They do not have much knowledge to read. Moreover, the second, they also do not understand how to write their assignments because they only copy-paste peoples' sentences.

Based on those statements, the writer found that plagiarism could help the student in completing their assignment because it did not take a long time to plagiarize. On the other hand, plagiarism had a lot of negative impacts, such as undeveloped skill in writing, and the students have no creativity in writing.

3. The advantages and disadvantages of using plagiarism.

The writer found six of ten participants expressed the opinion that there are some advantages and disadvantages in doing plagiarism. While four of them described that there is no advantage in plagiarism, but there are some disadvantages. The following is one of the participants, CD said:

> So the benefit is it could make us easier. The context is easy because we copied it from someone, not our idea. The damage also goes to ourselves. There will be no improvement in writing, and if the plagiarism can be revealed, our lecturer also will give punishment to us when the lecturer is considering.

In relation to this concern, another participant, CDA said :

> The advantages of plagiarism are easy for the students to find information in their writing. Then, time is more efficient because they do not need to read a lot of books. They just had to copy-paste. After that, the disadvantages are it would be dangerous for the students because they quoted the peoples' writing who already had copyright, then, plagiarism will prevent them from improving their skills. It will difficult for the students to improve their writing skills because they often used the instant way.

A participant, DL also revealed her answer: "Plagiarism helps the student in finishing the assignment. The disadvantage is the student is not creative with their idea".

In relation to the concern, another participant, SF said :

> There are no advantages at all, even for the students or their writing that was plagiarized. But there are so many disadvantages, one of them is, if they continued to plagiarize the others' idea, they would not get much knowledge. The students also were not able to write their own assignments. Then used to doing plagiarism even in their career. My lecturer once said that if I could graduate from a degree, then I was found out there was plagiarism in my works, then my career will destroy in an instant.

The other participant, RA, answered as below:

> The damage is we seemed not to appreciate the others' ideas. Then underdevelop, it means our thoughts also do not develop. There are no benefits other than that it might speed up our time if we need it all of a sudden.

The advantages that the participants mentioned above have the similarity meaning. It was easy for students to plagiarize in completing their assignments, moreover at the limited time given. While according to them, there were some disadvantages which were not useful for those who plagiarize.

4. ***The students' strategies of avoiding plagiarism in an academic writing class***.

The participants have given some solutions to the students' strategies for avoiding plagiarism in an academic writing class. The strategies were as follows:

4.1.Paraphrasing and quoting the other peoples' idea

The first strategy was paraphrasing and quoting the peoples' idea. This was the main way to avoided plagiarism, as stated by JWN:

> The way to avoid plagiarism is to paraphrase. We already read a theory or an opinion and write it in our own words. But if the example like a scientific theory we must put reference or footnote of the sources, then we can put our opinion if that is for our assignment.

In relation to this concern, another participant, CRA, said: "In my opinion, there are quotes that we get from the sources, we can take the ideas, but we have to use our own words like paraphrasing". The participant, SF also explained:

> My suggestion to avoid plagiarism is the students must read a lot of articles then they can do a direct quotation on their writing, if they feel confused with the articles that they read, they must read for several

times to understand the content of articles, then they write it by using their own words.

4.2. Understanding the meaning of plagiarism

The students should understand the definition of plagiarism to avoid plagiarism in their writing. After that, if the students took peoples' idea, they should not forget to put the source of the idea, one of the participants, RA said:

> To avoiding plagiarism, we must know automatically what plagiarism is, which ones are considered plagiarism. If you already know whichones, next is, we have to know what we need to take and what we do not. Then if in doubt, we should put the source instead, we do the plagiarism. That is my opinion.

4.3. Using lecturers' particular method

Using lecturers' particular method was an effective strategy to avoid plagiarism, one of the participants, SM suggested based on her experience, she said:

> We can use one of our lecturers' method of learning to avoid it. The lecturer asked us to make a product every week. We did not do that directly. He gave the procedure. For example like, "this week you make this first." I mean, there was a process of finishing the assignment. Therefore, we could avoid the problem of plagiarism because we are given time to breathe and to consult everything that related to the assignment, not all at once. Because there was a lecturer who gives an assignment, "you make a journal and directly consul this journal". Consequently, this situation could occur plagiarism happened. Then, there is no other strategy for me except that one. Besides, you have to read a book then understanding the content or context.

In brief, from all of those statements, the majority of the participants suggested students avoid plagiarism by using quoting and paraphrasing besides

reading books. Then, it is better if the lecturer had an interesting method to attract the students for not doing the plagiarism or the lecturer could use plagiarism checker software to avoid it.

In this study, the writer also used plagiarism checker software to analyze the students' writing, and it is as supporting data besides the interview. This study used Turnitin, one of the plagiarism checker software. "Turnitin.com is an electronic plagiarism detection service which works with universities tohelpstudents prevent plagiarism" (Shahabuddin, 2009). The result showed that the highest score of the similarity index is 100%, and the lowest is 3%. The high scores of the students' documents are 100%, 98%, and 57%. On the other hand, the seven students got a low score on their writing. The scores are 27%, 21%, 23%, 8%, 7%, 4%, and 3%.

B. Discussion

This section explained the discussion based on the research finding. The study was designed to investigate students' perceptions on plagiarism, the strategy in avoiding plagiarism in an academic writing class and the factors influencing the students to plagiarize. The result of the study explained in some themes based on research questions that divided into several aspects. They are; the whole perception about plagiarism, the reason why the phenomenon of plagiarism still happens in the education system, whether plagiarism helps students in academic writing, the advantages and disadvantages of using plagiarism and the students' strategy in avoiding plagiarism in an academic writing class.

The first, to answer the first research question of the study about the students' perception of plagiarism. The result of the interview showed that it was an unacceptable action to do. Most of them had the same opinions about plagiarism, and some of them said plagiarism was a criminal because it stole or took peoples' idea without putting any references.

The second, to fulfil the answer to the second research question: "what are factors influencing students to plagiarize?". In this research, the reason why plagiarism phenomenon has still happened or why do students plagiarize incompleting their assignment. All of the participants gave various factors or reasons, and the factors are shown:

1. Limited time and meeting deadline

2. Technological development and ease of accessing online sources

3. Students' laziness

4. Lack of understanding to paraphrase

5. Poor understanding of plagiarism

The factors mentioned above by the participants are related to one another. Doing plagiarism has seemed like a common action. Furthermore, technology and unlimited access to the internet which make the students easy in completing their assignment. "Today, learners can freely read thousands of books, articles, documents and other significant reports online. They can also watch their favourite movies simple by typing a keyword in the Google, Yahoo! or MSN search engine site" (Habiburrahim, 2015, p. 6). It means that it was unarguable that how easy the internet is to be accessed by people, especially students right

now. It did not indisputable that the use of the internet or online sources is misused.

The third, did plagiarism help students in academic writing. Some of the participants in this study said that plagiarism helps them, but even it was not a good act. Plagiarism helped the students when they did not have a long time to finish their assignments, lazy to go to the library and to read many books, and it was the easiest way for them. Furthermore, the technology nowadays had developed, and it was easy to find the material or information that the students need.

The fourth, the writer asked the participants about the advantages and disadvantages of using plagiarism. According to the data that the writer collected from the interview, four of ten participants mentioned that there were some advantages in using plagiarism. Nevertheless, some students said that there are no advantages to plagiarize, but plagiarism has many disadvantages. Some of the disadvantages were students lack of knowledge and do not know how to write their assignment.

The last, based on the responses given by participants, three main strategies can be used to avoid plagiarism in an academic writing class. The strategies were shown below:

1. Paraphrasing and quoting the other peoples' idea

2. Understanding the meaning of plagiarism

3. Using lecturers' particular method

The first way to avoid plagiarism was by paraphrasing or quoting the peoples' idea. "Paraphrase is very significant for the students to expand their writing skill" (Rahmayani, 2018). According to the participants, students have to read a theory or an opinion. Then conclude what they have read and written by their words. They also added, do not forget to put the reference because it was a significantthing in paraphrasing or quoting the other peoples' work. Nevertheless, understanding of quoting and paraphrasing should be taught by lecturers.

After that, understanding the meaning of plagiarism itself was the main point, and it was important. The participants said that the students should know what the meaning of plagiarism, which one is considered plagiarism in order to understand what they need to do to avoid plagiarism in completing their writing.

Then, read a lot and use the lecturers' particular method. Every lecturer has its way of delivering knowledge to their students. Therefore, the role of lecturer is essential to enhance the behaviour and comprehension of the students towards the writing approach (Fhonna, 2014). She also stated that to achieve the need for an effective teaching-learning process, all variables such as learners and lecturers need to help each other to establish a supportive learning environment for teaching. If the method was suitable for the student, the student could use it to help them to avoid plagiarism.

From the discussion above, the writer concluded that all of the participants did not agree with existence of plagiarismand have the same perceptions even though they still used it due to some factors which required them to do it. The factors required them to plagiarize were limited time and meeting deadline,

technological development and ease of accessing the online sources, students''
laziness, lack of understanding to paraphrase and poor understanding of
plagiarism. Meanwhile, the strategies given by participants of this study such as
paraphrasing and quoting the other peoples' idea, understanding the meaning of
plagiarism and using the lecturers' particular method were expected to be useful
for students in their academic writing.

CHAPTER 5

CONCLUSION

This chapter provides a summary of the findings, conclusions, and suggestions based on the data analyzed in Chapter IV

A. Conclusion

After analyzing the data in Chapter IV, some conclusions can be drawn concerning the research questions of the study. From the result of the study, there were three points of students' perception on plagiarism. They were an unacceptable act, taking the other peoples' idea and a criminal. "There were nineout of twelve participants said that plagiarism isnot good or bad habit" (Khairunnisak, 2018, p.39)

Based on the results of interviews, there are five responses of participants for the second research question; What are the factors influencing students to plagiarize? The first, because of the limited time and meeting deadline. They said that they got a limited time for their assignment, besides that they had a lot of assignment to do. Because of the short time and meeting deadline, the students decided to do plagiarism. The second, the development of technology and ease of accessing online sources. It made the students easier to find the information that they need for their taskThe third factor, the students' laziness. Because of the laziness, the students did not want to find out and read the sources. They also did

not want to create their idea.Consequently, they prefered copy-paste other peoples' writing.

The fourth factor, lack of understanding to paraphrase, and the students revealed that this factor made them hard to complete their assignment. Based on the interview result, the students still had a problem with paraphrasing because it was hard to develop the idea and arrange it in good sentences. The last factor, the poor understanding of plagiarism, precisely students did not know what the plagiarism is, and they thought it would be safe to plagiarize.

The writer also found that there are three strategies that students used to avoid plagiarism; paraphrasing and quoting the others' idea, understand the meaning of plagiarism and use the lecturers' particular method. These strategies could be useful for the students right now to avoid the negative impact of plagiarism such as underdeveloped skills, punishment from the lecturer or teacher, lack of self-confidence.

B. Recommendations

From the findings, there are some suggestions that the writer could provide. First, for the students of the English Language Education Department, they have to understand the meaning of plagiarism and start to make more effort in learning how to quote and paraphrase in order to avoid plagiarism. They also should spend more time to read more articles and practice in quoting and paraphrasing to develop their writing skill.

Second, for the lecturers, they should encourage the students to read a lot of journals or articles and practice their writing skill, especially in paraphrasing and quoting. The lecturers are also expected to pay more atebtion to their students' writing by using plagiarism checker software and another learning method to avoid plagiarism.

Third for the English Language Education Department, it must tighten the rules regarding plagiarism, so that the students obey the prohibition of plagiarism. The last is for the further researcher. The writer realizes that this study still has a lot of weaknesses and limitations. The participants in the study were limited. Therefore, the researcher suggests other researchers who conduct further study to take a large number of samples. Then, the study does not cover all aspects of plagiarism and the lecturers' perception, so that further research is expected to cover all aspects of plagiarism and the lecturers' perception toward strategy in avoiding plagiarism.

REFERENCES

Akbar, A & Picard, M. (2019). Understanding plagiarism in Indonesia from the lens of plagiarism policy: Lessons for university. *International Journal for Educational Integrity,15*(7), 1-17. doi:org/10.1007/s40979-019-0044-2

Alhojailan & Ibrahim, M. (2012). Thematic analysis: A critical review of its process and evaluation. *West East Journal of Social Science, 1*(1), 39-41

Appiah, M.K. (2016). The evil that men do in academics: Understanding plagiarism and its extenuating circumstance. *British Journal of Education, 4*(6), 57-67

Athapaththu, H.K.S.H. (2016). An overview of strategies management: An analysis of the concepts and the importance of strategies management. *International Journal of Science and Research Publications, 6*(2), 1-2

Chamisah (2013). An analysis of the advantages of cooperative learning approach in teaching writing. *Englisia: Journal of Language, Education, Humanities, 1*(1), 136-154

Clough, P. (2000). *Plagiarism in natural and programming languages: An overview of current tools and technologies*. University of Sheffield, Sheffield, UK

Compact Oxford English's online dictionary. (2009). Retrieved from http://www.askoxford.com/concise_oed/plagiarize?view=uk

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). California: Sage Publications

Dias, P. C., & Bastos, A. S. (2014).Plagiarism phenomenon in European countries: Results from GENIUS project. *Procedia-Sosial and Behavioral Sciences, 116*, 2526-2531.doi: 10.1016/j.sbspro.2014.01.605

Fhonna, R. (2014). An analysis of students' free writing. *Englisia: Journal of Language, Education and Humanities, 1*(2), 270-280

Griffee, D. T. (2012). *An introduction to second language research methods: design and data*. California, USA: TESL-EJ Publications.

Habiburrahim, H. (2018). The internet and ICT: Opportunities or threats to the education world. *Englisia: Journal of Language, Education and Humanities, 3*(1), 1-8

Harmer, J. (2001). *The practise of english language teaching* (3rd ed.). England: Longman

Jagannath University (2018). *Plagiarism Policy and Regulation (in pursuance of university grants commission's academic integrity and prevention pf plagiarism regulation.* Jaipur: Jagannath University

Khairunnisak (2018). *An analysis of students perception on plagiarism in completing thesis*. (Bachelor's thesis). Ar-Raniry State Islamic University, Banda Aceh

Kokkinaki, A.I., Demoliou, C., & Iakovidou, M. (2015). Students' perceptions of plagiarism relevant policy in Cyprus. *International Journal of Educational Integrity 11*(3) 1-11. doi:10.1007/s40979-015-0001-7

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *AISHE-J, 3*, 3351-33514

Mustafa, F. (2016). *Undergraduate students' understanding on plagiarism in academic writing*. University of Syiah Kuala, Banda Aceh

Novanta, A. (2009). *Pendeteksian plagiarisme pada dokumen teks dengan menggunakan algoritma Smith-Waterman.*(Bachelor's thesis). University of Northern Sumatra, Medan

Park, C. (2003). In other (people's) words: Plagiarism by university students-literature and lessons.*Assessment & Evaluation in Higher Education 28*(5), 472-486

Plagiarism. (2008). *Merriam-Webster's online dictionary*. Retrieved from http://www.merriam-webster.com/dictionary/plagiarism

Rahmayani, S. O. (2018) *Students' difficulties in paraphrasing english text.* (Bachelor's thesis). Ar-Raniry State Islamic University, Banda Aceh

Rangkuti, F. (2013) *Teknik membedah kasus bisnis analisis swot cara perhitungan bobot, rating, dan ocai.* Jakarta: PT. Gramedia Pustaka Utama

Shahabuddin, S. (2009). Plagiarism in academia. *International Journal of Teaching and Learning in Higher Education, 21*(3), 353-359

Shala, S., Leka, D., & Morganella, T. (2018). Plagiarism in Kosovo: A case study of two public universities. *International Journal of Educational Integrity, 14*(12), 1-15. doi.org/10.1007/s40979-018-0037-6

Sibomana, E., Ndayambaje, I., & Uwambayinema, E.(2018). Plagiarism in higher education environment: Causes and solutions. *Rwadan Journal of Education 4*(2), 15-23

Silfiani, Aziz, Z. A., & Daud, B. (2018) Plagiarism in english academic writing: students' perceptions. *English Education Journal (EEJ), 9*(1), 102-123

Snow, E. (2006). Teaching students about plagiarism: An internet solution to an internet problem. *Innovate: Journal of Outline Education, 2*(5), 1-5

Soelistyo, H. (2011). *Plagiarisme: Pelanggaran dan hak cipta dan etika.* Yogyakarta: Kanisiu

Rahmayani, S. O. (2018) *Students' difficulties in paraphrasing english text.* (Bachelor's thesis). Ar-Raniry State Islamic University, Banda Aceh

Rangkuti, F. (2013) *Teknik membedah kasus bisnis analisis swot cara perhitungan bobot, rating, dan ocai.* Jakarta: PT. Gramedia Pustaka Utama

Weber-Wulff, D. (2014). *Falsefeathers: A perspective on academic plagiarism.* Berlin: Springer-Verla

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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 Tanggal 31 Desember 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Dr. Safrul Muluk, M. Ed   Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Sarah Nurul Hayati**
NIM	:	**150203083**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Strategy in Avoiding Plagiarism in Academic Writing Class (A Case Study at UIN Ar-Raniry Banda Aceh)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
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: 14 Januari 2019
An. Rektor
Dekan,

Muslim Razali

Nomor : B-16024/Un.08/FTK.1/TL.00/11/2019   Banda Aceh, 07 November 2019
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
             Penyusun Skripsi

Kepada Yth.

