

**THE ANALYSIS OF STUDENTS PERCEPTION ON PLAGIARISM IN
COMPLETING THESIS**

THESIS



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The Researcher

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ABSTRACT

Graduate students are increasing years by years. Before graduating, they should complete their thesis; their research. However, when writing their thesis, some students often caught plagiarizing. Regarding the issue, the writer want to investigate students' perceptions about plagiarism in completing thesis, two research questions were set to lead the study (1) what are students' perceptions about plagiarism in completing thesis (2) why did the students do plagiarism. A qualitative research was used to determine the research result. To obtain the data, the researcher utilized interview. Participants involved in this study were 12 students who are completing their final thesis. The result of this study showed that students have different perception about plagiarism, Nine out of twelve participants said that plagiarism is not good or bad habit, but there are also 3 of them said that plagiarism is not really bad. Sometime plagiarism can be positive or negative because plagiarism helps them to complete their assignment when the have no idea to paraphrase the statements or theories. The negative side is harming the original owner of work that they trace. Furthermore, the reasons why students did plagiarism are: limited sources and references, poor idea to paraphrase or summarize, the lazyness to paraphrase and summarize, low motivation to read some journals and reference, limited time to complete assignment and thesis, and the instant way to finish thesis and assignment.

Keywords: *Plagiarism, Perceptions, thesis*

CHAPTER I

INTRODUCTION

A. Background of study

Technology has grown and developed so quickly, it makes easier for Everyone to access information easily. This situation give some effect to the development of students' education, they are; students can easily update information; exchange the data or assignment from email or other electronic messages become easier; and also help students to do their assignment with the availability of information that can be obtained through the internet. Beside all these positive effects, the development of technology has also some negative effects. One of them is facilitating students to do plagiarism in completing their assignment, then making students lazy to do their assignment with their own creations because of obtaining this information easily.

Plagiarism has become a problem in university when a lot of students do plagiarism to complete their assignment. Although theory and researchs in psychology show that “a thorough understanding of an individual's view of an issue or problem is an essential requirement for successful change of that person's attitudes and behavior.” (Bem, D. J, 1967), plagiarism keep happening among students. That is why university should eradicate it. Students sometime plagiarize all or part of the ideas, information, and creations of someone else. On the other hand, some of them do plagiarism by their smart ways, for instance changing some grammatical structures, and replacing some original words with the synonyms of the original word (Howard, 2000). Plagiarism has become one form of cheating that happen in academic system.

The development of technology helps students to complete their assignment easily. Some of them complete their assignment by using copy and paste in computer. All assignments are finished easily without being worried about punishment of doing plagiarism. Plagiarism is being the solution for student to complete their assignment. This situation probably will continue until students do their thesis.

Based on my experience as a student in the Department of English Language Education at Ar-Raniry State Islamic University, plagiarism could happen when students did their paper assignment and essay assignment. One of the research in plagiarism has been conducted by R. Diana (2011) entitled *Awareness, attitude and perception of plagiarism among students and teachers at Stockholm University*, the results showed that the issue of plagiarism must be unclear both for students and teachers. The students and teachers have the same opinion on many topics, such as the topic of clear information about what is allowed and not allowed, but on some topics, different pieces of code snippet extracted from a book or internet are perfectly acceptable in programming while things the same does not apply in writing assignments

Considering the above mentioned problem, The writer conducted the research in Department of English Language Education of Ar-Raniry State Islamic University entitled, **“The Analysis of Students Perception on Plagiarism in Completing Thesis”**.

B. Research Questions

This research aims to find out the answers to the research questions as follow:

1. What are students' perception about plagiarism in completing thesis?
2. Why did students do plagiarism?

C. The Aims Of study

The aim of the research is to find out:

1. To investigate students' perception to plagiarism.
2. To find the reasons why students did plagiarism.

D. Significance of Study

This research is significant because it will help the lecturer to find out what students' perceptions about plagiarism, and why they did it. This research is also intended to help students to understand about plagiarism and be aware of their to complete their assignment and thesis carefully. In addition, this research can also be used as a reference for further researchers who want to conduct another related to plagiarism.

E. Terminology

There are several terms in this study that should be explained to avoid misunderstanding, they are:

1. Perception

Perception is a cognitive process of someone observation to their environment and make sense of stimuli from the environment, in this theory, someone has the main role to determine their attitude or their response (wiener,

1972). In behavioristic, perception is the stimuli that someone accepted in this theory, someone has no rule to give response for the stimuli that she or he accepted (P. Ivan, 1936).

Students perception was what students view and belief about something. In one case, students' perception would help them to make a judgement about something good or bad. Every student in Department of English Education of Ar-Raniry Islamic University would have different about something that will make them more aware of doing something or responding to stimuli. Based on this research, the writer would like to see students view about plagiarism, especially the students eighth semester in Department of English Education of Ar-Raniry States Islamic University.

