

**IDENTIFYING PLAGIARISM IN LITERATURE REVIEW OF
STUDENTS' THESIS**

**(A Study at English Language Education Department of Ar-Raniry State
Islamic University)**

THESIS
Submitted by:

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the Bachelor Degree of Education in English Language Teaching

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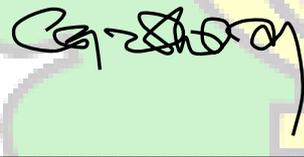
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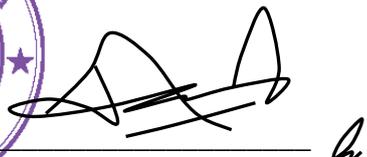

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(A Study at English Language Education Department of Ar-Raniry State
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 November 2021
Saya yang membuat surat pernyataan



Chika Hanifa

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise to Allah alone, we praise him. We seek refuge in Allah from the evil of ourselves and the evil of our deeds. Whoever is guided by Allah *Ta'ala*, surely no one can lead him astray. And whoever is misled by Allah *Ta'ala*, surely no one can be guided to him. I bear witness that there is no god worthy of worship but Allah. and I bear witness that Muhammad ﷺ is his servant and messenger.

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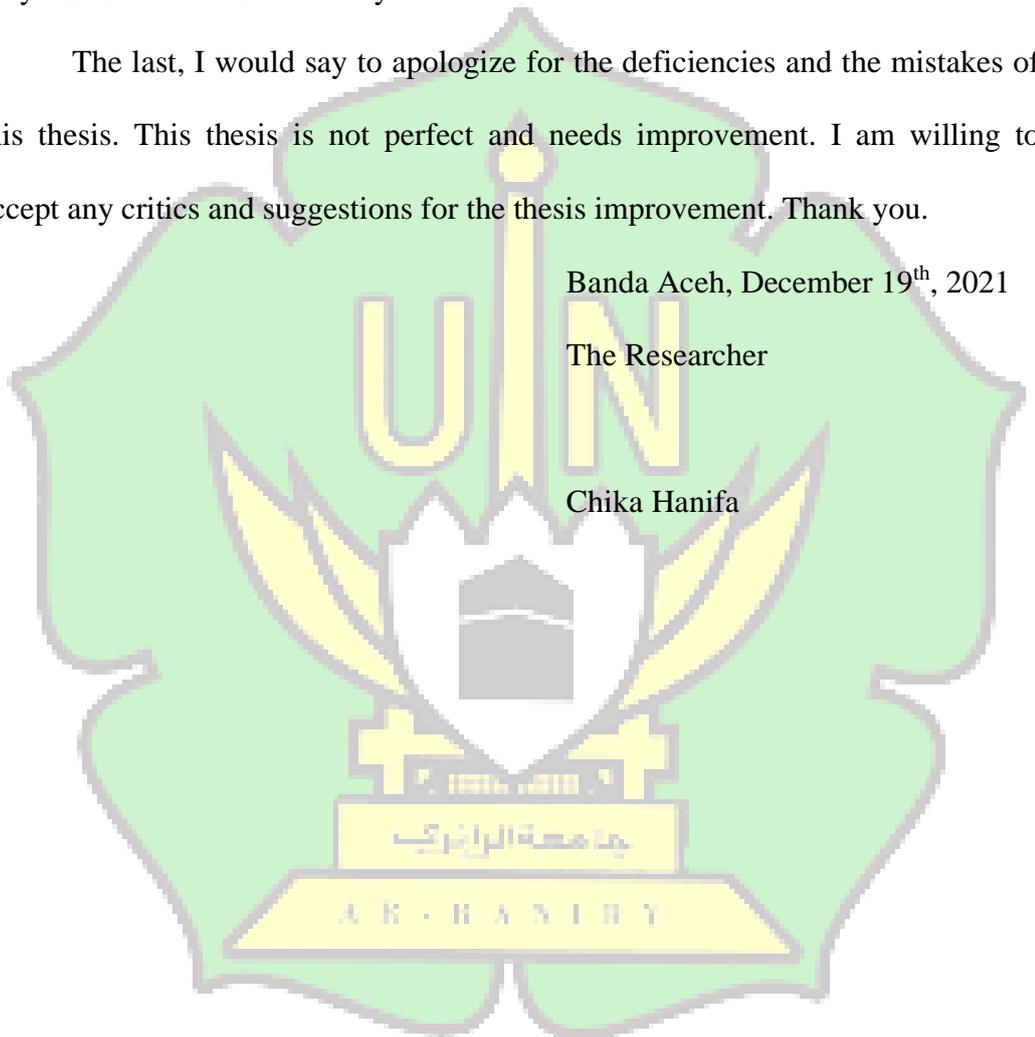
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The last, I would say to apologize for the deficiencies and the mistakes of this thesis. This thesis is not perfect and needs improvement. I am willing to accept any critics and suggestions for the thesis improvement. Thank you.

Banda Aceh, December 19th, 2021

The Researcher

Chika Hanifa



ABSTRACT

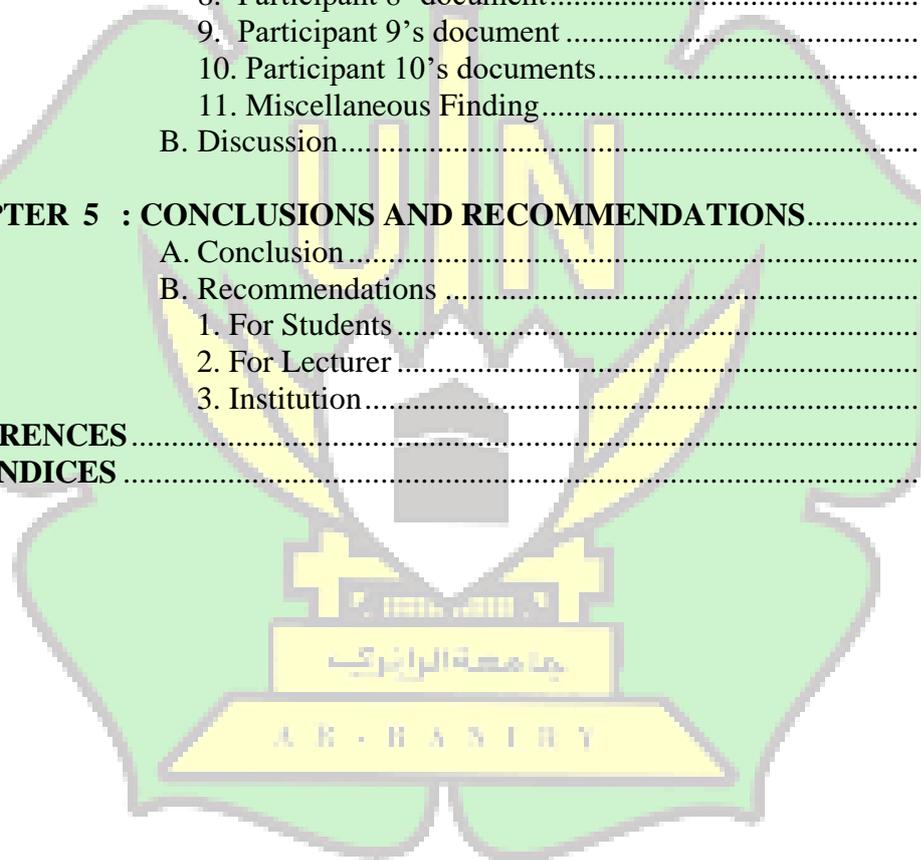
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Plagiarism is an act of cheating by stealing someone's idea or work without acknowledging the origin of the idea or work and considering it as their own. The literature review is an important part contained in chapter 2 in writing a scientific paper, especially theses. In this section, there are various definitions or theories related to the research topic. Due to the many theories or definitions from experts, students must quote the theory or definition by direct quote or indirect quote and accompanied by citation and reference to avoid plagiarism. However, plagiarism is unavoidable, because plagiarism can occur intentionally or unintentionally. Based on this case, the researcher wants to identify plagiarism in the literature review of students' thesis. Specifically, the author wants to identify the type of plagiarism and determine the dominant plagiarism types committed by students in the literature review of students' thesis of the English Education Department of Ar-Raniry State Islamic University. This research used a qualitative research method with a content analysis approach. The researcher used 10 literature reviews of students' theses as research documents would be analyzed. In 10 literature reviews, there were 5 types of plagiarism committed by students, including re-tweets, word switch plagiarism, 404 Error, Word for word plagiarism, and clones. From the five types included, the most dominant one that students committed was Retweet, and the type that students rarely committed was Clone. This indicated that students were aware that citing word-for-word without including citation and reference is an act of plagiarism. Therefore, students paraphrase more often, but the result of the paraphrases was still failed because the paraphrase sentences were still similar to the source.