_____

_____

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**SARAH NURUL HAYATI**
N I M	:	**150203083**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Jl. Lamguda No. 19 Kompleks Perumahan Indoser Tj. Selamat**

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Strategy in Avoiding Plagiarism in Academic Writing Class (A Case Study at UIN Ar-Raniry Banda Aceh

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

SURAT KETERANGAN
Nomor: B-555/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16024/Un.08/FTK.I/TL.00/11/2019 tertanggal 07 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
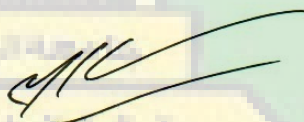
Nama : Sarah Nurul Hayati
NIM : 150 203 083
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Strategy in Avoiding Plagiarism in Academic Writing Class (A Case Study at UIN Ar-Raniry Banda Aceh).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

CD'S INTERVIEW TRANSCRIPT

S   : What is your perception of plagiarism?

CD   : I think plagiarism is an act that should be banned in academic world. We can take the advantage of it in case we are not tired to think the idea, but at least it will be dangerous because we take the people's idea and claim it as ours. In my opinion, we should not do plagiarism, but I think plagiarism is normal but on the other hand it is abnormal.

S   : In your opinion, why this phenomenon still happens in the education world especially in academic writing?

CD   : Why this phenomenon still happens depends on the individuals, because sometimes some students felt lack in the academic writing section. It means they cannot write without an example of the writing they wrote. When they have an idea, then they cannot develop the ideas, and the thing that they do is go to google or the other search engine and they put the title of their idea and use the result of the browsing as their own work.

S   : Their idea?

CD   : Some of the lectures do not really care " where does he or she got this source?". Some lecturer do not check the writing source but check the grammar for his writing. After that, is there any main idea? Where did he get this idea? That is not checked by the lecturer. The things that are checked is only the one mentioned before. Is there any main idea? Even though it's source exactly was belong to the others. So that, these students easily doing plagiarism because they know, not everyone will consider with the plagiarism.

S   : Have you ever used plagiarism in your academic writing?

CD   : If I am personally honest, I have never been.

S   : You never?

CD   : I have never been because I do not want to plagiarize peoples' writing. If it is said to be plagiarism, for 100% plagiarism. Then I never made it as mine. But there are only a few things that I do not know about a topic or anything like that. I need to find out, sometimes after I get what I am looking for, I paraphrase. So, yes I am not completely plagiarism but maybe part of it. The idea was from them, but I did a paraphrase then stated my opinion there too.

S   : Do you think plagiarism helps the students in an academic writing class?

CD   : If it helps, of course. It is very helpful especially as I said before. The lecture's lack of consideration from the existence of plagiarism. It is very helpful for the student but in a negative context. Well, if in a positive context for the student, nothing will improve from him. His writing skills are just like that because all this time he was copying it right? So it is like the impact of it was huge. And I think there are the more negative impact of it.

S   : What your opinion about the advantages or disadvantages of plagiarism?

CD   : By plagiarize, it helps us in writing for example if we do not understand or maybe we lost of an idea may be in making an opinion or something or we even do not understand about a topic may be, it really helps us

S   : It is the benefit, right?

CD   : Yes, that is the benefit. But for the damage, we have no progress there and especially plagiarism, it has checker software nowadays, right? some websites could check plagiarism and it is fatal if the plagiarism checker found we took the people's words without put the references. Basically, we can learn " how can I do this, I want to plagiarize but it does not look like plagiarism". Now that is one of the tricks, sometimes people look for instant way right? If they do not do that, there is no term plagiarismin this life, automatically we do not know how to paraphrasing. So with this plagiarism, this should encourage students to learn better paraphrasing instead of plagiarizing to much. So the benefit is it can make us easier because it is something we copy from someone and not our idea. But the damage also goes to ourselves.

There will be no improvement in writing and if the plagiarism can be revealed, our lecturer also will give punishment to us when the lecturer is considering.

S   : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

CD   : To avoid it? It is better when we look for a source, we better read first, then take the conclusion from what we already read. Besides that, do not forget to put the references. Because if we do not state it, and make it as ours, other peoples will be confused. Why? For example, we want to say, " Islamic religion is blah blah blah..." and we do not state the author there. Hello, when were you born? How come you make a definition like this? Then, paraphrasing. after we stated before, we could conclude our point of view, develop the sentences by our own words.

S   : What semester are you studying paraphrasing and quoting?

CD   : From my experience, if I was not wrong I learned it in the fourth semester at the Essay Writing course.
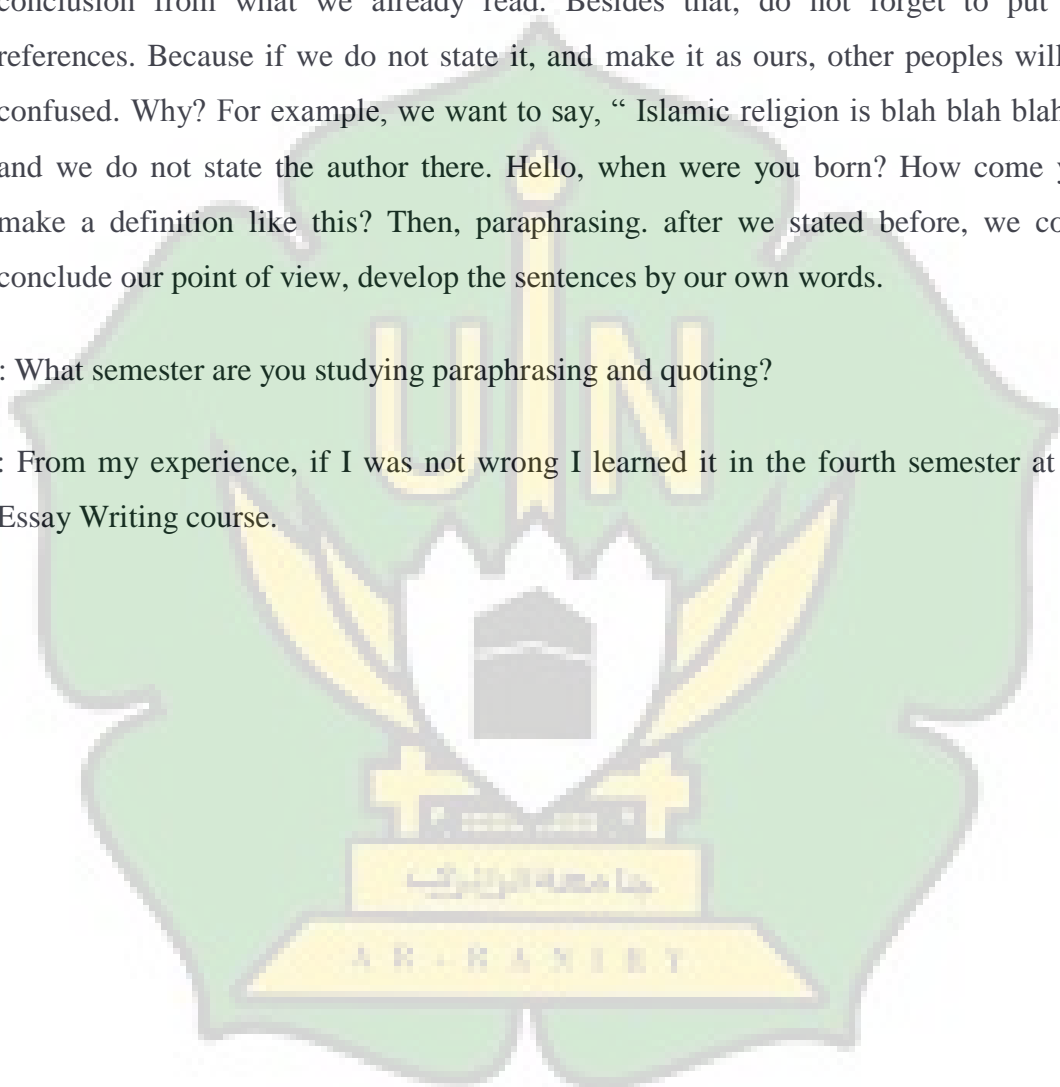
CDA'S INTERVIEW TRANSCRIPT

S   : What is your perception of plagiarism?

CDA   : In my perception, this plagiarism is not good because we take the other people's work without any sources. Even actually they have copyright and they write it. The authors are not easy to write. So, we cannot take their work arbitrarily.

S   : Well, we already knew that is a bad act right? But in your opinion, why this phenomenon still happens in the education world especially in academic writing / why are the students doing plagiarism?

CDA   : In my opinion, usually it happens because of a hurry that requires us as students especially to get the material quickly. Instantly we copy-paste and do plagiarism. So, the writing will be full-on one page and quickly finished by using plagiarism.

S   : Do you think plagiarism helps the students in an academic writing class?

CDA   : it helps us do the work, some of the assignments that need the basic theory to make the presentation paper about the Education of Psychology, we need the material there. We do not need the authors' work. The important things are the student writes where is the source. Usually, they only write the same sentences, not even paraphrasing. And that exactly helps students. But if for the final assignment like a thesis or another academic essay, it can be a boomerang for students. it will be a danger because now plagiarism can be checked. When we take someones' work and copyright, it means we violate the code of ethics and that is not good. It means help when it focuses on theory not only the work but it could be dangerous if we produce works by using plagiarism.

S   : Have you ever used plagiarism in your academic writing?

CDA   : Yes I have. I have ever taken a theory then put it in my writing but it just for a paper presentation or light writing. Usually, I collected it and just focus on the theories. But I have never done this if the example like claiming the other's copyright.. For example, according to what the book is, if the author said something then I took it and I said it as my opinion, it seems like it has never been. Hopefully not. Usually, for

example, take what the author says then paraphrase again or take some writing, then I will make my own opinion.

S : Have you ever copy-paste?

CDA : I often copy-paste if I make a presentation paper.

S : Are you still making the presentation paper now?

CDA : Yes I still, but only those theories are taken. If the lecturers ask our own work, so no plagiarism will be used.

S : What your opinion about the advantages or disadvantages of plagiarism?

CDA : The advantages of plagiarism are easy for the students. easy to find. Then, time is more efficient because he does not need to read a lot of books. He just has to copy-paste. After that, the disadvantages are it would be dangerous for him because he quoted the writings of people who have copyright. Then it will prevent him from improving his skills. It is difficult for him to improve his writing skills because he always likes the instant way.

S : Then could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

CDA : If it is a suggestion. Actually, it is not my suggestion. This is a suggestion from our lecturers who entered my class, always reminded " if you want to quote the peoples' writing, you have to paraphrase it. If we want to produce an idea it must be paraphrased. Do not take it raw and put it in our writing. So, paraphrase it and do not forget the reference.

CRA'S INTERVIEW TRANSCRIPT

S : What is your perception of plagiarism?

CRA : Plagiarism is an idea or work of others that we take and claim to be ours. Usually it often happens in reports or presentation paper or another academic writing.

S : Then actually it is good or not?

CRA : That is not good, because we take other people's work. But the author also thinks in advance what works he wants to write especially in writing, right? What idea does he want to write, while we just enjoy writing and claiming " oh that is ours."

S : In your opinion, why this phenomenon still happens in the education world especially in academic writing / why are the students doing plagiarism?

CRA : The development of technology and ease of accessing. It is easy for us to find the reference. Therefore students are lazy to create their own idea or at least to paraphrase. So they just copy-paste directly, the important thing is the report will be finish or what? The task also will be finished and it is not important " oh this is plagiarism."

S : Do you think plagiarism helps the students in an academic writing class?

CRA : Not at all. It does not help because it does not create the creativity of students to produce their own writing or book and not innovating.

S : Have you ever used plagiarism in your academic writing?

CRA : Yes, I have. I often do that for a presentation paper in general course classes like education of psychology.

S : What about now?

CRA : Now I have started to reduce plagiarism especially in academic writing, right?

S : What your opinion about the advantages or disadvantages of plagiarism?

CRA : In my opinion, there will be many disadvantages. Like I said before, the students tend to lack of self-confidence, then less creative and less innovative to create a work.

S : Does it mean there are no benefits at all?

CRA : I do not think there is any, because it is the other's idea.

S : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

CRA : In my opinion, there are quotes that we get from the sources, we can take the ideas but we have to use our own words like paraphrasing.

S : Then if that person might lack skill in paraphrase for example, what should he do?

CRA : The most important thing is he understands the main idea of the quote and it is up to him whether he want to use his own word as long as he understands. Then he also can take the quotations, he took along with the authors' name.

S : Oh did you mean direct quote?

CRA : Yes.

S : Now, especially in this semester's subjects. If you want to do our assignment, do you prefer to go to the library or searching the internet?

CRA : To be honest, I prefer searching on the internet because if I go to the library, it is complicated to find " what is the book code?". If on the internet, you just click the keyword right away, then it already out.

DL'S INTERVIEW TRANSCRIPT

S   : What do you think about plagiarism?

DR   : Plagiarism is a thing, plagiarism is a bad action to do.

S   : Why plagiarism phenomenon still happens among college students or why they still doing plagiarism in finishing their assignment?

DR   : The first is because of the time, the limited time that given. Then there is a lot of assignment that given moreover we in this Indonesia. Then the second is ease of internet access now because of technology.

S   : Do you think plagiarism helps the students in an academic writing class?

DR   : Yes it helps! it helps at the limited time.

S   : To be honest, have you ever used plagiarism in your academic writing?

DR   : Yes, I have, I used it in writing 2 class and then, in this academic writing class when I wrote my background for the first paragraph yesterday.

S   : What your opinion about the advantages or disadvantages of plagiarism?

DR   : It helps the students in finishing the assignment, the disadvantage is the student is not creative with his own idea.

S   : Then, the last is could you give some suggestions about the students'strategies for avoiding plagiarism in an academic writing class?

DR   : Yes, of course. The first, especially in this academic writing, so the way to avoiding plagiarism is by learning how to form a good structure in writing. Then the second is by learning how to correctly paraphrase. Then, the way to avoids plagiarism for the teacher is using the plagiarism checker.

FM'S INTERVIEW TRANSCRIPT

S : What is your perception of plagiarism?

FM : In my opinion, plagiarism certainly is the wrong act which is not appropriate for students or someone else to do.

S : It is not a good thing, but in your opinion, why this phenomenon still happens in the education world especially in academic writing

FM : It is because of plagiarism itself. It is helping students to more easily express what they want to say. Sometimes they do not have a vocabulary, so when they want to say something, they find for example whose writing and they get what they want to find out. They directly took it like that. That makes it easier for them to answer questions from the teacher.

S : Do you think plagiarism helps the students in an academic writing class?

FM : Actually it really helps them. plagiarism makes everything easier for the students to do their assignments, but what is not useful here students are less creative. They are lacking in being smart in stating their own perceptions.

S : Have you ever used plagiarism in your academic writing?

FM : Certainly. I have ever used it. When I finished high school until the beginning of college, I did not understand that take the material on the internet for assignment is wrong, it is as same as plagiarism. We do not try to use our own words when we take it. Because in the past, we still did not understand that is a wrong thing and we should not take the other's idea.

S : Nowadays, if you do your assignment, do you prefer to go to the library or use an online source?

FM : Yes, of course, I will use online sources unless there is a lecturer who asks them to. Indeed all of the lecturers would expect us to take the material in the book. Sometimes there is a detail lecturer that will gives us direction like "look this material in this book, or just look for it in the library." Some of them do not say that. So most of us

will take the material on the internet like PDF, journals or all kinds of that, still in the academic field too.

S   : What your opinion about the advantages or disadvantages of plagiarism?

FM   : The advantages and disadvantages as I explained before, it easier for students to find what they want to find out. After that, it makes the students easier to write too like we already read a number of articles or something on the internet right whether it be a journal or whatever the source, we like linking the sentences that we get. For example, we take these sentences here, and we take those sentences there but we do not try to paraphrase it. Indeed, we take it totally and only combined it together. Because of that, our writing looks better than we use our own words.