2. Plagiarism

Plagiarism is taken someone creations, and ideas for assignment without acknowledging the original source the allowing by the owner (Underwood and Szabo, 2003). According to Howard (2000), plagiarism also can change some words, grammatical structures, or using synonyms of the original words instead of straightforward copying and pasting to disguise their plagiarism. In this research, researcher investigates students' perception about plagiarism inn completing thesis.

3. Thesis

Acording to the liang gie (1995) "thesis is a scientific paper that describes a subject that is quite important of a science subject as a branch of library research or field research that students do as a condition of graduation scholars." Thesis in

this research means skripsi or the final assignment in the form of scientific papers in the form of exposure writing research results as a condition of graduation students. As a scientific paper, the students have complete their thesis in with their own ideas, words, and creations.

CHAPTER II

LITERATURE REVIEW

This chapter will explain a brief overview about some important theories of the research. Based on need of the research, the chapter will begin with paragraphs about the concept of perception, and will be followed by the definition of plagiarism, factors for students to plagiarize, and overview of thesis.

A. The Concept of Perception

There are many theories of perception. Most define perception as a process in the brain that recognizing (being aware), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Matlin (1989) defined perception is a process of using knowledge already possessed (stored in memory) to detect or obtain and interpret the stimulus (stimulus) that is sensed by sensory devices such as eyes, ears, and nose. In short it can be said that the prerequisite is a process of interpreting or interpreting information obtained through the human sense system. For example, when a person sees a picture, reads a text, or hears a certain sound, he or she will perform an interpretation based on the knowledge it possesses and is relevant to it. Perception someone about something was influence him or her act and their react about it.

Shaleh (2009) defined perception as the ability to differentiate, to classify, and to focus the attention toward certain object While Pareek said in (Sobur, 2003) perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimulate the senses or data. Furthermore,

Russell (2013) defined perception as "an appearance, however irregular, of one or more objects external to the brain" (p. 97).

Unlike several definitions above, Lindsay and Norman as cited believe that "perception is closely related to attitudes. Its process of interpreting an object into something meaningful based on prior experiences." Then, Marrin (2006) said that perception refers to a cognition or apprehension obtained through the senses and intellect, as well as to ideas or notion arising such knowledge" (p.9). It means while collecting the information by his or her sensory, the mind starts to interpret the message given. as a result, the person can have an opinion whether that is good or not.

In addition to those definitions, shaleh (2009) defined perception based on Islamic perspective; it's the psychological function as a link to understand the event and the reality of life. In short, the writer would say that definition of perception is a process of interpreting the message about objects, events, people, things, etc by using sense organ and it's influenced by prior experience.

There are some factors that influence perception, they are:

1. Psychological

The information that received of the sensing devices will influence and complement efforts to give meaning to surrounding environment. Capacity sense to perceive each person is different, so the interpretation of the environment may also be different (Gibson, 1995). Based on this issue, the author assumed that English students' perception about plagiarism in completing assignment will be varies.

2. Attention

this is the condition when someone spend more energy to pay attention or focus on certain objects. the energy that someone spend is different, it is influence his or her perception of the object (Gibson, 1995). in contrast, saleh and wahab (2004) limited the attention into "selective attention." this is when someone do not need to response they obtained. she or he just need to selecting the important information.

3. Value and individual's need.

This factor was how strong someone's focus to looking for the objects or messages that may provide answers to suit him or her. Shaleh & Wahab (2004) Compared between the need of an artist and non-artist that they different style and taste on perceiving an object. other research also stated that the poor one regarded the coin as more valuable thing than the rich one.

4. Perceptual learning. Based on past experiences or any special training that people get

Everyone learns to emphasize some sensory input and ignore others. For example, someone who has received training in some work such as art or other skilled work can perform better than others who are not trained. As the blind identify people based on their voices or with their tracks (Shale & Wahab, 2004).

5. Interest

Perception of an object varies depending on how much energy. Perceptual vigilance is the tendency of a person to pay attention to a particular type of the stimulus or may be regarded as interest (Gibson, 1995).

6. Experiences and memories

Previous experiences affect how people perceive things. For example, a mirror for us is probably not something extraordinary. However, it is different for rural communities such as Mentawai people from Siberut (Shaleh & Wahab, 2004).

7. Cognitive styles

Every people have different ways process the information with their own characteristically process the information. Every individual will have his or her own way of understanding the situation (Sharma, 2014). It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

8. Mood

The emotional of someone always state affect his or her behavior, mood shows how one's feelings at the time which may affect how a person in receiving, responding and remembering (Gibson, 1995).

Based on the factors above, it can be concluded that everybody has different perception about something. The previous experience and the different need lead someone to have different perception. Generally, the perception is influenced by several factors: the needs of students, cognitive style, mood,

interest, previous experience, students' background, perceptual learning and psychology aspect of each student.