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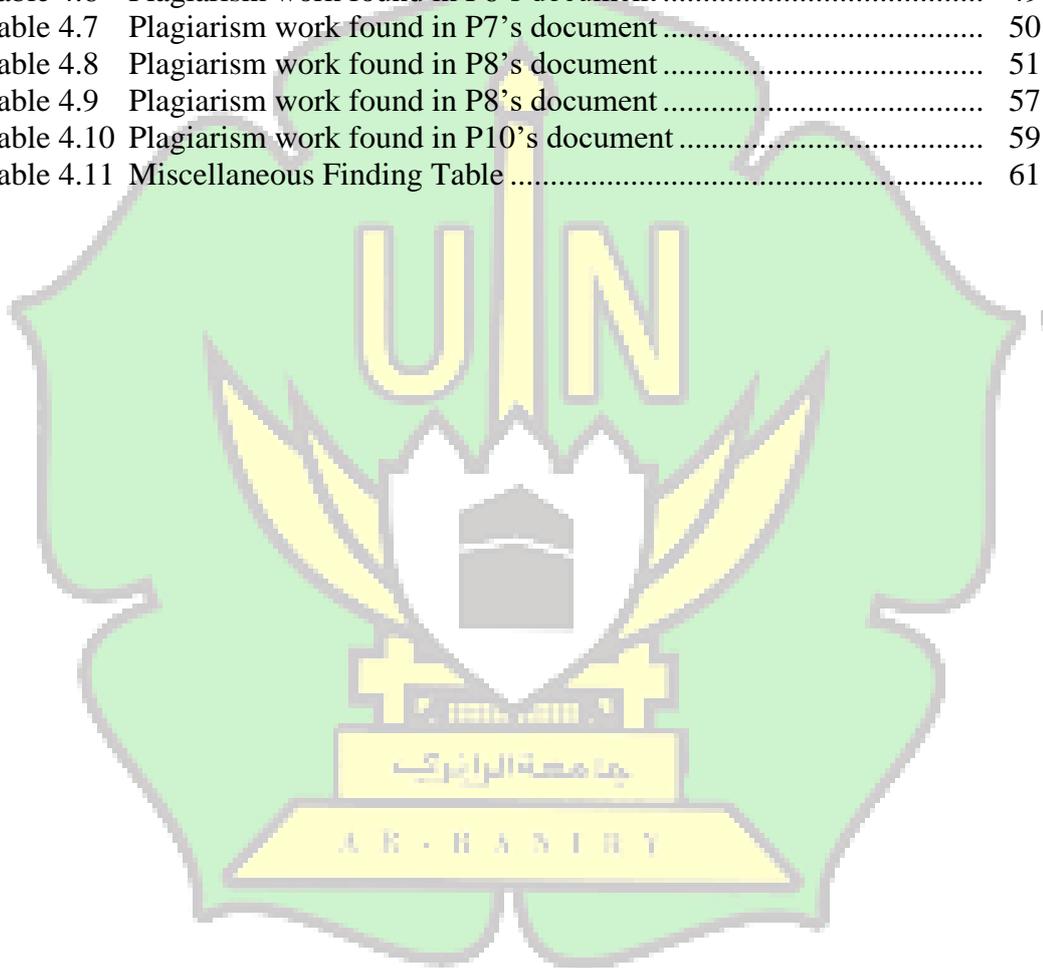
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CHAPTER 1

INTRODUCTION

A. Background of The Study

Plagiarism is a negative act that leads to fraud that cannot be tolerated. The people who commit plagiarism are referred to as plagiarists. This action can be a threat to the sustainability of science (Shadiqi, 2019). Plagiarism “is a criminal act; you steals one’s ideas instead of their wealth” (Zulfikar, 2020, p. 205). Plagiarism can occur in various areas of expertise, such as in art, computer software, photography, painting, sketching, and scientific paper (Kementerian Pendidikan Nasional Republik Indonesia, 2010). The scope of plagiarism is started from simple dishonesty to a serious problem (Kumar, Priya, Musalaiah, and Nagasree, 2014). The ease of accessing the internet makes it easy for anyone to take materials just by copying them (Hasan & Khan, 2018). In the academic field, plagiarism occurs in the form of plagiarizing someone else's word and is considered to be one's work (Mack, 2018). Even, many academics do not know the framework of plagiarism (Shadiqi, 2019). This practice will become a bad habit and it can make people decrease their creativity and credibility (Hasan & Khan, 2018).

From these examples, Mack (2018) defined plagiarism as “taking another ideas, images, or words and representing them as one's own” (p. 91). Plagiarism is an act of theft that can become a bad habit. Plagiarism is a wrong act that can cause writing and thinking skills to be not honed and this action

will become a bad habit (Wibowo, 2012). The act of plagiarism can harm the owner of the original work (Manunggal & Christiani, 2018). The penalties of committing plagiarism are determined by the intensity of plagiarism (Kumar, Priya, Musalaiah, & Nagasree, 2014). Such as written warning, score cancellation, and cancellation of diploma (Kementerian Pendidikan Nasional Republik Indonesia, 2010).

Plagiarism is one of the academic dishonesty that has received much attention (Fishman, 2009). Most people consider plagiarism as a negative action because it does not respect the efforts of the owner who created a work. A person who creates work must spend all his energy and thoughts. They often spend a lot of money just for work, particularly in writing. Then irresponsible people easily take the work and make it become their own work.

Although plagiarism is a negative act, people who commit plagiarism cannot be accused of deliberately committing plagiarism. Many factors influence the occurrence of plagiarism. Plagiarism can occur intentionally or unintentionally (Kementerian Pendidikan Nasional Republik Indonesia, 2010). Intentionally Plagiarism is an action that has been planned and thought out early, and consider as own work, while unintentionally plagiarism is due to several factors, including forgetting to put references or citations, lack of knowledge on how to place references, and also not knowing how to do paraphrase (Istiana, 2013; Wibowo, 2012).