S   : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

FM   : Like what I got on campus, the lecturer teaches a lot in the writing course, for example, is if we want to take someone's idea, we can draw our own conclusions. We like changing the verb or the form or even the structure of the verb. Just do not look exactly like the original source. Or it could be from the passive sentence we change it to the active sentences. We should be more creative in writing.
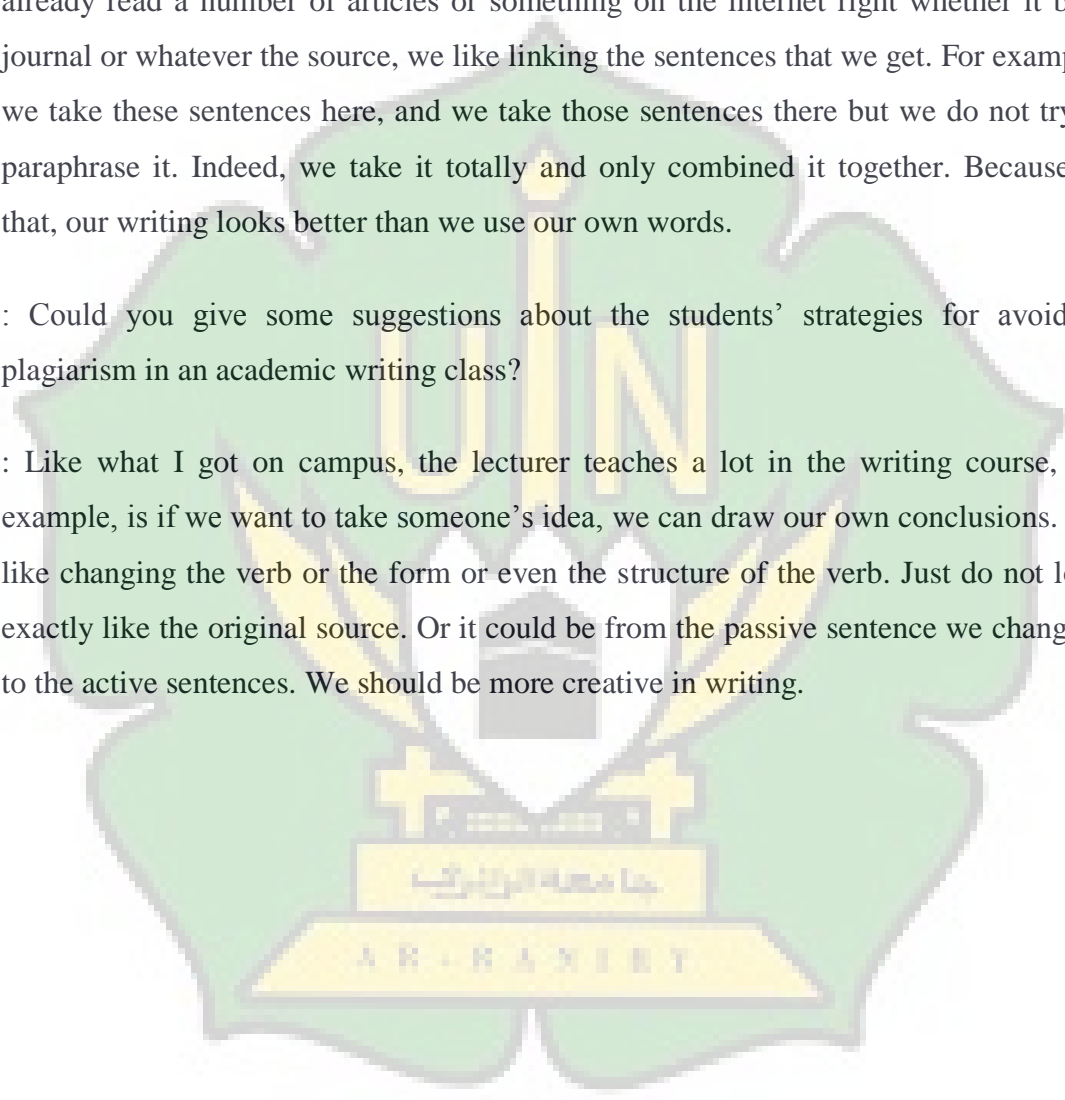
JWN'S INTERVIEW TRANSCRIPT

S   : What is your perception of plagiarism?

JWN   : I think, there is already a law on plagiarism, so it is not allowed. So we as students must really know what plagiarism is and we also know how to reject itself. If we have an assignment as much as possible do not plagiarize because there are many solutions besides that.

S   : In your opinion, why this phenomenon still happens in the education world especially in academic writing?

JWN   : In my opinion, for example, I saw it by myself. It might be because of what I said before, because of the deadline assignment. Then, the first is for a student like that. The second one, the student who really does not know how to change sentences that they got from a journal or a book. When he wants to put it in or he does not know how to make references. I think because he does not know that but he does not know how to change the paraphrasing of sentences or opinions. So, he just put the author's idea.

S: Do you think plagiarism helps the students in an academic writing class?

JWN   : I think, no. Because actually what helps a student is the information of a book or. So, it is not the plagiarism that helps but the information. But we can get the information if we write the reference. That means we are not plagiarism. If we really want to take information like that.

S   : Have you ever used plagiarism in your academic writing?

JWN   : For now and at this time, when I was a college student I have never been again. maybe it is paraphrasing because it can be paraphrased like that. But if in high school, I have ever done that.

S   : What about the presentation paper?

JWN   : I did it only when in high school.

S   : What your opinion about the advantages or disadvantages of plagiarism?

JWN : There are no advantages of plagiarism at all, because we should take the idea of someone then we put the author's name. After that, there will be our opinion below. For example, we want to take a theory or opinion. Then the disadvantages, there are a lot of disadvantages. The first is we are lazy to read because in our presentation paper, we have taken the other's paper. So, we do not read that anymore. We directly gather it to the lecturer. Then the second is lazy. Lazy is the brain of all activities. So if we are lazy, our knowledge must be lacking. It means our knowledge is low under people. Whereas people have already read that, but we never.

S : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

JWN : Like I said before, the way to avoid is to paraphrase. We have read a theory or an opinion to write in our own words. But if the example like a scientific theory we must put reference or footnote from where we take it first, then we can put our opinion if that is for our assignment.
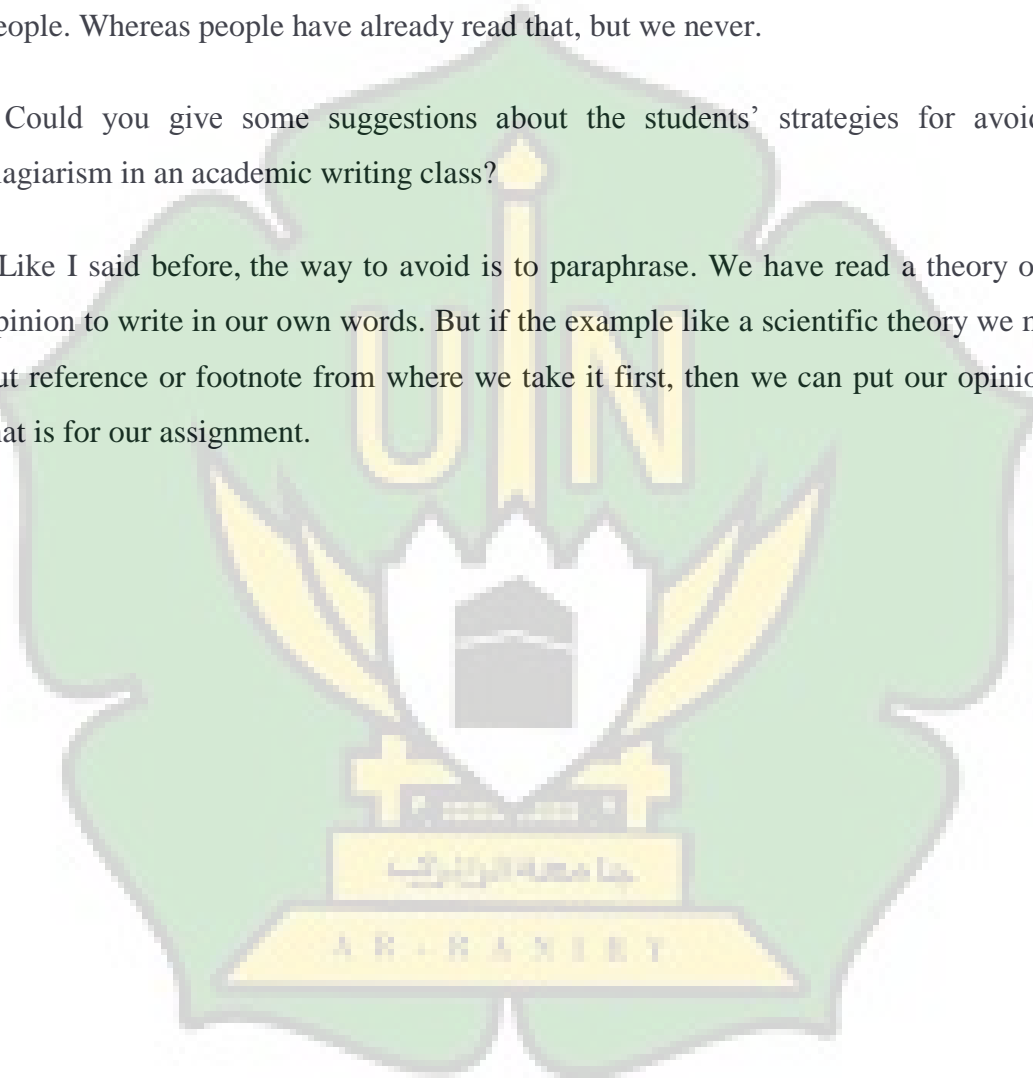
RA'S INTERVIEW TRANSCRIPT

S   : What is your perception of plagiarism?

RA   : plagiarism is something bad because we are taking people's opinions and making them as our idea. The point is it is a bad thing.

S   : In your opinion, why this phenomenon still happens in the education world especially in academic writing / why are the students doing plagiarism?

RA   : From my own point of view, it is because there are many students who do not know exactly what plagiarism is actually? Even from the plagiarism they still do not know. So it is like " maybe it is just something safe, I think it is not much so it is okay."

S   : Do you think plagiarism helps the students in an academic writing class?

RA   : It is helpful and not.

S   : Why is it so?

RA   : I say help maybe when we need it, it does not take a long time. It means we need it all of sudden. With plagiarism, maybe our assignment will not take a lot of time. But it did not helps because (1) it is a mistake, (2) our thought will be stuck there. It means that it does not develop.

S   : Have you ever used plagiarism in your academic writing?

RA   : I am not sure, because it seems like it did not. This is not plagiarism, but it could be that there might be a few things that are overlooked, which is just what other's opinion we think it is common.

S   : Have you ever copy-paste?

RA   : Not, copy-paste for all, nope. Just maybe like " oh this is the idea!" like that, that is why it is like this.between yes and no.

S   : What your opinion about the advantages or disadvantages of plagiarism?

RA   : The damage may be we seemed not to appreciate the other's ideas. Then underdevelop, it means our thoughts also do not develop. What else? If for the damage, basically all of it. There are no benefits other than that it might speed up our time if we need it all of a sudden.

S   : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

RA   : Avoiding plagiarism, first we must know automatically what plagiarism is. Which ones are considered plagiarism. If you already know which ones, next is we have to know what we need to take and what we do not. Then second, if in doubt, we should put the source instead we do the plagiarism. That is in my opinion.

S   : So, the safest way is a quotation?

RA   : Yes, it is safer.

SF'S INTERVIEW TRANSCRIPT

S   : What is your perception of plagiarism?

SF   : My opinion about plagiarism, it must be a bad thing because we are stealing other people's work without permission. Even if we use his permission, it is not justified because we copy-paste.

S   : In your opinion, why this phenomenon still happens in the education world especially in academic writing?

SF   : I think because most of the students are lazy and when they are given assignments but they suspended until the end near the deadline. Finally, they did not have time to read and they did not intend to read. So they just copied and paste because they did not have time to read lots of articles to paraphrase or use their own words.

S   : Do you think plagiarism helps the students in an academic writing class?

SF   : I think it did not help at all because the first, they did not get knowledge. And second, they also do not understand how to write their assignments because they only copy-paste people's sentences.

S   : Have you ever used plagiarism in your academic writing?

SF   : Yes I have ever used it when at the beginning of the college time before I realized what is plagiarism, the effect of plagiarism and it is not allowed. Then when the beginning we make the presentation paper, honestly I used it. Because it is difficult to find the material and finally copy-paste it. But since I emphasized to myself. If plagiarism is not a good thing and can have a bad effect on my next career, then I started doing paraphrasing or quoting in my assignment.

S   : What your opinion about the advantages or disadvantages of plagiarism?

SF   : There are no advantages at all, even for the students or the writing that was plagiarized. But there are so many disadvantages, one of them is if he continues to plagiarize the other's idea, firstly he would not get much knowledge. Secondly, he also was not able to write his own assignment. Then he is also used to doing

plagiarism even in his career. My lecturer once said that if I could graduate from a degree then I was found out there was plagiarism, then my career will be destroyed in an instant.

S   : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

SF   : My suggestion to avoid this is the first is a quotation, if they feel confused with the articles that they read, they get the knowledge then put it by using their own words.

S   : What is your opinion about the students who still do plagiarism now?

SF   : In my opinion, maybe they better stop because it is for their own good too. If they still continue to do it, they will get the effect so they should stop it.

SM'S INTERVIEW TRANSCRIPT

S   : What is your perception of plagiarism?

SM   : In my opinion, plagiarism is like a cheat. We use the other people's work and automatically it is a mistake. Because at least, if we want to take the other's opinion, we can paraphrase it or understanding the content, then use our words. But if plagiarism, we only copy-paste and that definitely a cheat or we can say like that is a criminal.

S   : In your opinion, why this phenomenon still happens in the education world especially in academic writing?

SM   : I think the first is because he is lazy because he does not want to find the other sources and stunned. For example like some students want to make their assignment in a few minutes closer to the day they want to collect that, deadline. So it is like because of being trapped and he should copy-paste although their intention did not want to copy-paste again because of their laziness. One more thing, we are lacking resources here. For example, in our library, we cannot get a lot of sources. So, the students will be lazy if they do not get the source once, they have to look at the other places and it is difficult for them. So, they think of copy-paste because of the lack of sources than really lazy students.

S   : Do you think plagiarism helps the students in an academic writing class?

SM   : If doing a task, I think plagiarism actually is an action that does not help even with its existence, students are getting lazy. Furthermore, plagiarism brings ignorance and laziness so it has a bad effect.

S   : Have you ever used plagiarism in your academic writing?

SM   : Yes I have ever used it in the first semester when we make a presentation paper. Recently I made a journal and there is no plagiarism because it was guided directly by my lecturer from the beginning to the end include plagiarism. So, the possibility its' existence is small and we do not dare to make plagiarism. But when in the first and second semester, I think I did it (plagiarism) because it is a mistake when making a

presentation paper. So in the end, we do not put anything and also we do not know about plagiarism before. Actually, we only know " oh plagiarism take the other's idea". In the past, we copied-paste it directly, I did plagiarism before but it is because I do not know it yet. Because I do not know what is plagiarism. but know I already know it, and I do not do that anymore.

S   : What your opinion about the advantages or disadvantages of plagiarism?

SM   : I think it is more to the disadvantage. The disadvantage of it is we will be lazier to look for another source, and we cannot develop our knowledge. In plagiarism, usually, we just use one source. But when we use a paraphrase, we usually use a lot of opinions. So, we conclude then we paraphrase it. If the advantages, I do not know much. Maybe to cut time. After that, on the academic side for example, in the past I also did plagiarism and the advantage of it is , " oh I cannot do that anymore" or " so that what we called plagiarism".

S   : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

SM   : Yes, we can use one of our lecturer's method of learning to avoid it. So the lecturer asks us to make a product every week. So we do not do that directly, like all of you make a journal, then checked until ... no, no. He gives the procedure. For example like, "this week you make this first". I mean there is a process. So, we avoid the problem of plagiarism because we are given time to breathe to the consul that and this, not all at once. Because there is a lecturer who gives an assignment " You make a journal and directly consul this journal ". So, this situation could occur plagiarism happen. Then, there is no other strategy for me except that one. Besides you have to read a book then understanding the content or context that we should make.

SYR'S INTERVIEW'S TRANSCRIPT

S : What is your perception of plagiarism?

SYR : So plagiarism is like the student was copying someone's idea or something else. If we plagiarize the other's work, we do not believe in our own work. It means we are not confident, like " is this correct ? " But if there is plagiarism, that is not good.

S : In your opinion, why this phenomenon still happens in the education world especially in academic writing?

SYR : Because of the idea in writing might be lacking. but maybe the student has many assignments, so to come up with an idea is not easy. Especially when you are chased by the deadlines. For sure, the students will plagiarize the other's writing all the time. When you bring up an idea, it must be really focused.

S : Do you think plagiarism helps the students in an academic writing class?

SYR : Actually, plagiarism helps the students but we should not plagiarize or copy-paste everything. We must see the structure, "oh this is how to write it like this." For example, if we write scientific writing, we should see it first, do not copy-paste everything. We read the steps, it is like how to write it. Do not write back what he wrote.

S : Have you ever used plagiarism in your academic writing?

SYR : Yes, I have.

S : How often you do that?

SYR : I am not plagiarizing like directly copy-paste all of the writing. But only a few sentences or one paragraph. Not all straight away.

S : Without put the author's name?

SYR : Actually it is not allowed.

S : What your opinion about the advantages or disadvantages of plagiarism?

SYR : The advantages might help us to find out ways to make a sentence, while the disadvantages are going back to us. It means we do not believe the result of our abilities is good or not. We are not confident.

S : Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?

SYR : The solutions maybe eeee... we do not plagiarism. we just read it. Read his writing then we understand the purpose of his writing. For example, what is the purpose of this writing? We understand and we read it well then we write it into our own language.

S : Now, we know what is quotation and paraphrasing right? If quotation, we take the sentences and we also put the author's name while paraphrasing, we change it into our own word, do you prefer quotation or paraphrasing?