B. Definition of Plagiarism

There are many definitions and theories of plagiarism. Most define perception as take and use another person's ideas or as one's own. Henry Soelistyo (2011) quotes Alexander Lindsey; plagiarism is an act of plagiarizing people's ideas, and someone's creation to be acknowledged as own creation or using it without mentions the source causing wrong assumptions or mistaken about the origin of an idea, and creation.

In Writing with Sources, plagiarism is defined as the act of admitting someone's ideas, or words and the informationr as your own, without to acknowledge their source—an act of lying, cheating, and stealing (Harvey, 2008). Asep Jihad and suyanto (2011) define plagiarism is to stealing ideas, words, sentence, or other person's research result and present it as if as the work itself.

According to Minister of Education Regulation No. 17 of 2010: "Plagiarism is an act intentionally or unintentionally of obtaining or try to obtaining credit or value for a scientific work, quoting part or all of the work and or scientific work of another party acknowledged as a scientific work, without declaring the source appropriately and adequately."

In addition to its definition, Jones (2011) concludes what constitutes plagiarism in 4 points;

(a) Unauthorized and/or unacknowledged collaborative work (b) Attempting to pass off, as your own work, a whole work or any part of a work belonging to another person, group or institution (c) The use of any amount of text that has been improperly paraphrased constitutes plagiarism (d) The use of any amount of text, that is properly paraphrased—but which is either not cited or which is improperly cited—constitutes plagiarism. (p. 7-14)

Indonesian government reminds what constitutes plagiarism as follows(*Peraturan Menteri Pendidikan*, 2010).:

Plagiarism includes but is not limited to:

1. referring and / or quoting terms, words and / or sentence, data and / or information from a source without citation and / or without proper credit.
2. referring and / or randomly quoting terms, words and / or sentence, data and / or information from a source without citation and / or without proper credit
3. using a source of ideas, opinions, views, or theory without any proper credit
4. stating in one's own words and / sentences from sources of words and / or sentences, ideas, opinions, views, or theory without giving any proper credit
5. submitting a scientific paper produced and / or published by others as scientific work without stating any adequate credit (Menteri Pendidikan, 2010, p. 3-4)

According to Prihantini and Indudewi (2016) said that the practice of copy paste is part of plagiarism. The practice of copy paste is something that students often do in their study activity. So it is not surprising that we often encounter

many similarities between the answers of one student to another student where the practice of copy paste is part of plagiarism.

Based on some of the above definitions can be concluded plagiarism is an action to imitate the ideas and creations of others without mentioning the source and acknowledge it as his own work. All students of Islamic university need to complete their thesis as a condition of graduation. In completing thesis, students need to cite and refer from some of the obvious sources to explain some theories in their research. However, if someone deliberately does not mention the source of the referral, the person may be categorized as having plagiarized.

There are several type of plagiarism:

1. Plagiarism of Idea

This type is plagiarize someone's idea and make a new creation fo that idea. This type is difficult to prove, because it is abstract, and it's possible the similarity of the similarity between these two people. (Henry Soelistyo, 2011, p. 19)

2. Plagiarism Word by Word

This type is quoting someone's creation word by word until all the original idea really drawed and then placed on his or her own work on certain parts without mention the source. (Henry Soelistyo, 2011, p. 20)

3. Plagiarism of The Source

This thype is when someone does not mention mention of source referenced in the quotation. For example, in the footnote of the thesis was not mention the name of the author or the pages were not appropriate.(Henry Soelistyo, 2011, p. 20)

4. Authorship plagiarism

This type is when someone recognize the other creation as his or her own creation. For example, rename someone's creation as his or her own to get the values.(Henry Soelistyo, 2011, p. 20)

C. **The Factors of plagiarism**

Plagiarism often occurs in the student, and it does not appear suddenly. There are several factors that cause a person, do plagiarism, especially for students who perform plagiarism, according to Ariani (2011) factors include:

1. The Lack of Socialization

The lack of socialization of plagiarism in special academics in students is one of the causes of plagiarism. Plagiarism which is a violation of ethics and law that needs to be socialized or notified to students in various ways, so that the students is expected not to plagiarism.

2. Poor Understanding of Plagiarism

Students who do not understand what plagiarism is,because they do not follow the course of Scientific Writing Techniques, they assumes that writing techniques can be studied alone and new students who have not received material on how to avoid plagiarism, so that students who do not understand this plagiarism unconsciously do plagiarism and do not want to be called as plagiarism because the student has the thought that mentioning the source in the bibliography is enough.

3. Less Control of Plagiarism

One cause of plagiarism is the lack of control from various parties. Suppose the student plagiarism, one due to lack of supervision of students in their daily life, both from the process and its content in making scientific papers. Permissive attitude of the campus and lecturer as a mentor can be a stimulus plagiarism action. If the lecturers do not give intensive attention and supervision to the students when making the task of scientific writing in particular, this could have the opportunity to lead students to plagiarism.