Creating a thesis is the main requirement for graduating from university. Making a thesis is not an easy thing, there are obstacles that

students have to face so that some students commit plagiarism to finish the thesis as soon as possible (Istiana, 2013). On the other hand, plagiarism can occur with several factors, personal factors included self-efficacy and creativity (Farahian, Parhamnia, and Avarzamani, 2020, p. 1), laziness, limited time, and also the influence of technology and communication that impact students' effort (Istiana, 2013). The factors of lack of knowledge about how to paraphrase also caused plagiarism can be detected in students' theses as mentioned by Rizqina (2020) in the result of her research.

Generally, a thesis concludes approximately 5 chapters. It includes an introduction, literature review, research methodology, finding or discussion, and the conclusion. The literature review is also the chapter that cannot be separated from the thesis. The literature review discusses a lot of thoughts and theories from various sources such as books, journals, and other publications related to research topics to produce a particular article (Marzali, 2016). In this case, the students must add or put the theory or quote properly. If the students cannot put the theory or quote properly, it could be that plagiarism can be detected. Moreover, the percentages of plagiarism could be increased. So that, the students must avoid plagiarism by paraphrasing, giving quote marks for a direct quote, and the important one is putting the citations or references.

However, when the author writes a paper, the act of plagiarism cannot be avoided at all. The author could do plagiarism unintentionally as mentioned by Wibowo (2012) and Indriati (2015). Rizqina (2020) also had found plagiarism in the students' thesis. This is in line with the statement Weber-

Wulff (2014) mentioned that it is difficult to declare that a paper or thesis is plagiarism-free. Therefore, the researcher is interested in examining and identifying plagiarism in students' thesis. However, this study will focus on the literature review which is plagiarism could be detected there. In this case, the researcher wants to examine the type of plagiarism in chapter 2 or literature review. Moreover, the researcher also wants to know the dominant plagiarism type that appeared in the literature review.

The study of plagiarism is quite often done by other researchers. The first study conducted by Rizqina (2020), one of the English Education Students of UIN Ar-Raniry had examined and identified the types of plagiarism in five students' theses of the English Education Department of UIN Ar-Raniry. Also, Rizqina (2020) interview some participants to find out the factors of students committing plagiarism. The research used qualitative method as research methodology dan using two research instruments that were document analysis and interview to know why students commit plagiarism. Rizqina (2020) found that from 5 theses analyzed by using Turnitin, four types of plagiarism were conducted by students, which were the clone, word switch plagiarism, and 404 error type. Besides, Rizqina (2020) mentioned the result of the interview indicated that the reasons of students do plagiarism, as follows (p: 56)

1. Deficiency of idea
2. The ability of grammar knowledge is still low
3. Lack of vocabularies
4. Paraphrasing skill was poor

5. Poor time management
6. Internet facilities to support plagiarism
7. Previous knowledge was inadequate

Anney and Mosha (2015) had conducted a study that focuses on examining plagiarism practice in one public university and one private university in Tanzania. The study used a qualitative method. Anney and Mosha (2015) applied and document analysis to examine plagiarism in students' assignments, dissertation proposals. Besides, Anney and Mosha (2015) also applied focus group discussion for discussing the students who commit plagiarism. The researcher found that most of the students copied word to word without acknowledging the real author. Copying word to word without acknowledgment is known as "clone". Furthermore, from the discussion with the students who suspected plagiarism, the researcher found that the students know that plagiarism is the wrong action. Even the lecturer also had educated the students about the bad action of plagiarism. However, Anney and Mosha (2015) found that the existence of accessing the internet made them easy to commit plagiarism. Moreover, the factor students commit plagiarism were:

1. Lack of book resources
2. The laziness of the students
3. Bad of writing skill ability

Sulaiman (2018) also conducted a study about plagiarism in the students' assignments. The study aimed to look into plagiarism in student papers on the subject of "Introduction to Literature". Furthermore, the

researcher also examined the factor of students doing plagiarism. The types of plagiarism that the researcher used, got from the regulation of government no. 17, 2010. There were 4 types of plagiarism in the regulation. In examining the factor, Sulaiman used questionnaire as the collecting data technique. The result indicated that from 44 students' assignments examined, type no. 1, which was quoting the words or data randomly without adding citations and without listing the references properly, was dominant over others types. Furthermore, the factors of students doing plagiarism were lack of the knowledge of citing or references access was limited. The students postpone their assignment, which caused them to carry out the task in a hurry.

From the previous studies above, this study has a similarity that is the topic of study about examining the type of plagiarism in the thesis or students' assignments. The researchers extract the students' work, then analyze the plagiarism passage and matching to the appropriate type or close to it. In the end, the researchers show the result of the dominant type of plagiarism. While the difference between the previous study and this study is this study only focuses on checking plagiarism in the literature review of English Education Students' thesis. This is due to the literature review containing many expert theories (Marzali, 2016).

B. Research Questions

According to the explanations above, the researcher formulates two research question as follow:

1. What plagiarism types that students commit in the literature review?
2. Which plagiarism types appeared dominantly in the literature review of students' thesis? And why?

C. Research Aims

According to the research question above, the aim of this research is as follows:

1. To find out what types of plagiarism that students commit in the literature review.
2. To find out the dominant type of plagiarism in the literature review of students' thesis with the reasons.

D. The Significance of The Study

This study is expected to be a reference for students, lecturers, and institutions regarding plagiarism conducted by students in writing their thesis. In addition, this study will also be useful in the future as material for the discussion of plagiarism problems in writing lessons at Ar-Raniry State Islamic University majoring in the English Education Department (PBI).