SYR : I prefer paraphrasing
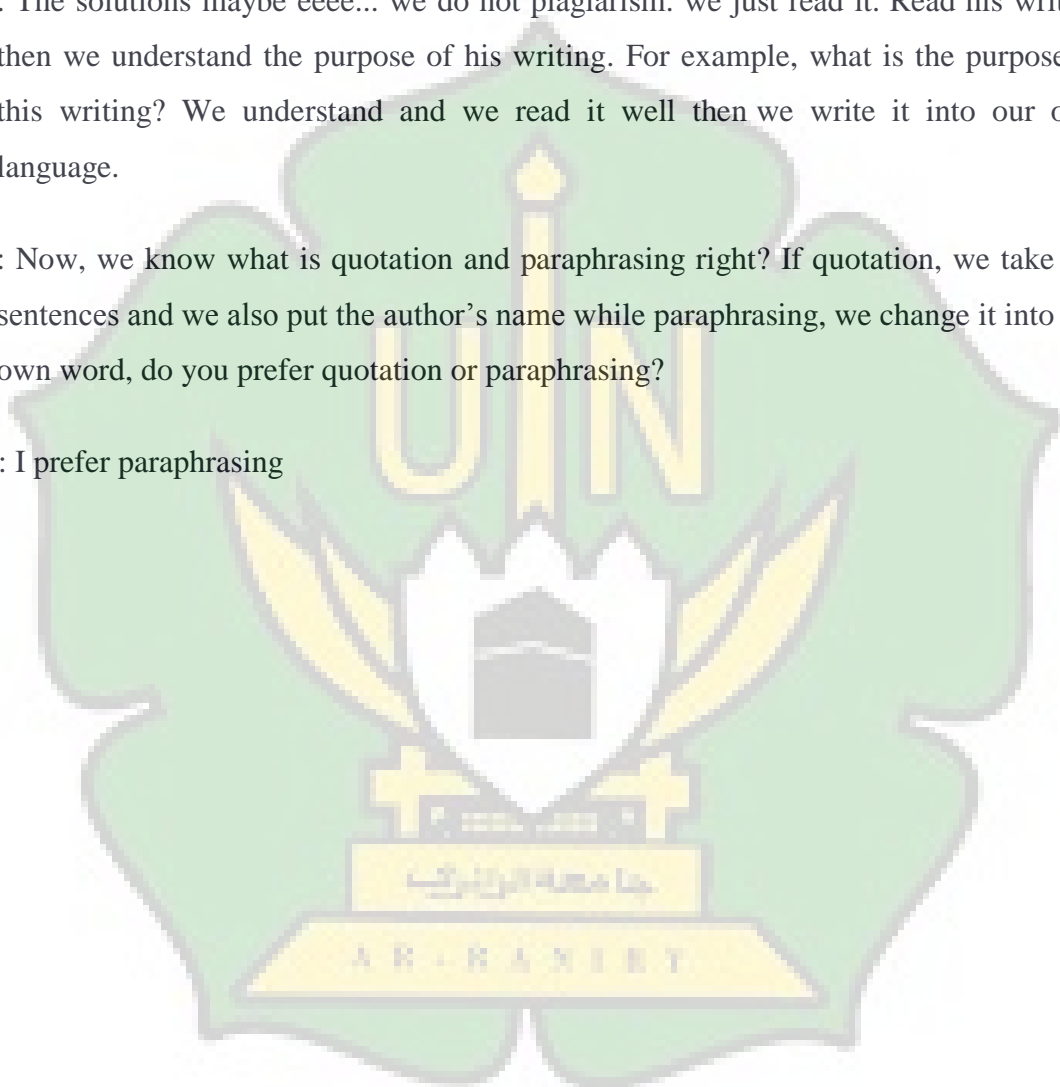
Attachment 1

by Turnitin Instructor

Submission date: 23-Dec-2019 01:56PM (UTC+0900)

Submission ID: 1238049580

File name: attachment-1.doc (27K)

Word count: 694

Character count: 3419

4 Simple Steps to Develop Listening Skills of Young Learners

There was time when kids eagerly looked forward to their daily bedtime-story ritual. As a doting grandparent or aunt reads the tiny tot would silently listen, spell-bound by the narrative. Unbeknownst to the child, greater imagination and better flow of thought were qualities being ingrained into him/her, through attentive listening.

Fast-forward to the present day scenario where every one of these kids appear to be super-high on sugar. In this tech-first, intensely competitive world these kids chatter without a pause and provide instant reactions to everything! They have no patience to listen completely and imbibe information, owing to the million distractions around them.

Unfortunately, the current world order is akin to a rat race. To compete in such an environment, we are inadvertently teaching kids to be assertive and loud. So instinctively, kids tend to react even before the person can fully complete a thought. They need to be conditioned to break free of this habit.

It is therefore up to their caretakers and schools to discourage mindless hearing and reward good listening skills. Here is how you can do it:

Step 1: Make Active Listening F.U.N

Children need to be taught that listening involves eyes, ears, and the heart. So, the first step to getting kids to listen is by reducing the number of distractions they are exposed to. Phones, video games and TV are a big NO!

Then get them to understand the full message, not just hear the words. The way you can approach this is to pepper your sessions with interactive activities to encourage listening skills. In this case, lesson plans must be carefully constructed to include these techniques to achieve your goal.

Some of the popular interactive games for honing listening skills range from "Simon Says" (pertaining to following instructions) to "Story Chain" (predict what happens next in a story).

You could also get kids to follow simple cook-book recipes, read aloud. Alternately, there has been much success in turning curricular subject-matter into sounds and music – making it easier to learn and remember.

One could also create a sound motif to accompany the story read out, to help kindergarten children increase comprehension. For kids who do not understand basic language, sounds can help correlate to the theme under discussion. Music is also a great stress reliever, making learning much easier and fun!

Step 2: Participation is key to listening

Encourage kids to ask questions between sessions, or summarise each session at a designated time. Another way to ensure participation is by incentivizing kids to ask each other questions. So, in order to be able to ask questions, you need to have understood the subject matter. This way you know who is listening and who is not.

But you also need to keep tabs on the fact that kids are not continuously badgering the speaker with questions. This defeats the purpose of the exercise. Remember the focus is to listen actively. Asking of questions can happen at scheduled time-slots.

Step 3: Do not repeat the same point

Do not keep repeating the point you are trying to make. This way, you ensure that if the student blocks out what you said the first time, they will feel like they are missing out. Hence, you encourage them to listen carefully from the next time onwards.
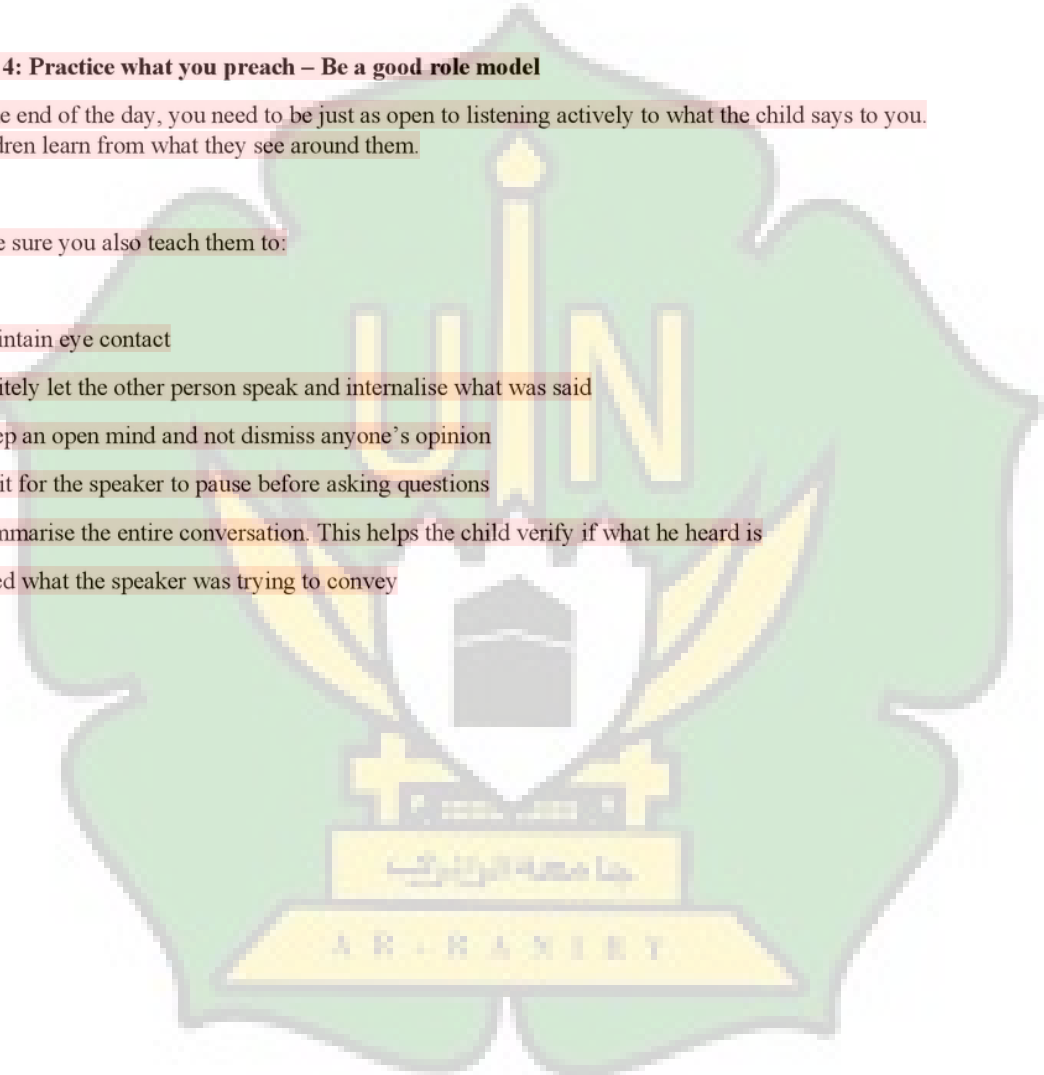
Warning: Do not be too boring though, as this could backfire by the child completely zoning off. It is important to ensure you are being engaging enough for the kid to pay attention.

Step 4: Practice what you preach – Be a good role model

At the end of the day, you need to be just as open to listening actively to what the child says to you. Children learn from what they see around them.

Make sure you also teach them to:

• Maintain eye contact

• Politely let the other person speak and internalise what was said

• Keep an open mind and not dismiss anyone's opinion

• Wait for the speaker to pause before asking questions

• Summarise the entire conversation. This helps the child verify if what he heard is

indeed what the speaker was trying to convey

Attachment 1

Attachment 1

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

Attachment 2

by Turnitin Instructor

English Language Assessment

Introduction to Language Classroom Assessment

Language classroom assessment is a roundly new field within applied linguistics itself because it primarily deal with ELLs and test –takers and researcher who have a big interest on the teaching and learning english. Bachman (1990) said that the major theoretical framework that guides the field of language testing and assessment is derived from educational measurement tased on classical and modern test theory.There are two important landmarks in this nature of the field (1)what is at stake and important to the field and (2)the shift from a focus on testing to a focus on assessment this shift also equalize with the worldwide movement in general education to combine assessment of learning. Assessment of learning refers to those assessments that happen after learning has happened. while assessment for learning refers to the process of seeking and interpreting evidence for use by students and their teachers. This terms are both used in this book to show the historical development of the field. First,the focus was on it's testing then moved to assessment. Second, it includes large-scale suchas TOEFL and IELTS

Taylor and Noten (2008) said that the definition of assessment can include events,tools,processes,and decision.Teacher decisions about assessment practises on a day basic are influenced to a large extent by individual past testing and assesment experiences when something positive results from a decision, individuals are more prone to decide in a similar way but individuals tend to avoid repeating past mistakes thus,it is important for the teachers to reflect on their own past testing and assesment to guide their future assessment practices.

By the seminal work of canale and swain (1980) on the teaching and tasting of language communcative cumprtence. Bachman and Palmer (1996) defines that language teacher in their early careers, pointed out that the working model of communicative language ability.

So, my reaction to this article when the Taylor and Noten(2008) define that assessment can include events, processes, tools and decision. So the teacher's decision have a big impact to the individual past testing and assessment experiences. As what is written on the article, that something positive results from a decision, they will avoid repeating same mistakes in the

past. That's why it is really important for the teacher to represent on their own past testing and assessment. It is really useful for them to guide their future assessment practise.

Attachment 2

57%
SIMILARITY INDEX

52%
INTERNET SOURCES

16%
PUBLICATIONS

36%
STUDENT PAPERS

PRIMARY SOURCES

1	www.tesol.org Internet Source	44%
2	Submitted to University of Dayton Student Paper	8%
3	Submitted to Hanoi University Student Paper	6%

Exclude quotes   Off   Exclude matches   Off
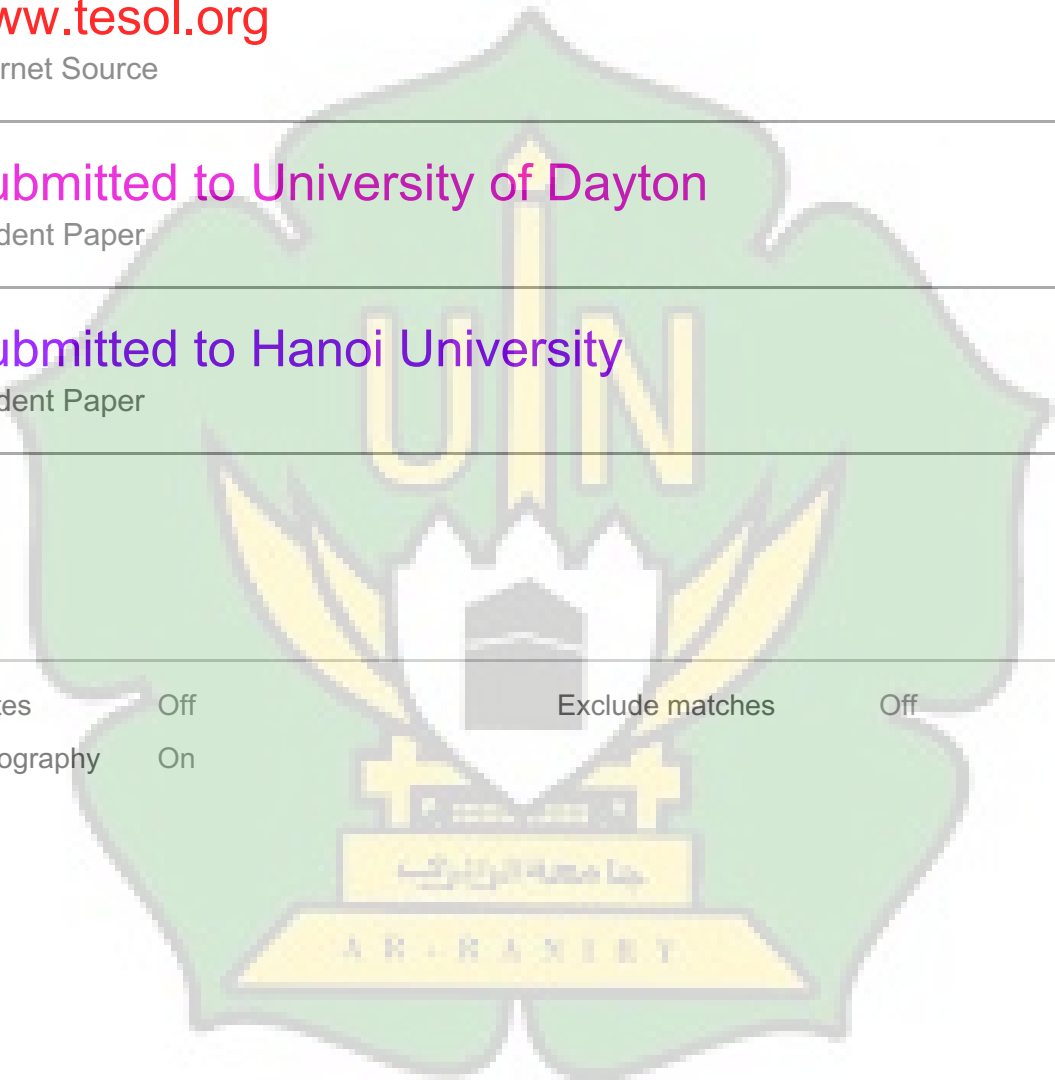
Exclude bibliography   On

Attachment 2

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

Attachment 3

by Turnitin Instructor

School should move towards all electronic textbook

In the 21st century, technology already has a very important role in human life, which over the time it is increasingly sophisticated. No wonder at this time there are so many technology users, especially in the education world. Many people especially the teacher always thinking how to attract student's interest in teaching learning process and of course reading sessions are also very important for students. One of the way to attract student's interest an atttention in learning is by using the technology or more specific is electronic textbook (e-textbook).

So, what is electronic textbook ? Electronic texbook is a textbook in digital format. It is an electronic version of a traditional print book that can be read by using a personal computer, smartphone or also by using an eBook reader (software application). Nowadays, most textbooks can be read as PDF files and that is really make the e-textbook more easier to get the information when they do not have enough books at their school. Actually this condition have become very common conditions right now when not all of the students get the printed textbook even schools are also dificcult to overcome this problem. Maybe some students will sacrifice their money by copying a textbook but not all of them will do that. Then, what will they do for following their learning? They will use e-textbook, moreover the students nowadays have a very well enough undestanding towards technology. So that, they can download the PDF by using their smartphone or personal computer. I think the electronic textbook also give many benefits for the users.

Firstly, **cost effective** means that when the school do not provides enough textbooks for students, they do not need to spend a lot of money only for print out and copying again the textbook. They can use the internet or wi-fi at their schoool and download the PDF of it. Secondly**, it is easier to carry**. Smartphone and laptop are not a heavy object to bring anywhere, moreover this time phone become the important things for the people to carry rather than the printed textbook. And it will not prevent the students at all to read wherever they are without need to carry all those heavy books.The lastly is **waste of space and paper**, so the school residents whether it teachers or students should switch to technology and download these textbooks to the phones, laptops, eReader or iPads. They do not need to waste the paper anymore and also space to put it in the class or bag. It also would be easier to do homework when they are going somewhere instead of dragging a heavy book around.

From my explanation above, it is clear that school should move to use the electronic textbook because some reasons that give many benefits to the students or teachers in teaching learning process. As media literacy right now becomes more important and technological sophistication is also growing, it is important to menerima the digitalization of the printed textbooks. Students are learning to process information differently with the help of electronic textbooks and it only makes sense for their tech-minded brains, their wallet and also their academic improvement.