4. Technology Sophistication

Changes of the times cannot be separated from the increasing sophisticated and modern technology. Technological developments such as two sides of coins, on the one side help the process of human life, and on the other side be a problem for human life itself. One of them is the misuse of technology in the field of education. Information derived from a person's work can be accessed by anyone going through the internet, which then the work is used by students for their interests. For example, do a copy and paste from the internet to create an article or paper without listing the source that seemed to assume its own. This phenomenon is categorized as plagiarism, which is behind the misuse of the internet.

5. The laziness

Lazy is like a contagious disease, this term is worthy of use to show the phenomenon that occurred in Indonesia. Productive youth of the majority still students as if they have this lazy disease. From this lazy emerged many

problems, one of which is the act of plagiarism. For example, students who are lazy in discouraging information on the correct way of writing, the correct way of quoting, when given the task of making scientific papers, tend to fall into the act of plagiarism.

6. Decreased Honesty

Ethics and morals are the cornerstone of being a guide in living life. No exception in the academic activities of students who have a variety of activities, one of which produces scientific papers. However, along with the development of the era that is not accompanied by self-defense effort, what happens is the moral degradation of students, especially plagiarism. Plagiarism is concrete evidence to erode students' honesty in making scientific work. Plagiarism which is theft against the work of others will not happen if honesty is upheld.

In completing the thesis, originality and originality is a must that must be held firm by the academic community. When using the work of others, it is an obligation to be fair, that is to include sufficient resources and pay attention to the way quotation, so as not to fall into the act of plagiarism, the plagiarism is not intentional.

D. Relevant Research Related to Plagiarism

Focusing on individual student characteristics can be problematic, as the emphasis is then placed on the individual behaviour change process, with little attention to sociocultural and physical environment influences on behaviour.

McCabe and Trevino (1997) examine individual characteristics and contextual influences on academic dishonesty. Their results show that to understand students' perceptions of plagiarism better, we need to consider not only individual student characteristics but also broader contextual factors, because academically dishonest behavior is not only influenced by individual characteristics (eg age, gender and average score), but also contextual influences (eg, fraud rates among peers, fraud disagreements, community membership for fraud).

Several studies have been done to get the perception of student plagiarism, and this tends to be the reason why students plagiarize (Ash Bannister, and Thorne, 1997; Devline and Gray, 2007; Marsden, Carrol, and Neill, 2005) and all relevant have a similar understanding of how plagiarism is understood (Brimble and Stevenson-Clarke, 2005; Franken-Stokes Newstead, 1995; Hasen and Huppert, 2005; Lim and See, 2001). Therefore, having a good understanding of institutional policies reduces risk in plagiarism. Jordan (2001) found that non-cheaters students reported a greater understanding of institutional plagiarism policies, if further complicated by the contradictory and often ambiguous information presented by academic staff, as they also struggled to apply the accepted definition of plagiarism clear (McCabe, and Trevino, 2003). For example, in a study conducted by Burke (1997), more than half of the academics surveyed not only reported familiarity with the university's policy on plagiarism.

Marshall and Gary examined students' perceptions of plagiarism through basic scenarios of plagiarism in order to reveal 'patterns of belief that would not be apparent from definition-based questionnaire' (2005a, p.458). Result shows that students' perception about plagiarism were still unclear and that some cases of

plagiarism are regarded much less serious than others and are more commonly practiced too.

In order To understand how students perceive plagiarism, Breen and Maaseen (2005) undertake a two-stage research project, which first explores students' perceptions of plagiarism and then develops learning materials to be embedded in the course. This is done by utilizing four focus groups, consisting of 13 graduate psychology students in the first, second and third year. Their findings indicate that students have difficulty understanding the 'gray' area (eg the ability to understand and paraphrase work with their estimates). Lack of data with what the citation needed, in part, due to inability to obtain adequate information about paraphrase paralysis, inconsistencies between staff and fear of unintentional plagiarism. They also found that students reported and improved their understanding of plagiarism, with the development of association skills to complete the task. Students also make suggestions for the basic development of plagiarism ever discovered.

Tran (2012) also reported similar confusion. According to the results of the study, 78% of students still had little knowledge of what constitutes plagiarism and had no know how to make proper references. He then found that students were still passive in learning; 30 to 50% of students attend seminars on this issue and only 32 students contact ASA (Academic Skills Adviser) for additional consultations. These findings indicate that students still regard plagiarism as a problem that is not important for further study. Accordingly, Park (2003) concludes the problem of plagiarism because (1) students view plagiarism as "no big deal" and (2) students view plagiarism differently from academic staff.

research conducted by McCabe and Trevino (1993) aims to develop a better understanding of how students construct plagiarism. using group discussions for various answers about students about plagiarism. this study refers to a change in our conceptualization and plagiarism examination, ranging from individual-focused factors that can inform the individual's propensity to copy, on any situational or contextual variable that can be used for integrated in-situ responses. In spite of this insistence, relatively little systematic research has been done on the topic of students' understanding of plagiarism, and has been largely done. The purpose of this study is to develop a better understanding of how students construct plagiarism. using group discussions for various answers about students about plagiarism.