E. Research Terminology

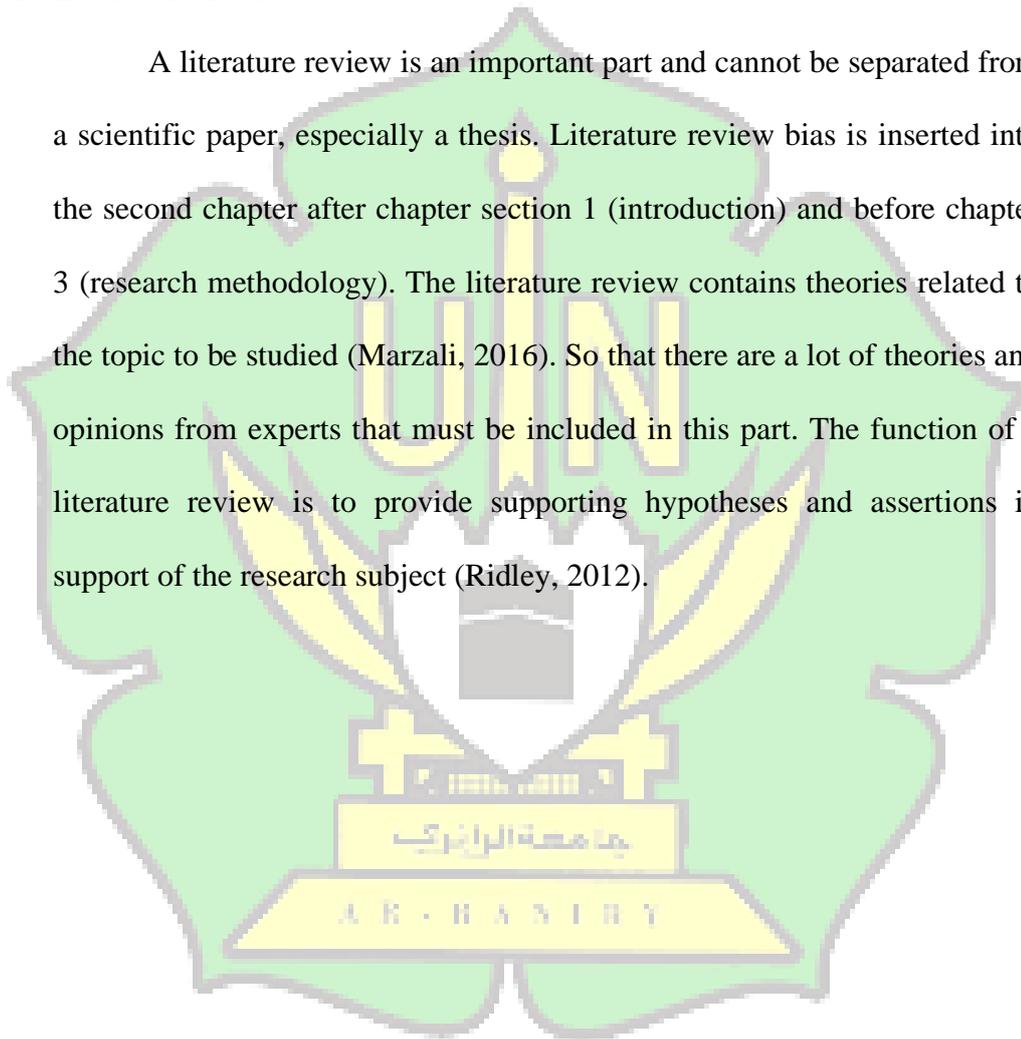
1. Plagiarism

Plagiarism is one of the academic dishonesty actions. Plagiarism is the act of stealing words, ideas, pictures, theories, from others (Mack, 2018). This action can occur intentionally and unintentionally depending on the intention of the plagiarist (Wibowo, 2012; Indriati, 2015). Plagiarism is

a form of action that does not respect the work and the efforts of the original author. The acts of plagiarism have different types according to the circumstances or the way the plagiarist practices plagiarism. Plagiarism can be known by checking the plagiarism itself by using the plagiarism checker.

2. Literature Review

A literature review is an important part and cannot be separated from a scientific paper, especially a thesis. Literature review bias is inserted into the second chapter after chapter section 1 (introduction) and before chapter 3 (research methodology). The literature review contains theories related to the topic to be studied (Marzali, 2016). So that there are a lot of theories and opinions from experts that must be included in this part. The function of a literature review is to provide supporting hypotheses and assertions in support of the research subject (Ridley, 2012).



CHAPTER 2

LITERATURE REVIEW

After introducing some research problems in the previous chapter, this chapter focuses on the definition and theories related to plagiarism. It begins with the definition of plagiarism, types of plagiarism, and some solution to avoiding plagiarism. Additionally, this chapter also explains the overview of chapter II (literature review)

A. Definition of Plagiarism

There are several definitions of plagiarism that quoted by some experts: Plagiarism is a crime in academic integrity. Bahadori, Izadi, and Hoseinpoufard (2012) saw that “plagiarism is an unethical activity in scientific writing” (p.168). The word of plagiarism is one of academic dishonesty which is familiar among academics and has been a concern by the scientific community for the last decades (Perkins, Gezgin, and Roe, 2020; Bahadori, Izadi, and Hoseinpoufard (2012). Mack (2018) defined plagiarism as “taking another idea, image, words and representing them as one’s own” (p. 91). As mentioned by Wibowo (2012), plagiarism is a despicable action, that is, someone takes someone else's work and makes it their own.

According to the Indonesian Minister of Education’s Regulation Number 17 of 2010 in chapter 1, article 1, noted that:

Plagiat adalah perbuatan secara sengaja atau tidak sengaja dalam memperoleh atau mencoba memperoleh kredit atau nilai untuk suatu karya ilmiah, dengan mengutip sebagian atau seluruh karya ilmiah pihak lain

yang diakui sebagai karya ilmiahnya, tanpa menyatakan sumber secara tepat dan memadai (Kementerian Pendidikan Nasional dan Kebudayaan Republik Indonesia, 2010, p. 2).

The regulation of the Indonesian education ministry (2010) mentioned that plagiarism is the act of taking part or all of someone else's scientific work without mentioning the source of the work and acknowledging it as his work. Moreover, these acts may occur intentionally or unintentionally to derive grades from that work.

According to Indriati (2015), plagiarism is the use of other creations whether some parts or all parts, intentionally or unintentionally, then claiming it as own creation.

Based on the definitions, it can be concluded that plagiarism is a dishonorable effort to get a quote, get others' ideas or others' creations to obtain credit or value, and claim as own work without adding credit, reference, or acknowledgment, whether intentionally or unintentionally.

B. Types of Plagiarism

Several types of plagiarism are commonly created by people, as follow:

1. Black copy/Cut and Paste

A plagiarist takes the quote by doing block, copying, and pasting without adding citations (Wibowo, 2012). Mack (2018) added that the severity of copying text depends on these factors below:

- a. The decrease in the citation is seen as an intention to commit fraud. This is the factor that causes the high level of plagiarism.
- b. Too much text copied.

- c. A few of changes in doing paraphrase.
- d. Does not add citations to the paraphrased text.
- e. Adding citation in a verbatim copying or verbatim translating.

2. Word Switch Plagiarism

A plagiarist adds some part quotes or a paragraph of the quote and he or she only switches some word in a sentence or a paragraph without switching its grammar and without adding citations (Wibowo, 2012).

3. Style Plagiarism

Style plagiarism is the impersonation of the other's style of writing. For example, an author writes with preceded by time, the incidents, and end with a question statement that builds people's curiosity. While the plagiarist does the same way or same writing style with that author. It became plagiarism if the plagiarist does not add citation and reference (Wibowo, 2012).

4. Metaphor Plagiarism

The term of metaphor comes from a part of figurative language. In the plagiarism context, the metaphor plagiarism is a situation where the plagiarist takes the text of someone to clarify the meaning of what the plagiarist wants to convey. This due to the plagiarist is not able to convey the meaning that he or she wants to convey in his language. The plagiarist feels that people's language is more representative of what he wants to convey. Therefore, the plagiarist took the text of people and then presented the text as his own. Then it can be as the support statement of the plagiarist

idea. However, the plagiarist do not add the citation and references (Wibowo, 2012)

5. Idea Plagiarism

Idea plagiarism is taken other ideas to discuss and solve a problem without adding the initiator of its idea as a form of appreciation and gratitude. Idea plagiarism is the type of plagiarism that is difficult to determine because it is abstract (Wibowo, 2012). Mack (2018) noted that the idea of plagiarism is a true diversion of citation. It can be said that the real idea is a plan or a project made by the real author, but the idea is stolen by other people and admitted as their own.