Attachment 3

PRIMARY SOURCES

1	www.slideshare.net Internet Source	4%
2	Submitted to Western Governors University Student Paper	4%
3	www.thetechedvocate.org Internet Source	3%
4	Submitted to Glenwood High School Student Paper	1%
5	Submitted to William Jewell College Student Paper	1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		

Attachment 3

FINAL GRADE

GENERAL COMMENTS

/100

Instructor

PAGE 1

PAGE 2

Attachment 4

by Turnitin Instructor

Bilingual Education

Reading Bilingual Books: Students Learn English While Acquiring Knowledge about American Cultural Traditions and Places

Purpose of the Study

The purpose of the study was to investigate several questions associated with the use of bilingual books for instruction in the L2 (i.e., reader's second language), specifically to enhance English vocabulary, comprehension, and knowledge about American culture. PSTs' reaction to this instructional experience was also a factor that was evaluated.

Theoretical Framework

In order to effectively use linguistic and comprehension strategies fluidly, readers need to have the prerequisite skills and select, integrate, and apply them flexibly in a process of close reading. Close reading is central to effective construction of meaning. It requires readers to carefully analyze texts through reading, rereading, and reflection as the reader builds understanding of "the central ideas . . . the meanings of individual words . . . the development of ideas over the course of the text [and] arrive at an understanding of the text as a whole" (PARCC, 2011, p. 7)

Methodology

Qualitative data from multiple sources were analyzed. Observations of PSTs' instruction and class discussion with the books were analyzed, Written responses,PSTs' personal reflections, expressed in daily blogs.

Participants

Participants were seven undergraduate PSTs from Buffalo State — one majoring in exceptional education, two in art education, and the rest majoring in elementary education and reading.While children in various grades open to us at the school (Grades 1-5) were exposed to the bilingual books written by the PSTs, the impact of the study on the children's interest and comprehension of the books focused on 22 fifth graders at the school; all of these students had been receiving English instruction from our IPDS liaison at the school for about four hours each week since entering 2nd grade.

Materials

- Seven bilingual books were created — each one by a participating PST.
- Each PST wrote her book in English with each page developed on a PowerPoint slide accompanied by a photo related to the text.

- Multiple copies of the PowerPoint slides for each book were photocopied.

List of Books

Halloween (Elizabeth)
Welcome to my City/ Benvenuti Nella Mia Citta (Cindy)
Let's Play Ball / Giochiamo a Baseball (Ashley)
Niagara Falls/ Le Cascade di Niagara (Symone)
Fourth of July/ Il Quattro di Luglio (Elizabeth)
Basketball/ Palecanestra (Yasmine)
American Artists/ LeArtisti Americani (Mary Cate)

Data Sources

Three measures were utilized to determine the fifth-grade children's response to the books :
- Measure one required all fifth graders to write a paragraph or more in their native language describing what they enjoyed most about the time they spent with the PSTs (i.e., ''their American teachers'') while they were at the school.
- The second measure embraced individual interviews using several questions.
  1. Which book read to you by the American teachers was your favorite?
  2. What did you learn from the book that you did not know before? a. Tell me as much as you can remember?
  3. Which of the books do you feel was the most difficult to read and why?
  4. What did you do with the books we gave you?
  5. What did they (i.e., anyone with whom you shared the book) have to say about the books? (Ask whether the child is referring to family members)
- The third measure consisted of the blogs the PSTs were asked to keep during their time in Torremaggiore.

Results

Informal observations of students' participation (i.e., by PSTs, the professors, classroom teachers, and the English teacher) during the read-alouds and guided reading lessons, discussion of the content in texts, and participation in follow-up activities reflected that students had acquired additional English vocabulary, knowledge of American cultural holidays and places, and increased confidence when reading in English.

All of the 5th grade subjects mentioned that they enjoyed the various activities associated with the books they were exposed to whether they were presented as an interactive read aloud or in a guided reading lesson.

In combination, Questions 1 and 2 sought to determine whether the bilingual texts constructed by the PSTs benefited the children's understanding of texts written in the L2 and increased their

understanding of American culture. In response to these two questions, the written remarks by the children, as well as their oral responses when they were interviewed, reflected the children's positive feelings about learning English as well as facets of American culture.

Conclusions

It appears that this short-term opportunity to support the L2 development of children at the San Giovanni Bosco IPDS was successful in supporting development in English as well as expanding their understanding of American culture and places. The bilingual books PSTs created as part of their pre-trip course were extremely effective as resources for this instruction and learning. Book construction prepared the PSTs with a repertoire of materials from which they could create meaningful lessons that integrated speaking, listening, and reading in the L2. In the process, PSTs had opportunity to create resources for their instruction, integrate teaching strategies for comprehension instruction, plan and implement enjoyable follow-up activities that foster practice with new learning, and learn some Italian while working with children and teachers at the site. Beyond this, the interaction provided children with copies of the books that they could take home for practice and share with their parents and siblings —extending their learning as they share and teach family members using the books. Their responses seemed to indicate that translanguaging had occurred as they read, supporting meaning-making during the reading process. The creation of the bilingual books was concluded to be a worthwhile project for the pre-IPDS course — one that should be continued in subsequent semesters when the short-term study abroad journey occurs

References

Maria, A. C., Mary, E. S., Ashley N. G.(2018). Reading Bilingual Books: Students Learn English While Acquiring Knowledge about American Cultural Traditions and Places. *Journal of ERIC*.EJ1179964.

Attachment 4

Attachment 4

FINAL GRADE

/100
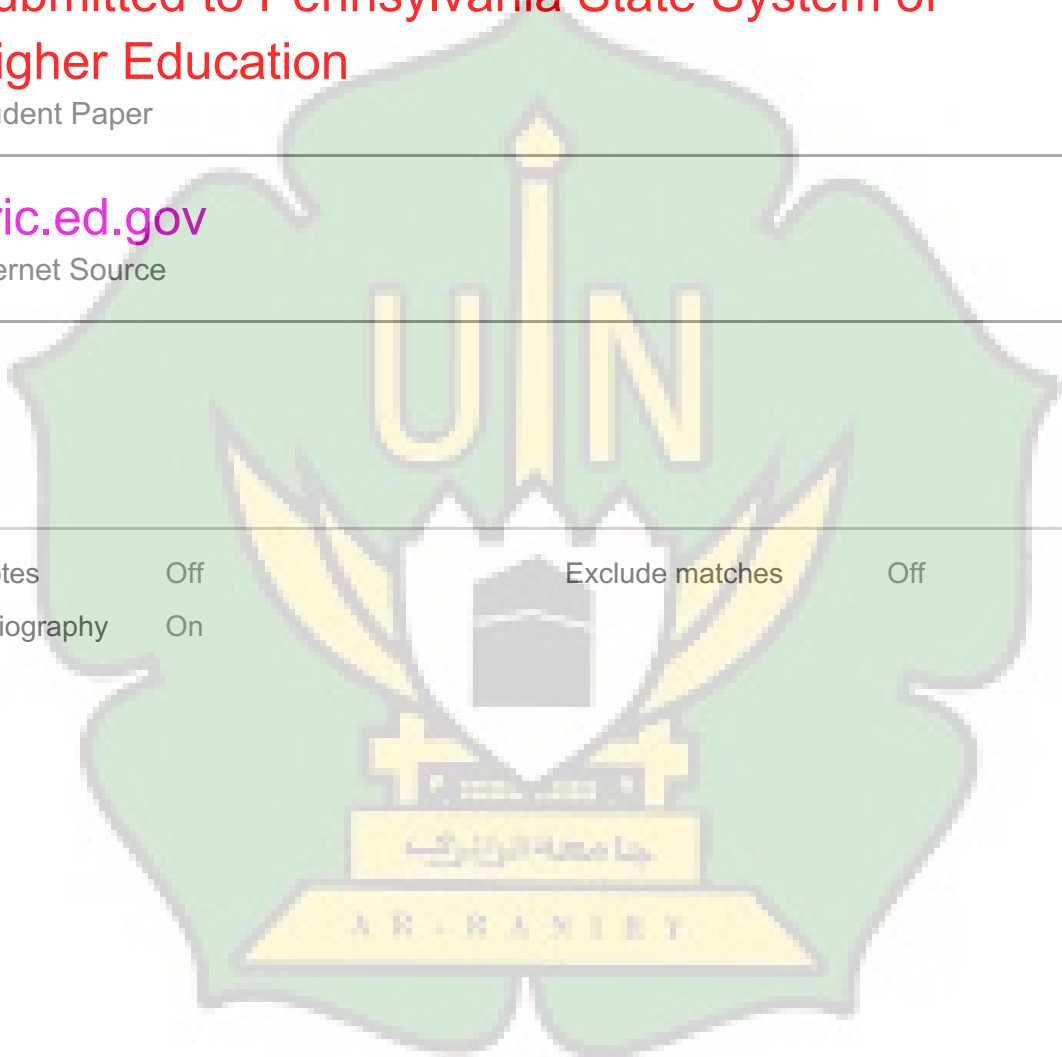
GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

Attachment 5

by Turnitin Instructor

Why being a student at English Education Department

Probably, some people asked **"why choose to study at English EducationDepartement?"**in fact, English can be learned by join a course or studying through online sites. Responding to the statement, first we must know that English is the second most spoken language in the world after Mandarin, It is recordedthat *there are 53 countries and 10 international organizations that use English as the official language. In addition, almost of all countries in the world apply English as a second language after their first languages with around 500 million speaker*s. according to this fact, it is evident that learning English is very important in our life and in international bussiness. Therefore, as a student of English education department must be able to continue the English language skills and knowledge for the next generation. One of which is to become an english teacher. Not just to become a teacher, several other reasons why studying in English education department are to improve skills in mastering english, to get formal education to learn English and to get a link to continue studying abroad.

first, To improve skills in English, mastering English Language skills is very important, because English is the international language that is most widely used in the world of business and industry in terms of communication. By studying in the English education department, it will be easier for us in the process of improving English language skills such as listening, reading, writing and speaking. Not only learning English everyday, but also because there are many lecturers who are graduates from universities abroad whose notary has extensive experience and high skills in English. So that ,the progress of English students is not only in terms of language, but also other knowledge about education and get more experiences gained from each lecturer.

Second, Getting formal English-language education. With the existence of formal education in learning English, it will certainly make it easier for us to get a job. In the business and industry, being a bilingual or multilingual is an advantage in itself. especially the advantages in communicating. by studying in the English Education department, in fact we are not only set to become a teacher, but also can adjust to other jobs that are no less cool than other majors. Besides, if our background is an English education student, then there must be a guarantee that we have skill in English and have skills in teaching, where we are accustomed

to being formed to be creative and innovative. So that, it will make it easier for us to face the world industry and also have more professional opportunities to reach the better job in the future.

Lastly, getting a link to study abroad, one of the undeniable advantages being a student of theEnglish Education Department, which is easy to get links and scholarship to study abroad. If we are English students, then studying abroad will be more likely. At least, we can take part in the International student exchange program.The quality of the English Education department for student to get a large opportunity in study abroad and also because of many lecturers who are graduates from overseas universities and have a great achievement in term of education.

Based on these reasons, it shows that English is needed in all circles. By choosing the major ofEnglish Education Department it certainly helps us to face the modern world and help the next generation in increasing their awareness to learn English, because with English we can easily deal with the world condition today that will progress as time goes. Especially in terms of education, proficient in English will certainly be easier to improve the quality of our education and easily to absorb learning from developed countries. And in same reason it can help us to get an opportunity to study abroad and increase the consideration in learning English Language.

Attachment 5

Attachment 5

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

Attachment 6

by Turnitin Instructor

Globalization and Strategies for the Development of Muslim Society

1. Introduction

While different definitions of the concept exist, by globalization we mean here the increasing sharing of information and knowledge among people, the dismantlement of boundaries and distances between countries to form single global blocs that unite mankind in a single global entity. Globalization has brought about major changes in the world order, with a great impact on the various social, cultural, political and economic aspects as well as on the production and distribution patterns throughout the world. If globalization has contributed to introducing radical changes in the structure of the world order, it has also become –or at least seeks to become– "a unique pattern" or system in the various social, economic, cultural, intellectual and value-related aspects.

This has impacted the nature of knowledge and its sources and trends, and made it necessary to review teaching and learning methods in order to respond to the new requirements. We are thus facing a new kind of knowledge-intensive economic activity, which continuously needs increased research that, in turn, needs to be constantly generated, reviewed and improved. There is no doubt that the ongoing development in the field of knowledge and research has become a major challenge for the educational system at the various levels and stages, as it will be its responsibility to produce a workforce whose educational background and skills meet the needs of the everchanging economic environment.

In other words, the responsibility of the educational institution will be two-fold. On the one hand, it should maintain its traditional role of responding to the needs, specificities and priorities of the nation state. On the other hand, it will be obliged to develop itself in order to satisfy the priorities and requirements of the global market. Any new educational strategy in the Islamic world has to deal with globalization in such a manner as to take advantage of its positive aspects, and ensure a rational exposure to other nations' experiences and to the achievements of countries with leading traditions in education, science and technology, while protecting the Muslim identity against the danger of melting into another culture in conflict with the religious, intellectual, social, moral and cultural components of the national Islamic identity.

One of the most serious implications of globalization is the enormous flow of influential cultural content that the mass media convey with the aim of standardizing thought according to a ready-made exogenous model, especially among children and young people. The desired educational system of the Islamic world should be able to produce the necessary changes in societal perceptions in order to ensure a balance between national particularities, values and norms, and emerging global requirements. It is also required to avoid the outright import of education reform systems that are alien to its cultural and civilizational references and incompatible with its socioeconomic context. In the era of globalization and knowledge-based society, the required education is the one that helps children and adults better understand their own culture, past and present, in a global context in which positive crosscultural fertilization and interaction is the only framework under which cultures can prosper.

It rather includes several cross-cutting poles, comprising technology, economy and knowledge, which now constitute the backbone of the economy. Under these three constituents, i.e. the knowledge technology, the knowledge economy and the knowledge society, the closest societies to the true concept of the knowledge society are those that have advanced information technology, innovationfriendly universities and research centers, an enabling environment, sound economic institutions, relevant laws, and a solid platform of individual and political freedoms stimulating production and use of knowledge. The knowledge society is not based solely on the knowledge economy.

Currently, the World Trade Organization seeks to support this trend in order to open national tertiary education for international competition. The strong presence of cross-border tertiary education in some foreign countries, led by profit-seeking institutions, poses new challenges to traditional education systems in Islamic countries. It has also aroused heated debate about its impact on the independence of national decisionmaking in the organization and regulation of national educational systems, and raised questions about the legitimacy of the certificates delivered and the curricula provided.

2. Economic Strategies

2.1 . Islamic Economics as a System

The ethical base of the Islamic economic system provides the value system through which it governs all forms of economic interaction in society. The Islamic order, in other words, through its ethical economic principles provides "the economic system with its basis and objectives on one hand, and with its axioms and principles on the other" [Kahf 1989: 43]. The working mechanism of this process is managed by a set of axioms and principles derived from the Islamic order with the objective of bringing "the economy closer to the objectives of the system [which] represents the testable ground of the system" [Kahf 1989: 43]. The components expected from an economic system, thus, can be located within the Islamic economic understanding.

However, in order to justify this statement Gregory and Stuart [1985: 12] rightly argue that "in order to distinguish one economic system from another, we need to focus on and compare their fundamental elements". For this purpose, through a systematic and methodological manner, they provided a number of characteristics that should be sought in a system. By following their systemisation, the Islamic economic systemic construct should consist of the following pivotal characteristics for it to be considered as a system: the organisation of decision-making arrangements; mechanisms for the provision of information and co-ordination; property rights; and incentive mechanism. This paper, however, further elaborates on the characteristics, which can make a viable Islamic economic system.

2.2. Islamic Economics: Emergence of Framework Paradigm

In searching rationale for a distinct discipline and system of Islamic economics, the values and the sources of Islam provides the rationale. It is, indeed, a fact that no human endeavour is value-free, which implies that reality including economic reality is socially constructed. Despite the modernist projection of universal values, in the everyday life of an ordinary individual, each action is produced and acted through a socially constructed manner, which explains the differences in each realm of life.

In a similar manner, "economic systems ... do not function within a vacuum [either]. They are significantly affected and shaped by a set of 'influential factors': the level of economic development; social and cultural factors; and the environment" [Bornstein

1979: 7]. This hence implies that "religion, ideology or any strongly held set of values, ideals and mores have an impact and influence which have to be taken into serious consideration" [Nomani and Rahnema 1994: 43].

Economics and finance, thus, is value-loaded, at its most elementary levell and shaped by individual values derived from individual worldview, as part of individual social construct. This, hence, provides the rationale for a distinct economic system. Since factors affecting worldviews differ, different worldviews exist leading to different 'systems' for different peoples. Such philosophical and operational distinguishing characteristics make Islamic economics a system as defined above.

Thus, it is an "approach to, and process of, interpreting and solving the economic problems of human beings based on the values, norms, laws and institutions found in, and derived from the sources of Islam" [Haneef 2005: 5]. Regarding the place of Islamic finance within this system, it is only the institutional aspect of Islamic economics, which regulates the financing of economic activity in an Islamic framework. As part of systemic understanding, hence, there is a need to have Islamic financial institutions using financial instruments according to rules and regulations of Islam, which are bound by the Shari'ah

2.3 . Methodology of Islamic Economics

In understanding the methodology of Islamic economics, it might be useful to recall the methodological framework of the neo-classical/conventional economic system so as to distinguish the Islamic economics methodology, which are as follows:

1. The point of departure is methodological individualism.

2. Behavioural postulate

3. Market exchange. Hence, the conventional economic system is based on a one-dimensional utility function, which leads to homo-economicusthe economic individual in a market system.