E. The Policy of Plagiarism

Some students often underestimate plagiarism when completing a task, or a thesis. some of them are more worried about losing the value they will get from the task given by their lecturers than the punishment for plagiarism itself. according to Shidarta (2015) Plagiarism is often connoted only as an ethical violation, not as an act against the law. For the legal community, unlawful acts can be categorized into several kinds. In this context, an act against the penal law (*wederrechtelijkheid*) is the most relevant to be attributed. To that end, Indonesian government has set the regulation about the issue that is stated in the *Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta* (Law No. 28 of 2014 on Copyright is clearly set).

in accordance with this policy, copy right is an exclusive right of the authors that arise automatically on the basis of a declarative principle after a work is manifested in its tangible form without prejudice to restrictions in accordance with the provisions of legislation. An exclusive right is a right reserved for the creator or the recipient of the copyright. If any other person wishes to exploit the work, this person must first obtain permission from the creator or recipient of the copyright.

Including to this policy, Copyright protection is divided into two categories, they are protection of moral rights and protection of economic rights. The moral right is the right of a creator who cannot be taken in such a way without the permission of the copyright holder. That is, the right to use, to change the content or name or title of its creation. Others are prohibited from announcing, wearing or altering the results of a person's creation. Moral right is clearly held by the creator and cannot be deprived of others. Economic rights are rights relating to issues pertaining to finance and the sale of their copyrights. Here the creator may license it to another party by receiving royalties (Alhafidz, 2016)

in addition, in this regulation also protects the inventor who sold flat (Besar, 2016), as can be read below:

1. The creation of the book, or any other written works, and any song or music with or without the text transferred in a broken sale or transfers indefinitely, the copyright switched back to the creator at the time the agreement reaches a period of 25 years (Art. 18).
2. It also applies to the performer's work in the form of a song or music that has been transferred or sold its economic rights, the economic

right to switch back to the performer after a period of 25 years (Article 30).

Futhermore, there is also the policy that set national education system. That was *undang-undang republik indonesia nomor 20 tahun 2003* (law of the republic of indonesia number 20 year 2003). In this law, the implementation of education must have several principles, namely education is conducted democratically and fairly and not discriminatory by upholding human rights, religious values, cultural values, and plurality of the nation with systemic unity with open and multisystem. In addition, in the implementation must also be in the process of culture and empowerment of learners that last throughout life by modeling, building the will, and developing the creativity of learners in the learning process by developing a culture of reading, writing, and arithmetic. To enable all citizens to empower all components of society through participation in the implementation and quality control of education services. In addition, this rule is also for people who do plagiarism, especially those that occur in the academic environment. The sanctions are as follows (Article 70): “Graduates whose scientific works he / she uses to obtain an academic degree, profession and / or vocation as referred to in Article 25 Paragraph (2) shall be proven to be a convict with a maximum imprisonment of two years and / or a fine of not more than Rp 200,000,000.00 (two hundred million rupiah)”. this policy also has set sanctions for students who perform plagiarism. If proven plagiarism then a student will get sanction as follows:

1. Warning.
2. Written warning.

3. Partial assignment of assignment of student rights.
4. Value cancellation.
5. Dismissal with status as a student.
6. Dismissal does not respect the status of a student
7. Cancellation of a diploma if it has graduated from the education process.

In addition, the government also regulates prevention and prevention of Plagiarism in universities with *Peraturan Menteri Pendidikan Nasional no. 17 tahun 2010* (Regulation of the Minister of National Education no. 17 of 2010). This rule also clearly describes the administrative sanctions that can be imposed on the perpetrator (student or lecturer) in relation to the act of plagiarism (Yuliati, 2012).

In contrast, there is no written policy on plagiarism at the Ar-Raniry Islamic university. However, there are some lecturers who apply the rules of plagiarism verbally in the classroom, wary of the students to avoid plagiarism while completing the task. For students who complete their thesis, they must make originality declaration before submitting their completed thesis.

F. Overview of Thesis

Thesis is a scientific work written by undergraduate students discussing a particular topic or field based on the results of a literature review written by experts, field research results, or development results or experiment (Miftahul huda, 2011, p. 111).

Writing thesis is also a part of science discipline in the program. this activity was very importance, because the graduation rate or the completeness of the undergraduate-program is determined by the quality of the results of the thesis she or he complete. The thesis is the final work or peak work that is considered to provide an indicator of the level of understanding or discipline attitudes students concerned (Maryaeni, 2009). All these issues make the thesis prone to plagiarism. The possibility of students did plagiarism in the completion of the thesis is very large, because a lot of students will be tempted to complete the thesis with instantly way.