6. Self-Plagiarism

Self-plagiarism is plagiarism that tracks or quotes in whole or in part from one's own work that has been published in other scientific magazines or web journals to be republished as new scientific works without including information that the work has been previously published (Wibowo, 2012).

Hayes (2005, as cited in Bahadori, Izadi, and Hoseinpoufard, 2012) self-plagiarism can be categorized into:

- a. Publishing sections of the paper that have been separated from the original paper into separate publications;
- b. Republishing the same paper or self-plagiarism.

Hayuningrum and Yulia (2019) added that when the author does verbatim copying or direct quotation without quotation marks even though the author acknowledges the source, it is still considered plagiarism.

Hayuningrum and Yulia (2019) mention this case with the term Word-for-word plagiarism.

According to Weber-Wulff, (2014, as cited in Vericite, 2016), there is a plagiarism type that difficult to detect which is Structural Plagiarism. Weber-Wulff defined Structural Plagiarism as paraphrasing the original sources when imitating the institution, statement, and overall structure without including a citation (2014, as cited in Vericite, 2016).

Plagiarism is also closely related to paraphrasing. If an author fails to paraphrase, then the paper indicates plagiarism. On the other hand, if an author can paraphrase correctly, and also it is not similar to the original sources, then plagiarisms do not detect.

There are 10 plagiarism types mentioned by Turnitin (2016), as follow:

a. Clone

The characteristics of the clone are no changes in the passage whether in words or sentence structure. Moreover, there are no references or citations in the passage.

b. CTRL+C

Quoting from a single source, but it is still similar to the original source.

c. Find-Replace

The term “find-replace” is commonly familiar in Microsoft word. The function of find-replace is to find certain words and replace them

with other words. Turnitin still detects this as plagiarism. It is almost similar to patch working. the passage mostly similar to the original source, only several key word or phrases which are changed.

d. Remix

Combining some sources and paraphrasing them becomes one passage, then the way of writing is arranged to make it match each other and to make it look like from the same source.

e. Recycle

The term of recycle in the plagiarism type is the same as self-plagiarism. The author remakes their previous writing to become new without doing paraphrase and adding references.

f. Hybrid

Mixed some sources by copying passages that aren't accompanied by citations

g. Mashup

Combining some passage from various sources

h. 404 Error

There is an error in mentioning references which cannot be accessed because of inaccurate or less information about the sources.

i. Aggregator

Doing direct quotes without adding quote speech in the passage, but in this case, the author includes reference or citation.

j. Re-Tweet

The term of Re-tweet is taken from the common term on Twitter. In this plagiarism type, the term re-tweet refers to quoting a passage from other sources and including references or citations. However, the author did a little paraphrase, then the passage is still similar to the original sources whether words or sentence structure.

Almost all of the plagiarism types noted that how important include references. The statement that has been paraphrased will be useless if does not add references. Therefore, all of the statements and ideas that had been found from some sources, whether it has been paraphrased or not, then the author must add the information of sources, in form of citation, references, or acknowledgment.

C. Factors Students Committed Plagiarism

Several factors cause students committed plagiarism:

1. Lack of self-efficacy. Students who lack self-efficacy tend not to be confident to write. This is in line with the statement from Farahian, Parhamnia, and Avarzamani (2020) that lack of self-efficacy in academic writing skills is considered an obstacle to academic integrity.
2. Lack of creativity also influenced students to commit plagiarism. According to Farahian, Parhamnia, and Avarzamani, (2020), students who lack creativity may tend to plagiarize other people's work.
3. Limited time for writing a scientific paper.

It raises a burden for the writer, so the writer will do "copy-paste" as a shortcut (Istiana, 2013).

4. Lack of analysis of the reference sources. This is due to laziness in reading the sources (Istiana, 2013).
5. The plagiarist underestimates the action of plagiarism. Whereas plagiarism is one of crime action (Istiana, 2013)
6. One of the negative impacts of technology and communication advances is the lack of students' effort in making scientific papers based on their writing. Students will find some related materials quickly and easily. This is one of the factors students can do plagiarism easily (Istiana, 2013).

Furthermore, plagiarism can occur unintentionally. According to Wibowo (2012), the factors of unintentional plagiarism are:

1. Lack of knowledge of how to cite or put references well.
2. Forget including reference or citation.
3. Lack of knowledge of doing paraphrasing.

Besides, Maurer *et. al.*, (2006, as cited in Bahadori, Izadi, and Hoseinpourfard, 2012) stated that unintentional plagiarism may occur because the idea is incidentally the same as others' ideas.

D. The Percentages of Plagiarism

According to (IEEE, 2020) there are 5 levels of plagiarism, as follows (p. 109):

Level 1:

1. Copying verbatim full from the original paper and without credit (100%);
2. Copying verbatim in some major sections from one original paper (the plagiarism percentages more than 50%) without quotation marks and credit.

3. Copying verbatim from different original papers, (each original paper plagiarized more than 50%), and without credits as well.

Level 2:

1. Copying verbatim most of the section from one original paper, without quotation mark and credit (the plagiarism percentages more than 20% and up to 50%);
2. Copying verbatim from different original papers, without quotation mark and credits (the total plagiarism more than 20% till up to 50%;

Level 3:

Copying verbatim from paragraphs, sentences, illustrations, in one paper without quotation marks and credits. (the percentages up to 20% from each element)

Level 4:

Paraphrasing with changing some words, several phrases, and rearranging the original paragraphs or sentences without put citations and references.

Level 5:

Copying verbatim in several sections of one original paper included credit but without clear information of references, without put quotation mark.

According to Sudigdo 2007 (as cited in Hutabarat, 2016), the percentages of plagiarism as follow:

- | | |
|--------|--------------|
| Low | : < 30% |
| Medium | : 30% - 70% |
| High | : 70% - 100% |

E. The Solution to Avoid Plagiarism

There are several ways to avoid plagiarism, as follow:

1. Paraphrase

Paraphrasing is a common way to avoid plagiarism. Paraphrasing is sentences or phrases that are expressed by using different words with the same meaning (Bhagat & Hovy, 2013). Bhagat and Hovy (2013) also added that paraphrase can be done in some ways of synonym or antonym substitution, change the sentence or phrases into active or passive voice, change a person by using a pronoun, and many more. The functions of the paraphrase are

- a. To express the meaning or ideas in different words (Basori, 2017, p.2; Zulfikar, 2020)
- b. To ease for the reader to understand the passage. That means, in some cases, an author paraphrases to conclude the long original passage and explain it by using his/her own words to make the reader get the information of the original passage. Sometimes an author concludes some data as well (Basori, 2017).
- c. As the supporting sentences for the author's claim (Zulfikar, 2020)

2. Adding Reference (Citation)

This is the important thing that every author must do. Referencing or citation is the method to recognize the source of others' work or innovation that be used for supporting research (Alvi, 2016). Alvi (2016) noted that references include the name of authors, date of publication, the title of book

or journal, the title of the research or chapter's name, name and the location of a publishing company, and DOI (Digital Object Identifier).

The purpose of citation is to provide a piece of information regarding the source of the statement quoted. Moreover, the function of citation is recognition and appreciation to the owner of original passage, idea, or data and upholding honesty Intellectual (Mack, 2018). Additionally, references are used as the address to access the source (Alvi, 2016) Even though an author does paraphrase or direct quotes, he or she must add the citation.