As can be seen Islamic economic system envisages two-dimensional utility function based on the present and the hereafter (due to the accountability axiom) as the reflection of the actions of this. It is also important to state that in terms of epistemological sources there is an important methodological difference between conventional and Islamic economics. While conventional economics as part of the secular

worldview does not accept any other source of knowledge other than human, Islamic economics is based on divine knowledge [Khan 1989].

2.3. Systemic Nature of Islamic Economics and Reflecting on the State of Islamic Finance

As the discussion in the preceding sections demonstrate, Islamic economics fulfils the prerequisites of a 'system' by having a framework paradigm; a value system; foundational axioms; operational principles/mechanism; a distinctive methodology; and its functional institutions to operationalise its framework. Add to that, a unique value system, axioms, operational principles that work according to its methodology, then it can be rightly argued that Islamic economics represents an alternative system.

In addition, the axioms and philosophical foundation of the Islamic moral economy constitutes the universal ethical system, which implies that "policies should not lead to dependency, limit opportunities that develop capabilities for the few, or reduce individual responsibilities for taking action. Policies should enhance motivation to seek knowledge, enhance productivity, and enhance transparency in government. They should also enhance intraand intergeneration equity" [Sirageldin 2002: 27]. This indicates that the Islamic economic system's policy orientation enhances its systemic nature.

Furthermore, since "the validity of an economic system can be tested by its internal consistency, its compatibility with the system organizing the other aspects of life, and its provision for improvement and growth" [Kahf 1989: 43], it can be argued that Islamic economics has a system of its own which is distinct from the other hegemonic systems. The reality of this Islamic economics system based on a particular constructivist ideology is tested by developments that have taken place in Islamic finance, which by forsaking the value system, identity-politics and systemic understanding of Islamic economics and become part of the international financial system.

This has serious consequences for the viability of Islamic finance, which is the operational tool of Islamic economics, as in an aspirational sense, Islamic finance is expected to operationalise and fulfil the economic system and moral economic imperatives of Islam. Despite such a system understanding, a critical approach to the development of Islamic finance, however, indicates a very pragmatic development. In other words, since the systemic understanding of Islamic economics could not be

achieved in real life, Islamic finance has developed its own working framework that is located within the neo-classical paradigm. Thus, in its current state, Islamic finance does not seem to share the foundational claims of Islamic economics, despite the fact that the founding fathers of Islamic economics, in a modern sense, aimed at creating an Islamic economic system with Islamic finance being the operational aspect of that system.

Indeed, this epistemological difference is related to a modern interpretation of the Qur'anic verses and Islamic injunctions. The pragmatist position of Islamic finance as opposed to the foundational and aspirational position of Islamic economics is based on the notion that "the revealed word of God in the Qur'an itself embodies rational economic principles that are quite in line with the modern assumptions of neoclassical economic theory. As a form of universally applicable theory about human beings' economic behaviour, economic theory necessarily is in accord with and confirms the source of universal knowledge, the Qur'an: homo-Islamicus and homo-economicus are one and the same" [Maurer 2005]. On the contrary, Islamic economics' reading of the same Shari'ah rules emphasize social justice, need fulfilment and redistribution, namely a socio-political reading within a political economy framework.

Accepting the current state of Islamic finance as the second-best solution requires new models of development within the authentic notion of Islamic moral economic system. In other words, the failure of Islamic finance should be moderated. In this new model of development or reorienting "the brand name of Islamic finance [should] emphasize issues of community banking, microfinance, socially responsible investment, and the like" [El-Gamal 2006: xii], namely social banks as experienced in the West.

In checking the extent to which social banks complement Islamic banks, it is clear that maslahah provides the moral standard for social good, and Shari'ah requires justice and benevolence. In reorienting towards an Islamic economics' system understanding, "the 'Islamic' in 'Islamic finance' should relate to the social and economic ends of financial transactions, rather than the contract mechanics through which financial ends are achieved" [El-Gamal 2006: xiii].

Thus, as Siddiqi (2004) argues a move towards goals and policy rather mechanistic and legal structure of Islamic finance will serve the human well-being much better. Islamic banking, thus, can provide the "new identity based on substantive and

ethical religious tenets" [El-Gamal 2006: 191] by responding to the aspirations of Islamic economic system and the realities of developing economies.

Consequently, such a reorientation will operationalise the fundamental axioms and principles of Islamic economic system leading to falah, namely "prosperity in this world and the hereafter" by achieving tazkiyah, which is "concerned with growth towards perfection through purification of attitudes and relationships" [Ahmad 1994: 20].

3. Political Strategi

3.1 Political aspects of Islam

Political aspect of islam are derived from the Qur'an, the Sunnah , Muslim history, and elements of political movements outside Islam. Traditional political concepts in Islam include leadership by elected or selected successors to the Prophet known as Caliphs, (Imamatefor Shia); the importance of following Islamic law or Sharia; the duty of rulers to seek Shura or consultation from their subjects; and the importance of rebuking unjust rulers. A significant change in the Islamic world was the abolition of the Ottoman caliphate in 1924. In the 19th and 20th century, common Islamic political theme has been resistance to Western imperialism and enforcement democratic or militant struggle.

3.2 The Goals in Political Strategies

Dialogue is not a goal in and of itself but rather a means to particular strategic ends. There are, in our view, four main purposes of engaging with Islamists.

1. Information gathering. According to Kausch, EU diplomats often cite this rationale for low-level contacts. The aim is to speak with diverse opposition groups in order to gauge political conditions on the ground. Public diplomacy. Western governments can improve their image in the eyes of Arabs and Muslims by demonstrating a willingness to engage popular opposition movements. In Europe, this is relevant for Arab and Muslim immigrant communities that retain political ties to their home countries. Islamist groups, particularly the Muslim Brotherhood, enjoy a strong European presence through branches and affiliates in France, Germany, Britain, and elsewhere.

2. Supporting democracy. Islamist engagement can be a means to support democratization. First, talking with Islamist groups demonstrates that Western

governments are serious about democracy assistance, essentially calling the bluff of regimes which benefit from the perception that they are the only alternative to Islamic fundamentalists.

Second, engagement allows Western governments to help Islamist parties more effectively – and peacefully – contest authoritarian regimes by assisting with platform development, message training, opinion polling, and parliamentary strategy. This is the type of support that US-funded organizations like the National Democratic Institute (NDI) and the International Republican Institute (IRI) already offer to legal parties in several Arab countries. Third, knowing they have Western governments support their right to participate, Islamist groups will be more willing to put pressure on regimes through nonviolent protests.

Lastly, Western involvement can be decisive in bringing opposition parties of diverse ideological stripes together. The groundbreaking alliance between the Islamist Islah Party and staunchly secularist Yemeni Socialist Party (YSP) around a compromise presidential candidate in the 2006 elections "was a direct result of meetings coordinated by the National Democratic Institute [3]

3. Securing Interests. Authoritarian regimes may be less stable than they appear. Engaging popular Islamist movements is a way to prepare for the inevitability that existing regimes will eventually be replaced with an uncertain "something else." If there are either free elections or mass nonviolent protest movements as occurred in Eastern Europe, Islamists are the ones most likely to benefit from political openings. It is better to have leverage with Islamist groups before they come to power; afterwards may be too late.

A "strategic dialogue" allows Western governments to influence Islamist groups to respect regional security interests, including Israeli security, Iraqi stability, and combating terrorist groups. The extent and depth of Western countries' engagement hinges on which of these rationales is most relevant to their national interests. We distinguish between three levels of engagement: low-level contacts, strategic dialogue, and partnership. The first two rationales of information-gathering and public diplomacy suggest low-level contacts. The last two rationales of supporting

democracy and securing interests require either a strategic dialogue or partnership. Strategic dialogue entails the two sides discussing priorities to see how they can assist each other in certain areas. Partnership would entail a higher level of bilateral relations, perhaps at the ambassadorial or ministerial level, with more formalized cooperation through active political support and funding..

4. Educational Strategies

4.1 The Features of Educational in Islamic Countries

The future of Islamic countries depends on the actions they undertake for the benefit of this critical mass in society. However, in the absence of appropriate policies and plans and practical measures to harness their energy and dynamism through quality education, they could add to the burdens bearing on the development efforts and threatening socioeconomic stability in our countries. It is expected that this exponential population growth would be accompanied by unchanged or declining human development in the least developed countries as well as by difficulties to meet the needs for education of the age group under 15, given the projected significant rise in the absolute numbers of the population in the coming years.

This puts a heavy burden on States to provide the necessary funds to invest in knowledge and meet the growing social demand for education and training.

4.2 Goals of Educational Strategy

The general strategic goals are as follows:

• Providing education and ensuring its sustainability for all, based on equality of opportunity;

• Improving the quality of the education system in terms of creativityfavoring curricula, skills-and-values valorizing educational staff, and good administrative and financial governance to ensure transition to a system centered on learning, scientific research, innovation and knowledge economy and responsive to the needs of the community, to the job market and to community issues;

• Enhancing the role of education to entrench common human values, promote tolerance, openness and peaceful coexistence with the other, and train the individual in the duties of citizenship and his responsibilities towards the community.

The general goals this Strategy seeks to help Islamic countries to attain are broken down into the following procedural targets:

1. Providing good cost-effective education opportunities for everyone anywhere and anytime;

2. Curbing the failure of some Islamic countries to fulfill their obligations in the field of education and reducing mismatches between educational policies and reality;

3. Encouraging regional cooperation between Islamic world educational organizations to achieve project coordination and integration;

4. Increasing the size of inter-aid in the various educational fields, especially in the areas of literacy, adult education, vocational and technical education, higher education and scientific research;

5. Expanding pre-school education in early childhood and integrating it into the national educational system;

6. Promoting the role of woman and improving her image in textbooks as a key partner for man in human development;

7. Promoting the practice of reading among the various social groups and implementing national and local reading for all projects;

8. Institutionalizing the systems favoring a universal and sustainable use of ICT in education's various sectors, institutions and stages and making them accessible to all the components of the educational system in urban, rural and remote areas;

9. Unifying the educational system of children with disabilities and including them in the regular education system;

10. Developing non-formal education, especially in Arab Islamic schools and institutions of a religious nature, and harmonizing it with the other educational systems;

11. Developing educational standards to respond to human resources requirements in the Islamic countries;

12. Improving curricula and teaching methods, and upgrading primary, secondary and tertiary education programmes;

13. Promoting tolerance, coexistence and respect for others among young people through the integration of Islamic values and consolidation of moderation, mutual understanding and rapprochement of Islamic and human brotherhood in the educational curriculum.

14. Addressing contemporary problems hindering progress, including illiteracy, brain drain, poverty, unemployment, environmental degradation and biased media that fuels ethnic and sectarian strife;

15. Encouraging specialized and thematic research in higher education, developing the sense of entrepreneurship, leadership and risktaking among secondary and university education students, and harnessing scientific research to meet the needs of the industrial sector, civil society and government institutions;

To achieve the goals above, it is imperative that political and educational decision-makers in Islamic world countries be firmly convinced and deeply aware of the critical roles of joint Islamic action in advancing national educational systems and making them the driving force that will put our countries among the leading powers in the world. It is also important to mobilize the various institutions and stakeholders to translate these strategic guidelines into large projects and programmes. This Strategy represents a general reference framework that seeks to outline the major educational issues which should be given priority in dealing with common requirements and current education-related challenges facing the Islamic world in the age of globalization and information societies.

In light of the recommendations set forth in this Strategy, it has become necessary to review national educational policies, re-establish the priorities of educational action, and adapt the conditions of implementation to local capacities and specificities. Moreover, each country may develop specific methods and means to implement the different projects and programmes associated with the Strategy's main thrust, in ways that correspond to its conditions and to other circumstantial factors dictated by the reality of educational and schooling systems. To that end, it is essential that all components of society step up their efforts as education is not the sole prerogative of the ministry of education and its regional academies, central and provincial departments and affiliated educational planning centers. Education is also the concern of other ministries and government bodies as well as legislative, religious, information and family-oriented institutions, the private sector, civil society organizations and trade unions.

Attachment 6

Attachment 6

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

Attachment 7

by Turnitin Instructor

Book's Title : **The Science of Motivation**

Author's Name : Brian Tracy and Dan Strutzel

Interpreter : DedehSryHandayani

Publisher's Name : Bhuana Popular Sciences

Place of Publication : JalanPalmerah Barat no. 29-37, Unit 1, Lantai 2, Jakarta 10270

Year of Publication : 2019 (Copyright @ 2018 by Gildan Press a Division of RB Gildan LLC)

Pages : 347

The purpose of writing.

Providing various solutions based on the experiences of two influential people in the World in terms of business and personal development. Through seminar discussions by Brian Tracy and Dan Strutzel.Providing solutions to business problems, confidence, and ways of thinking of someone in dealing with problems.

Book's Content Resume.

This book consists of ten Chapters, namely:

1. Why is Motivation so Important?

2. Myths about Motivation and the Truth That Set Him Free

3. Convincing Strength: Generating Mechanisms of Action

4. Problem objectives: How to Change Determination into Achievement of Objectives

5. The Power of Right Action and Flexibility: Why "Just Do It" Is No Long Enough

6. Maintain Motivation, Part One: The Power of Daily Self-Talk

7. Maintain Motivation, Part Two; Developing a Long-Term Perspective

8. Maintain Motivation, Part Three: The Key to Power in Facing Hard Times

9. Motivate Others: The Secrets of Opposing Leadership

10. Highest Motivation: Ritual Power for Extraordinary Life.

In the First Chapter Strutzel asks, where does motivation for learning come from? and Brian answers this question by describing his life experience. Brian realizes that our destiny is in our hands, we can learn whatever skills we need. That motivated him then, and motivated him now. In this chapter Strutzel describes many of the theories he did throughout his journey to become a veteran in the field of successful self-development today. One of them is about the 72 Hours rule, one takes 72 hours to bring together ideas and thoughts.

In the second chapter, Strutzel explains the five most trusted myths. Myth number one, Motivation can be obtained from factors outside ourselves, such as motivators, increasing economic conditions, promotions, and promotion of positions or something like that. The second myth, something which is currently in some aspects being developed in neuroscience, the science of the brain and the nervous system. Regarding something we have from birth: there are people who have a positive innate and are full of motivation, and some who don't. The third myth, motivation can only grow from positive events or conditions. Myth Fourth, regarding the condition of the mind, if it has ever been achieved, mka will remain forever throughout our lives. And the fifth is, motivation alone is not enough to achieve whatever goals we set.

The third chapter, Strutzel and Brian discuss the influence of beliefs that trigger the basis of supporters or barriers to efforts to motivate themselves. Brian said that the kitalag must build positive beliefs, and the way to build them is to do them.

The fourth chapter, Brian explains that How to change goal setting into achieving goals. Having an idea and taking the first steps to carry out that idea will change our lives. All success comes from the first step in any field. Step number seven in setting goals, which can make us rich, happy, popular, and slim, is to do something related to achieving our main goals every day. Do something every day, small or big.

The fifth chapter, explains why "Just Do It" is no longer enough. Every step we take is interrelated, if we do the first step the second step will be seen, and so on. After taking the first step, one can see what needs to be done in the next step, the route and direction may change.

The sixth chapter, how to maintain motivation, with the power of daily self-talk. Humans live with internal and external influences, the first thing that affects a person's motivation is himself. That way, "you are what you think".

The seventh chapter, How to develop a long-term perspective. The long-term perspective has proven to be an important quality for success. Determine the goal as clearly as possible, do

not do anything other than the goals that have been determined, do it every day, in every opportunity that exists.

Chapter eight, The key to endurance Facing a difficult time. Thinking about what might happen in the future, designing things that might happen and possible solutions. Problems and difficulties will definitely be faced, but don't let that weaken you.

The ninth chapter, Motivating others. You can influence your environment to make sure your life will be better in the future, it will be more if you live in an environment that supports you.

The tenth chapter, Highest motivation: the power of ritual for extraordinary life. Successful people carry out other successful activities with self-influence that make success a habit or thing that is done every day. A teenager does not think of eating procedures to eliminate hunger. The habit he did for a dozen years helped him to stay alive.

Excellence Books.

Provide understanding of common problems in self-motivation. Cases that are explained are common and need to be known. All cases are written according to the experiences of those who have reached success today. This paper awakens other positive ideas that affect one's mindset in achieving success.

Suggestions on Book Presentations.

This book is very good to be read by teenagers to adults, because it can help build and increase high motivation for themselves and those around them.

Book's Title   : **The Subtle Art of not Giving a F*ck**
Author's Name   : Mark Manson

The Purpose of Writing

The author invites the reader to think critically in filtering out everything or activity that must be done or avoided.

Summary of Book Content

This book consists of nine chapters, namely:

1. Don't Try
2. Happiness is a Problem
3. You Are Not Special
4. Suffering Value
5. You Always Choose
6. You're Wrong About Everything
7. Failure is a thing of going forward
8. The importance of saying no
9. And Then You Die

The first chapter, tells about Charles Bukowski, an alcoholic who managed to become a writer with high sales. He did not try to be someone else to continue to live his life. Mark Marson also quoted the words of the existentialism philosopher Albert Camus "You will never be happy if you keep looking for what is contained in happiness. You will never live if you continue to look for the meaning of life."

The second chapter, Happiness is the Problem. In this chapter, the writer tells a story about a prince who lives with wealth and happiness that many others dream of. Until finally the prince came out of the palace and ended in suffering.All that was caused by the king's decision not to free the prince's mindset and continue to guard it from any problems that must be faced. Humans need a process to succeed.

The third chapter, you are not special. The chapter begins with the story of Jimmy, a businessman whose life looks fine. He lives in luxury and speech that continues to impress others and trust him. However, he actually sacrificed his family to get loan money to fulfill his narcissism to be admired by others. Bragging is one of its properties. Until finally, everything he had was spent in vain. It was all due to his assumptions about himself that he was special, so he felt right for all his mistakes.