The students in eighth semester will start to write their thesis. Therefore, the writer focused on the perception of eighth semester students of departement of english language education on plagiarism.

Based on the study material and the type of discussion, there are several type of thesis (Maryaeni, 2009):

1. Thesis based on the results of literature review

The literature review is the discussion of a topic that is undertaken to solve a problem based on a critical and in-depth assessment of the relevant literature. Materials that are theoretical information, technical explanations, or applicative findings from various sources of this literature are analyzed critically and presented newly systematics according to specific needs. Thus these library materials are positioned as a source of ideas or gratitude that can be shared or other ideas. Therefore, deductive mindset is often applied in this type of literature review.

2. Thesis based on field research results

Field research is a type of research that is oriented to empirical data collection in the field. Based on this empirical data the researchers make a conclusion. Judging from the approach, this field research can be divided into two types, namely quantitative research and qualitative research. Quantitative research is a study that basically uses deductive-inductive reasoning patterns, that is the reasoning pattern that departs from the theoretical framework, the ideas of the experts, or the understanding of the research, then developed into a series of problems and their solving possibilities to obtain justification (verification) in the form of support empirical data in the field.

Meanwhile, qualitative research is a study that aims to reveal symptoms or phenomena in a holistic-contextual manner through the collection of data from nature as a direct source through the involvement of researchers as a key instrument. Qualitative Research is descriptive and inclined to use analysis with inductive reasoning pattern. Therefore, the description of process and meaning (subject perspective) is more highlighted in qualitative research. Thus, this type of field research thesis consists of two types, namely the quantitative field research thesis and the qualitative field research thesis.

3. Thesis based on the development result

Research development is the design of activities to solve actual problems by utilizing theories, concepts, and principles, or relevant research findings. Therefore, this development activity is practically pragmatic. The thesis of this type of development has a difference when compared with the type of field research. If the type of thesis field research tries to test the

proposed answer on a problem, the development of the type of thesis attempts to apply problem solving.

CHAPTER III

RESEARCH METHOD

This chapter generally explains about research methodology in more detailed by providing information about brief description about research location research design, participant, the technique of data collection, and technique of data analysis.

A. Brief Discription of Research Location

This reasearch took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. Universitas Islam Negeri (UIN) Ar-Raniry (State Islamic University) is the Islamic University under the authority of Department of Islamic Religion. According to the President Decree number 64 of 2013. UIN Ar-Raniry was given as a new name for the previous IAIN (The State Institute for Islamic Studies) Ar-Raniry. UIN Ar-Raniry was firstly established on 5th of October 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has contributed in developing Islamic thought in Southeast Asia, especially in Aceh.

This research is conducted at faculty of teacher training. This research faculty is aimed to educate Muslim academian to be pious and expert in education. In doing the research, the writer chose English Department as the research location because it represents the writer's population and sample for this research. As it was named, this department is specialized in teaching English as foreign language and prepares its graduates to be good English teachers at school.

In teaching those subjects, the lecturers at English Department apply various methods and techniques that respect the use of modern technology as the teaching media. This approach in teaching English is to make sure that the teaching becomes more effective and efficient. This fact is very much related to this research since technology facilitates student to do plagiarism in completing their assignment and thesis.

B. Research Method

This research is qualitative research. It is a method to provide the multidimensional data necessary to gain an understanding of students' perceptions towards plagiarism in completing thesis. Qualitative research is an approach to get the understanding and the deep meaning of individuals or groups in social issues as well as human problems. In addition, qualitative research begins by using theories that can form or affect the research under study (Creswell, 2014).

C. Participant

The participants are students of English Department. A total of 12 students who are doing their thesis. This research is a qualitative research, is a method to provide multidimensional data needed to gain an understanding of students' perception of plagiarism in completing thesis. Including to Morse (1991), he states that participants are terms that one often used in social sciences in surveys, individuals are asked to answer structured and semi-structured questions. Usually participants convey to the researcher the answer in accordance with the question, nothing more and nothing less.

D. Technique of Data collection

This research use interview to gain the data needed. It is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation (Boyce and Neale, 2006, p. 3). Therefore, in depth interview will be the primary sources of data in this study to obtain a better understanding of the various participants' perspective. This interview is important to explore their understanding about plagiarism during writing their thesis, and this interview took 10-20 minutes for each participant.

E. Technique of Data Analysis

In this research, the data of interview were analyzed qualitatively. The writer then classified the data based on research questions and did the following activities, the activity in data analysis that is data reduction, display data, and conclusion drawing or verification. The writer needs to hear the audio recorder several times to get the correct information from the participant's statement. Then, the writer writes the data in a book, reads the data and sees all the data. This step provides an overview of the information and provides an opportunity for all meaning. What general idea do the participants say? What is the core and conclusion of the whole information? The final step in the analysis of data related to making interpretation of findings or results. It consists of summarizing results, comparing results with past literature and theory, and ending with suggestions for further research.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the results of the study. As mentioned in Chapter I, the purpose of this study is to find out how students' perceptions on plagiarism in completing the thesis. The results of the study will be described descriptively.