They are two kinds of citations, in-text citation, and end-text reference. An in-text citation is located in the body of a paragraph. While end-text reference is located at the end of the page or document. Generally, an end-text reference is called a references list.

a. In text-citation

Commonly, there are two ways to make in-text citation (Alvi, 2016; La Trobe University, 2020):

1) Direct quote

In a direct quote, the passage must add quote speech. When adding a citation, it must include the name of the author, year, and page number. If there is no page number in the original passage, then add paragraph number (para) as the alternative to the page number. (Alvi, 2016a; La Trobe University, 2020)

For example:

Mack (2018) noted that “plagiarism is more consequence of laziness Intellectual than dishonesty intellectual” (p. 91)

2) Paraphrase

In paraphrase, the use of citation is based on general rules for in-text citation (La Trobe University, 2020). The citation must be included by name of the author and year. Page numbers or paragraph numbers are encouraged to include. (Alvi, 2016a).

b. References list

Alvi (2016a) defined reference list as “the method of acknowledging and recognizing someone for his or her innovative work that you used in you research to back and support you idea” (p.14).

Alvi (2016a) also mentioned about bibliography that is almost similar to the references list. A reference list only puts the source that is mentioned by an in-text citation. While a bibliography is the list of sources that are mentioned or not mentioned by an in-text citation. Both of references list and bibliography normally exist on the last page of the document (Alvi, 2016a)

According to Purdue University Online Writing Lab (n.d), some citation styles are used in writing:

- 1) APA Style (American Psychological Association)
- 2) CMOS (Chicago Manual of Style)
- 3) MLA Style (Modern Language Association)
- 4) IEEE Style (Institute of Electrical and Electronics Engineers)
- 5) AMA Style (American Medical Association)

Swaen (2015) added some other citation styles, as follow:

- 1) Turabian
- 2) Harvard Referencing Style
- 3) Vancouver Style
- 4) OSCOLA
- 5) ACS (American Chemical Society)
- 6) NLM (National Library of Medicine)
- 7) AAA (American Anthropological Association)
- 8) APSA (American Political Science Review)

Nonetheless, the most basic thing to avoid plagiarism, especially in academic institutions is to add a specific topic on plagiarism to the academic syllabus (Roka, 2017). It is important to introduce students early on, so they are accustomed to working on tasks with attention to the things that can avoid plagiarism.

F. Plagiarism Checker

The plagiarism checker is the newest breakthrough ever since the technology developed. Roka (2017) mentioned that the features included in the plagiarism checker are “analyzing lexical, syntactic, and semantic features, tracking of paraphrasing, citation-based detection, analyzing the graphics, cross-language text borrowing by non-English speakers and copying of references will aid to detect plagiarism (p. 2). In the past, the way how to detect plagiarism was only based on the experiences of editors and reviewers (Roka, 2017)

There are some plagiarism checker that can be used, as follow:

1. Grammarly Plagiarism Checker

Grammarly is a well-known website among millions of writers. Grammarly is one of the websites which was created to check for errors or mistakes in sentence structure, punctuation, vocabulary in an article. Besides that, Grammarly has a feature that can help the user to check plagiarism. Grammarly can catch plagiarism from ProQuest's academic database and over 16 billion web pages. The users can use Grammarly freely or pay for the premium one. There are several different features between free and Premium Grammarly. The free one only checks the text that contains basic grammatical errors. While the premium one can check highlights passages that require citations and also give the resource to properly credit the sources. For the plagiarism checker feature, grammar is only provided for the premium one, so that the user must move to a premium to get the plagiarism checker feature (Grammarly, 2020)

2. Turnitin

Turnitin is the plagiarism checker that has been used in many universities especially in Indonesia. This paid software helps the user to detect plagiarism by highlighting similar sentences or passages with a different color to represent the level of plagiarism in the article then show the source for comparison (Turnitin, n.d)

However, if the user wants to use this tool, the user must pay more expensive to get the account. Therefore, it is difficult for students to use this tool because it is incompatible with student finance.

3. Scribbr

Scribbr is the plagiarism checker that cooperated with turnitin.com. Scribbr is recognized as the best plagiarism checker because of its advanced technology. It can detect plagiarism accurately because the database contains over 70 billion web pages and 69 million scholarly publications in form of journal articles and books. On the other hand, the data will be safe, because the website never adds the data to their database and never be shared after checking the plagiarism. The user can access Scribbr without paying if the words do not up to 7.500 words. (Scribbr, n.d.)

4. Plagiarism Checker X

Plagiarism Checker X is a tool that can be used by students, instructors, and institutional. The tool has a free and paid version. It is only available in 7 languages (English, Spanish, French, German, Italian, Dutch, and Portuguese). It also has side by side comparison feature to compare similar contents. This feature is useful for detecting the type of plagiarism contained. besides, it also contains color highlights (Plagiarism Checker X, n. d)

Hutabarat (2016) mentioned that to detect plagiarism, the user needs more time to wait for the process. Internet connectivity also determines whether the process is fast or not. this is the disadvantage of this tool. Even though this tool is easy to use and there are no limited words when uploading to plagiarism checker X (Hutabarat, 2016).

In this study, the researcher will use Plagiarism Checker X for examining plagiarism in the literature review of students' thesis. Besides that, Plagiarism Checker X can show the percentages and compare the checked paper with the original one.

G. Definition of Chapter II (Literature Review)

Chapter 2 is an important part of a scientific paper. People recognize Chapter II as a Literature review. Chapter II or literature review discusses the theories that are related to the topic of scientific papers. Marzali (2016) defined literature review as the first step in preparing a research plan by reading some references related to research topics sourced from books, journals, and articles to produce a scientific paper. Ridley (2012) defined literature review as follow:

The 'literature review' is the part where there is extensive reference to related research and theory in your field; it is where connection is made between the source text that you draw on and where you position yourself and your research among these sources... (Ridley, 2012, p. 3)

A literature review is a part of a thesis that contains sources, or references related to the topic of research. A researcher will look for the reference to connect the research with the theory that has been found before.

Ridley (2012) added that a literature review is a part of a thesis where a researcher discusses some theories and previous research that have been done by other researchers which can influence a researcher to decide a topic and methodology of research. The sources of previous research help a researcher to decide direction and overview in doing research. In some cases, the researcher conducts the same study as the previous studies. The reference of the previous

studies supports the researcher doing the same study in the field. The researcher will identify the research problem, research plan, and theories based on the reference of previous research that related to the topic research. Then the references will be discussed in the literature review.

H. The Purpose of Chapter II (Literature Review)

The purposes of the literature review are as follows:

1. Providing a historical context and an overview that refers to issues and questions related to the research in the field (Ridley, 2012)
2. Providing supporting theories and concepts of the research that are discussed (Ridley, 2012)
3. Defining terms appeared in the research. (Ridley, 2012)
4. Helping researcher to gain insight and concept of the research topic before starting research (Zulfikar, 2020)

Normally, the literature review begins with a definition of the general topic, followed by the definition from several authors or experts. Additionally, there is some additional explanation such as the types, the view from other experts, and conclusions.