The fourth Chapter, Suffering Values. Lieutenant Hiroo Onoda was a Japanese Army who fought in the Second War. He continued his mission with his confidence, not believing in the news circulating so that after the Second War was finished Onoda remained hiding in the forest. Until finally met a man named Suzuki, who made Onoda as one of his life goals. They both live by their will and endure all suffering. All the moments that we go through have suffering that must be passed. It all depends on the individual who decides something to do.

The fifth chapter, You Always Choose. Life is a choice. Humans can feel satisfied or sorry for their choices. Positively, someone will be satisfied with their choices even though they go through a long and arduous process.

The sixth Chapter, you are wrong about everything. Growth is an iterative process that never ends. Humans can find out their mistakes in the past. Everything done wrong at the right time and right at the right time.

The seventh Chapter, Failure is the Way Forward. Everyone has a fear of starting and failing. However, failure will bring someone close to success. More and more try and learn.

The eighth chapter, the importance of saying no. Russian society finds that the most valuable currency is trust. And to build trust you must be honest. Don't be afraid to say no to bad things.

The ninth chapter, and then you die, in this chapter the writer tells of his sad experience that made him change drastically after losing his best friend. He got the spirit of life from the spirit of his friend who had died. And that makes it better and respects life.

Excellence Books

This book changes the view of the reader in correcting a mistake into an attempt and making mistakes a lesson. Adding reader curiosity through the title and subtitles presented.

Weakness Books

Not everyone can understand the contents of the book. Because it requires a deep understanding.

Suggestions on Book Presentations.

This book is very good to be read by adults, because if you do not have a deep understanding it will be misinterpreted.
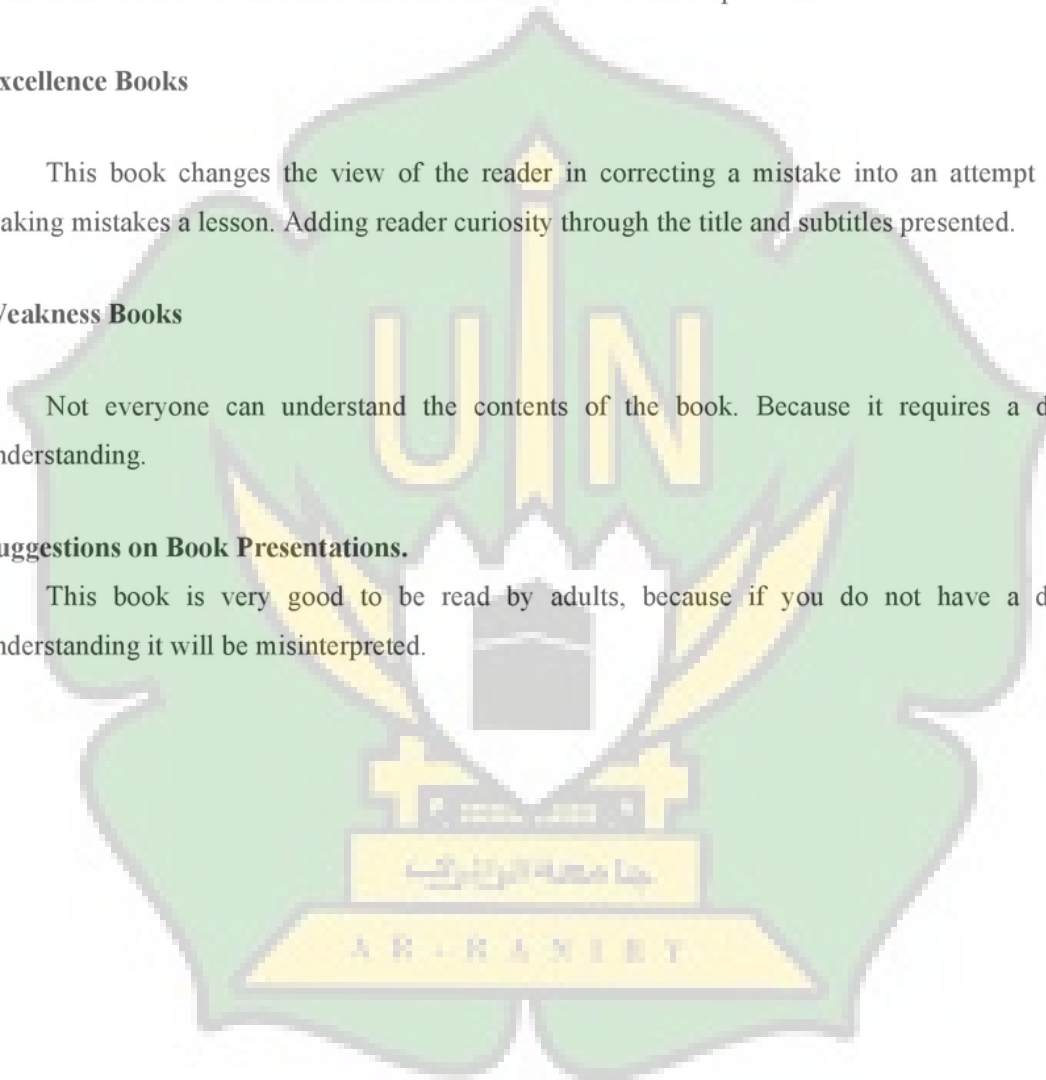
Attachment 7

Attachment 7

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2
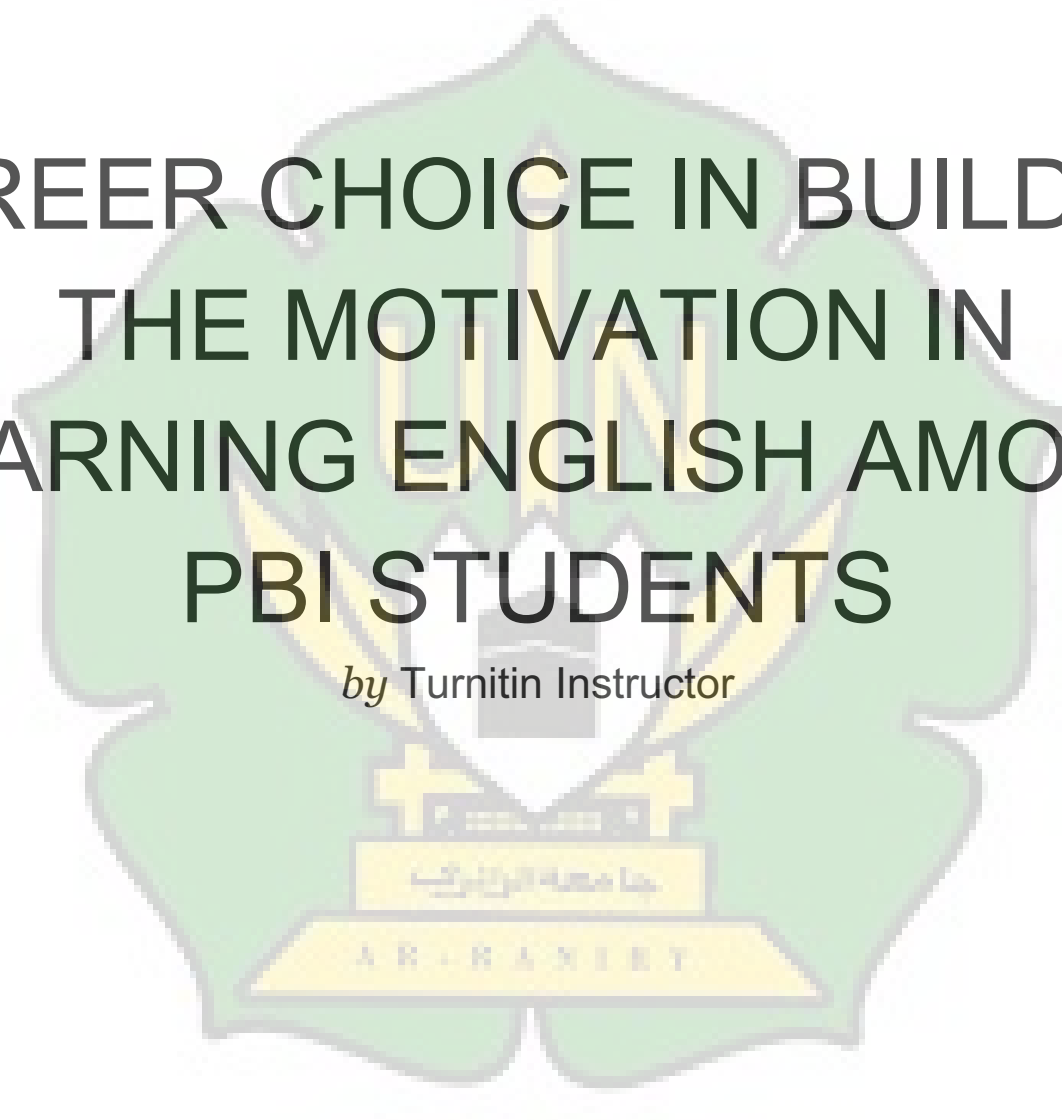
PAGE 3

PAGE 4

PAGE 5

PAGE 6

CAREER CHOICE IN BUILDING THE MOTIVATION IN LEARNING ENGLISH AMONG PBI STUDENTS

by Turnitin Instructor

"EXPECTATION"

CAREER CHOICE IN BUILDING THE MOTIVATION IN LEARNING ENGLISH AMONG PBI STUDENTS

Abstract

Learning motivation is one of the spirit of students in learning, one of the biggest factors in building learning motivation is career expectations. If students can associate their learning motivation in accordance with hope or career expectations, then surely this will be very influential in increasing their motivation to learn. The discussion examined in this study is about what kind of career that expected English students among PBI. So that it motivates them to learn English.

The population in this study were several English Language Students of PBI with 11 student samples randomly. Data collection uses documentation and questionnaires. Data analysis using descriptive percentage analysis.

The results of the study show that most English students expect to have a career abroad after graduating from university. the choice for a career abroad received the highest percentage of 72.7% percent from 100%. But half of them also choose to be able to compete in the international realm with English language skills without having to pursue a career abroad, the figure reached 54.5%. This shows that the average English language student wants a career in the international field.

Keywords.*Career Expectation, Learning Motivation.*

INTRODUCTION

The meaning of expectation as indicated by the Indonesian Dictionary Fourth Edition (2008: 358) is expectation or level of desire. While the word vocation has a few implications.Vocation as per the Big Fourth Indonesian Dictionary (2008: 626) are advancements and advancement throughout everyday life, occupations, positions, etc. Sukardi (1987: 17) makes reference to profession definition is as a progression of employments, positions, and positions that lead to inward life working world.

We live in a challenging era with increased pressures on our workforce due to globalization and the demands of complex political, social and economic forces. At the same

time, stu- dents have an unprecedented range of opportunities available to broaden their world view and deepen their understanding of global issues—whether through formal study abroad pro- grams, non-credit experiential learning programs, volunteer projects or work abroad. However, as several authors point out, students too frequently accumulate international experi- ences in an ad hoc fashion, absent any clear relationship to their curricular choices and unrelated to their career goals. In addition, even with the best of intentions, students have diffi- culty articulating—in resumes and job interviews—how their travel, study or work abroad experience informs their overall career decision-making.

One of the thoughts of people about studying in English language education is to become an English teacher, but as time goes on it turns out that student expectations are beginning to change. This happens because it is easy to get information about abroad, so that it can change the views of students about careers. Motivation certainly plays an important role in realizing the career they want.

In terms of career, English students perceive that their skills in English should be able to be used more broadly and in different spheres, if in the past few years, most English language education students considered becoming an English teacher as the biggest opportunity for their careers . But at this time many students who want to continue their education in the hope that they can have a career in different areas, not only in the scope of education.

Career expectations are very influential on learning motivation, one of which is because of the desire to achieve the goals of the education pursued. For some English language students, career expectations can support achievement in education making it easier for students to choose careers that are suitable for their abilities.

We conducted this research to find out what exactly the expectations of English students for careers after they graduate from college. in addition, the existence of this study can help some students who are the sample of this study to be more aware in building the expectations of their careers .

LITERATURE REVIEW

As Dörnyei's (2001) book on inspirational methodologies features, being educated about the persuasive profile of language students is exceedingly pretty much important in every part

of language instructing from educational program plan to the genuine usage of language learning errands. No big surprise that reviews on the language learning inspiration of different sorts of student in various settings are inexhaustible (see for instance, Dörnyei and Schmidt, 2001; Masgoret and Gardner, 2003).

While we have a lot of information on the persuasive qualities of essential and auxiliary school students (Dörnyei et al., 2006; Masgoret and Gardner, 2003), we know considerably less about university students in this respect (Masgoret and Gardner, 2003; Menyhárt and Kormos, 2006; Ushioda, 2001).

One of the best desires society has of colleges is that they empower students to move their abilities to a wide assortment of settings and situ-ations and to be fit for long lasting adapting (Light, 2000). The customary method for educating, where educators furnish students with heaps of data to retain, can't fulfill these needs. Students focused methodologies, notwithstanding, in which the job of the college teacher is that of a facilitator whose duty is to enable students to create and change their originations of the subject they think about (Kember, 1997),appear to be one of the potential responses to these difficulties. So as to satisfy the job of facilitator, instructors need to know their students not just as far as their scholarly limits and character qualities yet in addition their inspiration for learning the subject.

According to Phinney, Dennis, and Osorio (2006),in the same cases of having great career expectation there are a number of reasons why a student chooses to attend university and these may affect academic engagement in a variety of ways. Influences on the choice to attend university were found to be related to social aspects, career prospects and the chance to move away from home and extension of learning. The Phinney et al. (2006).

METHODOLOGY

Research Approach

The research approach used in this study is qualitative description. Then the author uses descriptive methods to analyze data by explain and describing data that has been collected. The qualitative description approach is used to collect data in the form of numbers regarding the influence (contribution) of career expectations on learning motivation.

Research Samples

The researcher used sample of English Education Department student as randomly about eleven students who response the questionare.

Data collection

The method used in this study is documentation and questionnaires. The documentation method is used to obtain data regarding the list of names and total numbers student of English Language Education and the GPA of each sample. The questionnaire method is used to obtain data regarding career expectations and motivation to learn English. Then presenting data using the graph. Comprehensive data collection is carried out on 28 June 2019.

RESULT

Profie of the Respondent

Of the Total Respondent 11 Respondents, 7 (63.60%) were females and the rest 3 (36.40%)were males. The whole Respondents is from English Department Student which have different level of study.
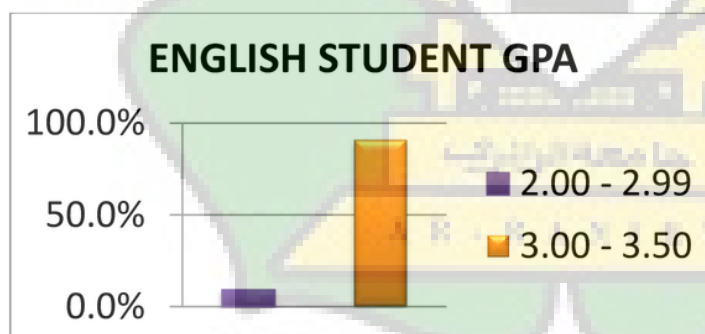

Diagram 1shows that the GPA of the population ranges from 2.00 to 3. 50, which consists of 10 samples that have GPA 2. 99 - 3. 50 and 1 sample that has a GPA interval of 2.00 - 2.99.
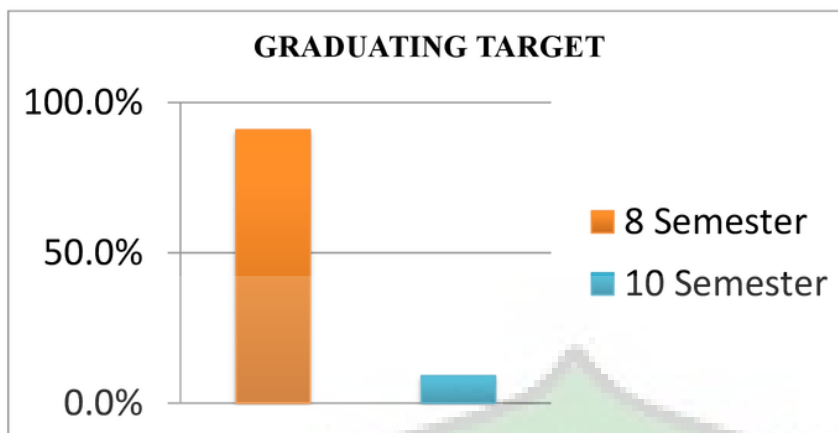
GRADUATING TARGET

Diagram 2 shows the target time for graduation from the university, 9. 10% target to complete their undergraduate education in 10 semesters and 90. 10% of the population targets 8 semesters.
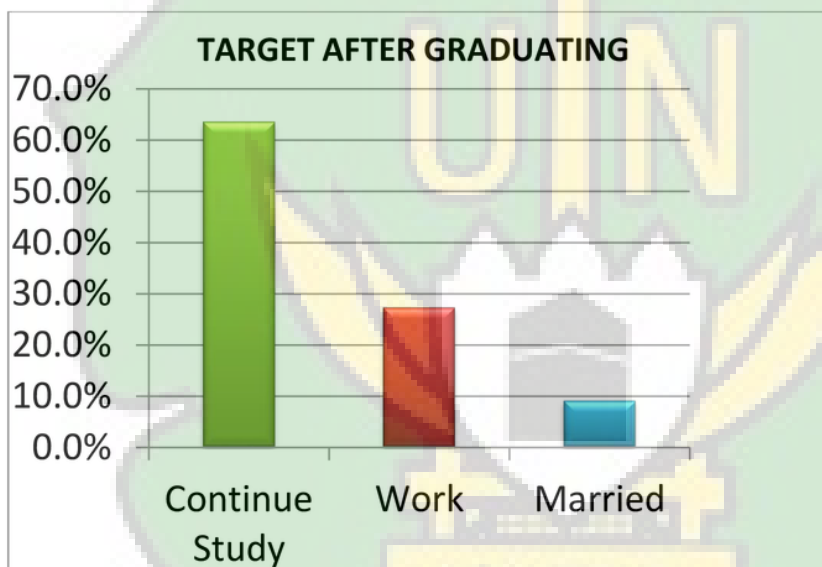
TARGET AFTER GRADUATING

Diagram 4 shows the activities that will be carried out by the population after getting a bachelor's degree. the options given are: Continuing to higher education, looking for work, and getting married. according to the data obtained, 63. 60% of the sample population chose to continue teaching, 27. 30% chose to work and 9. 10% chose to marry.