A. The Result of Interview

After analyzing the data gathered from the interview, the researcher decided to divide themes as follows:

1. Students' Understanding about Plagiarism

Based of the result of interview, it shows that almost all students as participants have the same understanding about plagiarism. There were six out of twelve participants said that plagiarism is doing copy and paste. Four out of them said that plagiarism is copying and pasting without putting any resources, and two others participants have different understanding about plagiarism, they think plagiarism is about copy and paste or take someone's words without paraphrasing it, and taking someone creations or statements without putting the sources. All of their understanding may be influenced by the campus' environment that often means plagiarism is like copying other people's statement and pasting it into their writing

2. Students' Perception About Plagiarism

All of the participants also have different perceptions about plagiarism. There were nine out of twelve participants said that plagiarism is not good or bad habit, but there are also three of them said that plagiarism is

not really bad, and sometime plagiarism can be positive or negative because plagiarism helps them to complete their assignment when they have no idea to paraphrase the statements or theories. While the negative side is harming the original owner of his work that we trace.

Beside their perception, all of the participants admitted that they have done plagiarism. There were four participants admitted that they have ever done plagiarism in paper assignment in the first and the second semester when they did not know how to paraphrase or what plagiarism is. Six participants did plagiarism during completing their thesis, and one participant did plagiarism when she or he was in senior high school. The last participant did it when she or he posted something at their social media. In addition, all of the participants who have done plagiarism also admitted if their lecturers did not react or say anything when they completed their assignment. Just some of their lecturer who gives some rules before she or he gives assignment for students about what kind of punishment if the students did plagiarism in completing their assignment. Even though they consider plagiarism is bad, yet, few of them (six out of twelve participants) keep doing it.

Although they have done plagiarism, most of them admitted that they felt guilty after doing plagiarism, but sometime they had no choice except doing it for completing thesis or assignment. Two of them did not feel guilty when they did plagiarism. They just feel guilty later after doing plagiarism, and one participant did not feel guilty even after doing plagiarism.

3. The Reasons Why Students did Plagiarism

Based on the data of interview, the participants said that there were some reasons why students did plagiarism:

Table 4.1.

The Reasons of Plagiarism

No	The reasons of plagiarism	The number of students
1	They had no choice of reference for their assignment	3
2	They had no idea how to paraphrase or summarize the easy statements.	10
3	They were lazy to paraphrase or summarize the statements.	2
4	They had low of motivation to read some journals or reference.	2
5	They had limited time to complete assignment that lecturer give to the students.	2
6	There were not enough data for their assignment or their thesis or the data and resources that they need are available only few	3
7	They were not want to think deeply about some statements or theories to paraphrase or to summarize.	3
8	They wanted to finish their thesis or assignment instantly or fast.	2

All of the participant have their own reasons why students did plagiarism. Based on the Table 4.1, all of participant dominantly chose the reason “They have no idea how to paraphrase or summarize the easy statements.” This may happen because the author of some articles or statements written with in simple words, so it is very difficult to do paraphrase.

4. The punishment for someone who do plagiarism

Based on the interview, there are some punishment that participan answered during interview, they are:

Table 4.2.

The Punishment of Plagiarism

No	The punishment of plagiarism	The number of the students
1	The thesis or assignmet will get rejected	7
2	The value of the task will be reduced by the teacher (get low Score)	2
3	It's depended on the owner of the article or works	1
4	they have to pay a fine	1
5	The participant don't know about it	2

The punishment of the plagiarism among students were unclear. There is no written policy on plagiarism in the Tarbiyah and teacher training faculty of Ar-Raniry Islamic University. All of the participants were not sure about their answer, they just assume about the punishment and what will happent if they did plagiarism.

5. The Solution for Students of The Last Semester to Complete Their Thesis Without Doing Plagiarism

After giving their perception and reasons related to plagiarism, all participant proposed some solutions as follows:

Table 4.3.

The Solutions to Avoid Plagiarism

No	The solutions to avoid plagiarism
1	Do not be lazy, read a lot of book and find some resource for the thesis.
2	Learn about plagiarism and how to do paraphrase or summarize.
3	Just need to read, sumarize, and put the resource in the thesis.
4	Share with their friends who have similar content with her or his thesis and discuss it together.
5	Remind that cheating is not good.
6	need to appreciated someone's creation.
7	Do it with all effort.

In contrast, there were some participants who admitted doing plagiarism, even in their thesis, yet, they still gave solutions to avoid plagiarism in completing the thesis.