In constructing chapter II, a researcher must read many resources to develop the theory of the topic discussed. The resource must be relevant to the topic and up to date. Furthermore, a researcher more often writes quotes to support and strengthen his or her statements. A researcher should not arbitrarily quote others' statements as well and must follow the provisions in force to avoid plagiarism.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study will use the qualitative method as the research design. Kumar (2014) described the qualitative approach as follows an open, flexible and unstructured approach to enquiry; aims to explore diversity rather than to quantify; emphasizes the description and narration of feeling, perceptions and experiences rather than their measurement; and communicates findings in a descriptive and narrative rather than analytical manner, placing no or less emphasis on generalization (p.46).

Kumar (2014) added that this approach is used for researching the phenomenon, the problem, and the situation in the object study. According to Creswell (2018) qualitative method is focused on analysis text or images obtained from interviewing data, observation data, document data, or audiovisual data. The qualitative method is suitable for analyzing documents such as a thesis. this is due to the result of the study being in form of the plagiarism description that appeared in the literature review.

In this study, the qualitative approach that will be used is content analysis. According to Hancock et al, (2009) content analysis is the approach that focuses on counting the frequency of the word, phrase, or them in a document. This approach is suitable for analyzing the document. In this study, the document that will be used is the students' thesis. The study will examine

the type of plagiarism in the literature review of students' thesis, and also count the dominant types that appeared.

B. Research Site and Participant

In this study, the researcher used purposive sampling for choosing participants. The purposive sampling method is the sampling method that has the special criteria for the participants (Alvi, 2016b). The criteria of the participant of this study are as follow:

1. The thesis of Ar-Raniry State Islamic University (UIN Ar-Raniry)
2. The majoring thesis was English Language Education Department (PBI)
3. The year of the theses was submitted 2021 in the repository Ar-Raniry State Islamic University;
4. The literature review of students' theses indicated plagiarism.

C. Method of Data Collection

In this study, the researcher will use documentation as the technique for collecting data. The documentation is suitable for the research that focuses on analyzing the documents such as literature review of students' thesis. The reason why the researcher uses the literature review is that the literature review contains theories and opinions from the experts. Thus, this has a possibility that plagiarism may be detected. In this case, the researcher wants to know the type of plagiarism in the literature review and determine the dominant type. The research will carry out collecting data as follow:

1. The researcher will collect approximately 10 students' theses from repository UIN Ar-Raniry year 2021.
2. Before collecting 10 student's theses from repository UIN Ar-Raniry year 2021, the researcher asks the students or the author for permission to use the thesis as a sample;
3. After collecting 10 these from repository UIN Ar-Raniry year 2021, the researcher separates the literature review from the theses.
4. The literature reviews are given codes such as "Participant 1's documents" until "Participant 10's documents"
5. The Literature reviews would be analyzed

D. Method of Data Analysis

The data analysis technique that will be used is document analysis. Document analysis is the technique of examining the implication and the meaning in a text (Ward & Wach, 2015).

The stages of analysis carried out by the researcher are as follow:

1. Using plagiarism tool to check the plagiarism in the literature review
2. Identifying the sentence that indicated plagiarism.
3. Comparing the plagiarism sentences and the sources sentences.
4. Determining the type of plagiarism that emerging in a literature review of students' thesis.
5. Determining the dominant type of plagiarism conducted.
6. The researcher makes a conclusion based on the result of the study.