CAREER EXPECTATIONS QUESTIONNAIRE.

Expectation	Strongly	Agree	Disagree	Strongly	T

	Agree						Disagree		TOTAL
	Total	Percent (%)	Total	Percent (%)	Total	Percent (%)	Total	Percent (%)	
Having career abroad	8	72,7	3	27,3	0	0	0	0	
Strengthen English-language skills to compete globally in facing revolution 4.0	6	54,5	5	45,5	0	0	0	0	
Become a reliable English teacher in the future	5	45,5	2	18,2	4	36,4	0	0	
Build an English Course	5	45,5	4	36,4	2	18,2	0	0	
Become an international writer	3	27,3	4	36,4	4	36,4	0	0	
Work in a foreign company with a large salary	5	45,5	2	18,2	4	36,4	0	0	
Become a tour guide and increase the scope of friendship with foreigners	4	36,4	3	27,3	4	36,4	0	0	
No perception about career and still have no goal of study	0	0	2	18,2	8	72,7	1	9,1	
Preach about Islam throughout the world	5	45,5	4	36,4	2	18,2	0	0	
Become an English lecturer at a well-known university	2	18,2	5	45,5	4	36,4	0	0	
Can be involved and contribute to the scope of the International	5	45,5	6	54,5	0	0	0	0	
Become an English teacher at Junior High School and Senior High school	1	9,1	3	27,3	7	63,6	0	0	
Become a reliable translator	4	36,4	4	36,4	3	27,3	0	0	

The Tabel shows the results of the questionnaire that has been answered by the sample population which contains expectations that might be done by the sample population. expectations of the above expectations are based on a research approach to the sample of

students of the English language education department who answer randomly via online interview.

Most of the expectations of English students after graduating from college they want to work abroad, shown in the table there are around 72.7% who strongly agree and the rest, 27.3% choose to agree.

In contrast, the respondents did not agree with the statement "No perception about career and still have no goal of study".

It is clear that there is a difference between what students expect to do inrelation to workload, depending on their academic experience prior to university, with many studentsoutlining the expectation of an increased workload (Cook &Leckey, 1999; Leese, 2010).From this analysis the Student of English education department, choose to have career abroad also depend on their major in the university as an English student, they more prefer to work abroad than being a teacher as what they major prepare for.

DISCUSSION AND CONCLUSION

The transition from education to the world of work is increasing in importance, not just when we look at what current and prospective student's perspectives influence on their choices, but also if we look at the programs of Universityacross the globe. As PBI (English Education Department student) having career abroad is a goal for some students, instead some of them don't have any study abroad experience.

In this article we have conducted research on the career expectations of EnglishEducation Department students. To find out what makes them motivated in learning English. In the analysis process we conducted a survey through onlinequestionare.Through questionnaire data, students are given several statements that contain career expectations after they graduate from English, so it is useful to know the extent to which students' career expectations affect their motivation to learn.

From the results we found that students who study at English Education Department, more than 50% students were not interested to become an English teacher. However, they prefer to learn English as tool to facilitate them in having career abroad.

Research results suggest that students have to think about their career from now on with a clearer understanding about what they actually learn and what related that to their career goals especially to upgrade their motivation in learning. It would be the same in improving their talent to seek for the suitable job available in the future that related with their talent.

This research is conducted in a small population so that further research is needed in large populations to get more accurate results.

References

Cook, A., &Leckey, J. (1999). Do expectations meet reality? A survey of changes in first year student opinions.*Journal ofFurther and Higher Education,23*, 157–171.

Dörnyei, Z. (2001) *Motivational Strategies*. Cambridge: Cambridge University Press.

Dörnyei, Z. (2005) *The Psychology of the Language Learner: Individual Differences inSecond Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z. and Csizér, K. (2002) 'Motivational dynamics in second languageacquisition: Results of a longitudinal nationwide survey'. *Applied Linguistics*23(4): 421–62.

Dörnyei, Z. and Schmidt, R., eds (2001) *Motivation and Second Language Acquisition*Technical Report #23, Second Language Teaching and Curriculum CenterHonolulu: University of Hawai'i.

Dörnyei, Z., Csizér, K. and Németh, N. (2006) *Motivation, Language Attitudes andGlobalisation: A Hungarian Perspective*. Clevedon, UK: Multilingual Matters.

Light, G. (2000) 'Lifelong learning: Challenging learning and teaching in higher education', in A. Hodgson (ed.) *Policies, Politics and the Future of Lifelong Learning*pp. 175–213.London: Kogan Page.

Masgoret, A.-M.and Gardner, R.C. (2003) 'Attitudes, motivation and secondlanguage learning: A meta-analysis of studies conducted by Gardner andassociates'. *Language Learning* 53(1): 123–63.

Phinney, J. S., Dennis, J., & Osorio, S. (2006). Reasons to attendcollege among ethnically diverse college students.*Cultural Diversity and Ethnic Minority Psychology,12*, 347–366. http://dx.doi.org/10.1037/1099-9809.12.2.347

CAREER CHOICE IN BUILDING THE MOTIVATION IN LEARNING ENGLISH AMONG PBI STUDENTS

university in the United Kingdom: What really matters to them?", Cogent Education, 2017
Publication

CAREER CHOICE IN BUILDING THE MOTIVATION IN LEARNING ENGLISH AMONG PBI STUDENTS

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

Attachment

by Turnitin Instructor

ASSIGNMENT

ENGLISH LANGUAGE LEARNER

English language learner are students who learn English because their daily language or their mother language is not English. Because of this circumstances, English language learner are mostly incapable to communicate fluently to other people by using English. So, it essential for them to learn English to improve their English skills.

There are 5 level of characteristic of English language learner:

- Level 1 (Beginning)

  The first level is beginning level, students in this level are beginner in learning English. This kind of students are still have lacking vocabularies, they called as passive students because many of them in silent period during learning process . This is happen because they are still confused what the teacher talk about, and this students are rely to their first language.

- Level 2 (Developing)

  English language learner in this level are still using basic words, phrases and expressions. But they are developing level because they begin to follow instructions and class discussions. Meanwhile in beginning level, the students just become the observer when the teacher give the instruction.

- Level 3 (Expanding)

  In this level, the student are able to join in class discussion on familiar topic, and sometimes they are into the conversation. Usually in this level, they can create longer phrases and complete sentences even though with several grammatical errors.

- Level 4 (Bridging)

  In Bridging level, students are able to use academic language and oftenly participate in class discussions. They have lost their first language and no longer speak or are literate in first language.

- Level 5 (Extending)

  The last level of English language learner characteristic is extending level,the students have native-like English fluency or have accented speech but they are literate in their first language. The students frequently use

academic language and can create sentences which comparable to a native speaker (with a few grammatical errors).

Many people think that English language learner same as bilingual person, but it is different. Although the purpose of those program are the same, the learning process is quite different. In Bilingual program, the teacher teach in two language (the student first language and their second language). Meanwhile in ESL (English second language) program, it is only use English during learning process.

So, English language learner is not the same as bilingual person because a bilingual person can switch 2 languages and they do not lost their first language. But English language learner can lost their first language and literate in their first language because the learner can speak English fluently like native speaker.
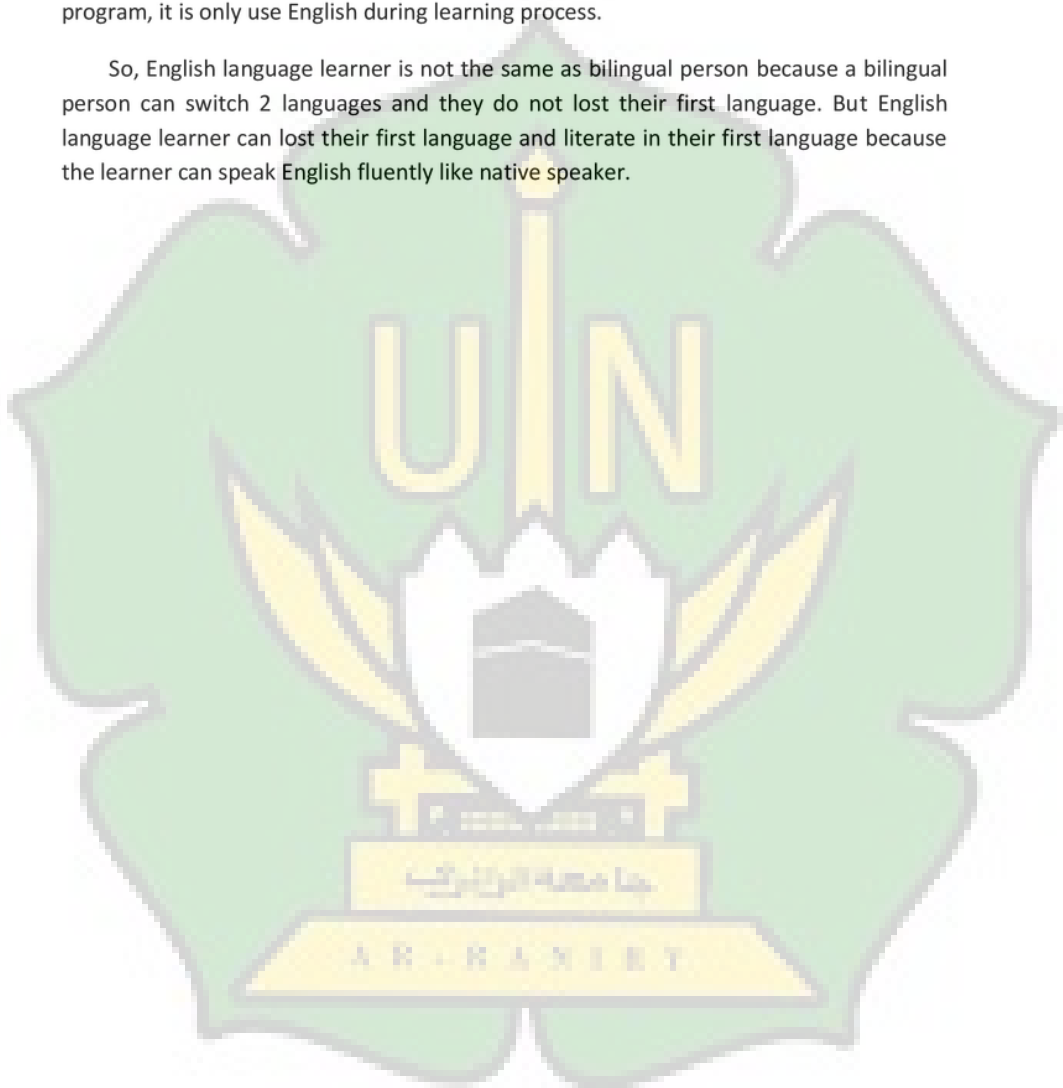
Attachment

Attachment

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

Analysing The Difficulties and Improvement of Listening Skills Through "Simon Says" Games

by Turnitin Instructor

Submission date: 23-Dec-2019 02:14PM (UTC+0900)

Submission ID: 1238053979

File name: attachment.docx (16.3K)

Word count: 1187

Character count: 6006

Analysing The Difficulties and Improvement of Listening Skills Through "Simon Says" Games

I. INTRODUCTION

Listening is the sense that very important in our daily communication because we use ears to listen what the people say. If we do not understand on what we listening to, it will greatly hamper our communication between the people. So, if we want to be a good listener, the things that we should do is improve our listening skills because it cannot improve by itself. "According Steingberg (2007) listening is more complex than merely hearing. It is process that consists of four stages: sensing and attending, understanding and interpreting, remembering and responding.... The stages occur in sequence but we are generally unaware of them." That is mean that we as a teacher should be more aware and look carefully at this four stages of the listening process because it also the important things to enhance the listening skills.

"There are four elements of good listening : (1) attention, the focused perceptione of both visual and verbal stimull; (2) hearing, the physiological act of 'opening the gates to your ears'; (3) understanding , assigning meaning to the messages received; (4) remembering, the storing of meaningful information . In addition to the four elements, there are also four levels of listening : acknowledging, sympathizing, paraphrasing and empathizing. The four levels of listening range from passive to interactive when considered separately. However the most effective listeners are able to project all four levels at the same time. That is they demonstrate that they are paying attention and making an effort to understand and evaluate what it is they are hearing, and they complete the process by demonstrating through their responses the level of comprehension and interest in what the speaker is saying "(Gottlieb, 2003)

In learning English, students are expected to be able to master all language skills of English and one of them is listening. Listening skills are very essentials in learning English language and it also have high difficulty level to be developed among the English Language Learner. Many people still have difficulty when it comes to developing good listening skills even there are so many techniques to expand it. As we know many researcher have found the solution to overcome the difficulties of developing listening skills through the research they have done such as using various media like music, movie, and others. Movie are motivating media due to encompassing various topics and that they are presented with both audio and visual stimuli (Lonergan,1984: Stempleski, 2003). However, learning listening by using

media is not always effective for today's students because probably when the teacher plays the media, such as movie or music then the students only focuse d to the movie without know what is exactly the content of that media. They too focused and excited on the media.

Based on my experienced, not all students are able to answer what their teacher will ask because they cannot understand the content of the movie clearly. They too focus on the movie but not to language that used in the story. They also too enjoyed untill they will not able to think how important the language. Improvement of listening ability must exist by using that techniques, Safranj (2014) also states that movie show real life situations, watching them may be interesting for teaching listening comprehension and help motivate students to study English language. We cannot make sure that when we ask the students to note-taking all of the things that they get in the movie, they could write all of the details in the movie because they too relaxed enjoying the movie they just watched. Their attention just only for the movie without think anything that will be asked later.

Even they can write what they get, not all of them but just several of them that could get the whole of information from the movie but the rest was not. This could be a serious problem for the teacher when the rest of the students who do not expert in new vocabulary, new accent will be a little bit hard to understand what the meaning of the movie, and what the movie about. The students always get the difficulties in listening such as the movie or audio cannot play one more time to make the students get the content of it, they also cannot understand the meaning of the particular word in the movie etc.

The purpose of this research is to discuss and to find the more effective ways to enhance the listening ability with more fun and the focus of the research was on teaching listening using "Simon Says" game. I choose this game by considering the importance of the games itself as one of the techniques that may be useful in improving student's listening ability. So that, I assumed that there should be the suitable techniques in teaching listening which able to more motivate the students listen to the instuctions of the game so they could understand the information that given to them. In addition, to make them understand the directions that given, it also able to improve their focus level in listening and at the same time able to increase the vocabulary, so get the information conveniently. This technique not only increase the vocabulary and the focus level of the students, it also fun and interesting way to enhance this ability. It also can make the target of the targets of the research felt relaxed and more enjoyable in learning listening skills in the class.

Based on the purpose of the research that I have mentioned above, I formulate the research question as follows below :

1. What is the greatest difficulty that inhibit the student's listening ability of the second grade junior high school after the implementation of the "Simon Says" games in the class?

2. Which aspects of listening significantly improve after using the technique "Simon Says" game in teaching listening at the third year of the junior high school?

The results of the research are expected to be beneficial both theoretically and practically that will be elaborated in the following section below :

1. Theoretically

The result of the study are expected to support the four element of good listening (attention, hearing, understanding, remembering) that I have mentioned above

2. Practically

a. The result of the study are expected to give more information and the awarness to the teacher especially the English teacher in guiding the students to imporve their listening ability and implement it in their daily activity.

b. It also expected for encourage and incite students's awarness to get the information by using the various words or sentences in learning listening process by using the "Simon Says" games.

References :

Steinberg, S.(2007). *An Introduction to Communication Studies*. Juta Global Ltd.

Gottlieb, M. (2003). *Managing Group Process*. Praeger.

Lonergen, J.(1984) . *Video in language teaching*. Cambridge: Cambridge University Press.

Stemplesk , S. (2003). Integrating video into classroom curriculum. *Selected Papers from the Twelfth International Symposium on English Teaching*. Taipei : Cina.

Name of Reviewer :

Humaira Aulia M

Word count :

 1190 words.

Analysing The Difficulties and Improvement of Listening Skills Through "Simon Says" Games

Analysing The Difficulties and Improvement of Listening Skills Through "Simon Says" Games

Interview Guideline

1. What is your perception of plagiarism?

2. In your opinion, why this phenomenon still happens in the education world especially in academic writing / why are the students doing plagiarism?

3. Have you ever used plagiarism in your academic writing?

4. Do you think plagiarism helps the students in an academic writing class?

5. What your opinion about the advantages or disadvantages of plagiarism?

6. Could you give some suggestions about the students' strategies for avoiding plagiarism in an academic writing class?