B. Discussion

To make this thesis more organized, the writer would like to discuss the finding based on the research question. The first is “What students’ perception about plagiarism in completing thesis?” The result of interview showed that perceptions about plagiarism in completing thesis were different, they have some various different perception about plagiarism. Nine out of the twelve participants believe that plagiarism is not good or bad habit. Beside this, there also three participants believe that plagiarism is not really bad, and sometime plagiarism can be positive or negative. This is in the line with Park (2003) concludes the problem of plagiarism because students perceive plagiarism as "no big deal" (p.476) and students view plagiarism differently from academic staff.

Some of them said that plagiarism is copying and pasting other works without putting any resources, or copying and pasting or taking someone words without paraphrasing it, and taking someone creations or statements without putting the source. This understanding has been developed for a long time among the students of Ar-Raniry Islamic University, as the fifth participant said that “Plagiarism is familiar in our country is about copy and paste, it could be like copy and paste.” It could be affected by the button of Ctrl+C on the computer to copy the theories and statement or texts (copy), and the button Ctrl+V to display the copied text (paste). This is like Prihantini and Indudewi (2016) said that the

practice of copy paste is part of plagiarism. The practice of copy paste is something that students often do in their study activity. So it is not surprising that they often encounter many similarities between the answers of one student to another student where the practice of copy paste is part of plagiarism.

However, the students' perception of plagiarism in completing the thesis is slightly different from what is described above. Some participants believe plagiarism is not good, and some believe that plagiarism can be positive because plagiarism helps students in completing their thesis. While those who believe that plagiarism are not good declared that plagiarism is not good at completing the thesis because is taking the creation of someone without mentioning the source or more like stealing. Some of them said that plagiarisme is copying and pasting word for word without changing at all and without mentioning its source or reference. This is in line with Minister of Education Regulation No. 17 of 2010. Which is stated that: "Plagiarism is an act intentionally or unintentionally of obtaining or try to obtaining credit or value for a scientific work, quoting part or all of the work and or scientific work of another party acknowledged as a scientific work, without declaring the source appropriately and adequately". This policy explains plagiarism clearly and in line with students' understanding of plagiarism.

The second research question is "Why did the students do plagiarism?" Based on the result of interview, all the participant have mentioned some reasons why the students did plagiarism. They are: no choice of reference for their assignment; no idea how to paraphrase or summarize the easy statements; lazy to paraphrase or summarize the statements; low motivation to read some journals or

reference; limited time to complete assignment; not enough data for their assignment and thesis or limited resources; do not want to think deeply about some statements or theories to paraphrase or to summarize; and wanted to finish their thesis or assignment instantly or fast. All those reasons are not much different as suggested by Ariani (2011). She mentioned that the reason why plagiarism can happen because of: the lack of socialization; poor understanding of plagiarism; less control of plagiarism, technology sophistication; and the laziness, and decreased honesty.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

In regard to this research findings, there are some conclusions can be drawn:

A.1. Based on the result of data collection, it shows that students have different perception about plagiarism. Nine out of twelve participants said that plagiarism is not good or bad habit, but there are also 3 of them said that plagiarism is not really bad. Sometime plagiarism can be positive or negative because plagiarism helps them to complete their assignment when they have no idea to paraphrase the statements or theories. The negative side is harming the original owner of particular work that they trace.

A.2. Based on the result of the interview, all of the participants said that there are some reasons why student did plagiarism, they are: Limited sources and references, poor idea to paraphrase or summarize, the lazyness to paraphrase and summarize, low motivation to read some journals and reference, limited time to complete assignment and thesis, and the instant way to finish thesis and assignment.

B. Suggestion

After conducting the interview and analyzing the data, the writer would like to suggest which are hoped to be useful in the future for the researcher who are interested in this area of study.

1. In collecting the data, the future researcher should consider incorporating questionnaire and In-depth interview of the larger samples to gain more data to get the deep understanding about students perceptions.
2. The future researcher should consider several lecturers' perspectives on plagiarism policies in completing assignment and thesis.
3. The researcher thought that UIN Ar-Raniry needs to set strict rules towards plagiarism, avoiding the misunderstanding and confusion of the university students of the issue.

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THE QUESTIONS OF INTERVIEW

1. What do you know about plagiarism?
2. Have you ever seen or heard someone around you or in our university did plagiarism?
3. What do you think about that? Is that positive or negative? Why?
4. Do you know the reasons why someone did plagiarism?
5. How do you react if you find someone did plagiarism?
6. how about you? Do you ever did plagiarism? Why? When? In what context?
7. Did your lecturer know about it? And how she or he react about it?
8. Did you feel guilty after doing plagiarism?
9. Do you know what kind of punishment that someone get when she or he do plagiarism?
10. For us as the students of last semester, we need to finish our thesis and as we know do thesis is not easy. What make us tend to do plagiarism? And what do you think about it?
11. If we do not plagiarism, can we finish our thesis perfectly? Why?
12. In your opinion, is there any solution for students to complete their thesis without doing plagiarism?

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