E. Framework

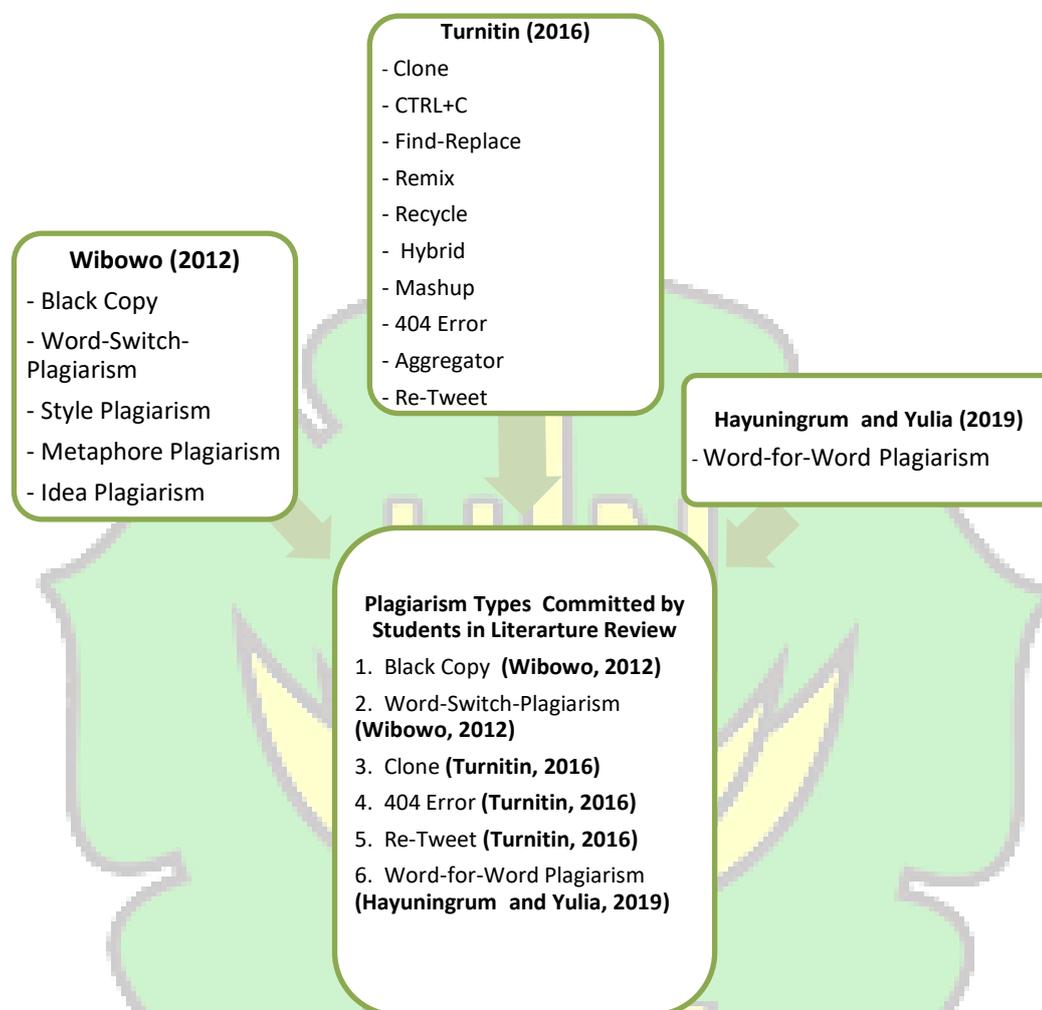


Figure 3.1 Framework of Plagiarism Types Study

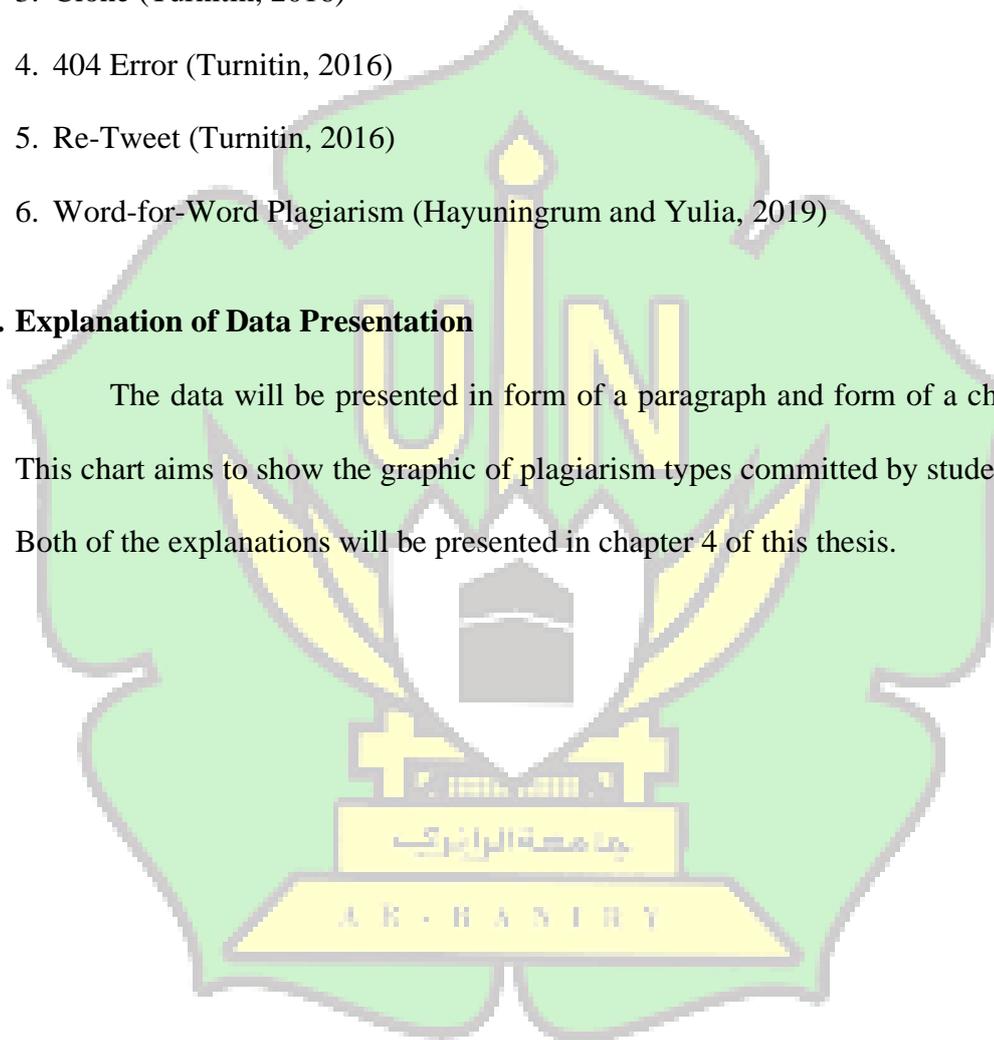
In this study, the researcher determined the plagiarism types based on the types that were mentioned by Wibowo (2021), Hayuningrum & Yulia (2019), and Turnitin (2016). Moreover, the researcher identified the plagiarism types that approach or match the types that have been mentioned by Wibowo (2021), Hayuningrum and Yulia (2019), and Turnitin (2016). Then the researcher has explained those plagiarism types in chapter two, pages 11-15.

Based on the study, the researcher found that there were 6 Plagiarism types committed by students in the Literature review, are as follows:

1. Black Copy (Wibowo, 2012)
2. Word-Switch-Plagiarism (Wibowo, 2012)
3. Clone (Turnitin, 2016)
4. 404 Error (Turnitin, 2016)
5. Re-Tweet (Turnitin, 2016)
6. Word-for-Word Plagiarism (Hayuningrum and Yulia, 2019)

F. Explanation of Data Presentation

The data will be presented in form of a paragraph and form of a chart. This chart aims to show the graphic of plagiarism types committed by students. Both of the explanations will be presented in chapter 4 of this thesis.



CHAPTER 4

FINDINGS AND DISCUSSIONS

A. Findings

In this session, the analysis of 10 students' plagiarism in the literature reviews was presented. The plagiarized works had been detected by using Plagiarism Checker X as a plagiarism detection tool. After detecting plagiarized work, the researcher examined the types of plagiarism conducted.

The researcher presents and sorts the plagiarism works in the tables based on the data found in every participant's documents. There were five columns in every table. The column includes the number, sample of literature review, sources, Plagiarism types, and the references of the source.

The researcher presented the sample literature reviews of students' thesis that was indicated as plagiarism by Plagiarism Checker X. Then compared with the sources, the original author's works, by highlighting the similar words or texts. The comparison helped the researcher determine the plagiarism types that were committed by students. After analyzing the comparison. the researcher provided the types of plagiarism that students committed beside the source. At the end of the column, the researcher provided the references of the source. Below each table, the researcher explains the content of the table which was the plagiarism types listed on each participant's documents to facilitate the reader to understand the contents of the table.

Below are the findings from 10 documents:

1. Participant 1's Document

Table 4.1

Plagiarism work found in P1's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|------------------|---|
| 1 | Maley (2010) identifies that the general factors in maintaining the English language classroom, those are: Establish a relaxation: in English language classroom, there are nonjudgemental atmosphere where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. It means attending to what they are trying to express rather than concentrating on the imperfect way they may express it. | General factors <ul style="list-style-type: none"> Establish a relaxed, non-judgemental atmosphere, where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. This means attending to what they are trying to express rather than concentrating on the imperfect way they may express it. | Re-Tweet | https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf |
| 2 | Creating constraints: the constraints also act as supportive scaffolding for students. In this way, both the scope of the content and the language required are both restricted. By limiting what they are asked to write. For example, students are relieved of the pressure to write about everything. | <ul style="list-style-type: none"> Frame activities by creating constraints. Paradoxically, the constraints also act as supportive scaffolding for students. In this way both the scope of the content and the language required are both restricted. By limiting what they are asked to write, for example, students are relieved of the pressure to write about everything | Re-Tweet | https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf |
| 3 | c. students to discuss their work together in a | <ul style="list-style-type: none"> Encourage students to discuss their work | Re-Tweet | https://www.teachingenglish.org.uk |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|------------------|---|
| | frank but friendly manner. We get good ideas by bouncing them off other people (Johnson, 2010). In addition, the teacher needs to help the students to establish an atmosphere where criticism is possible without offence. | together in a frank but friendly manner. We get good ideas by bouncing them off other people (Johnson, 2010). Help them establish an atmosphere where criticism is possible without causing offence. This implies creating a 'storied class' (Wajnryb, 2003) – a co-operative learning community. | | k/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf |
| 4 | d. Clarity: teachers need to make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours because most of what we learn, we do not learn in class. | <ul style="list-style-type: none"> Make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours. Most of what we learn, we do not learn in class. | Re-Tweet | https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf |
| 5 | c. Be a role model: in this way, working with the students are not simply telling them to do things, especially true for reading and writing activities. When the students look at the way teacher does reading and writing, they will be more likely to engage in these activities themselves. Furthermore, teachers do not allow to underestimate your students because their capacity or ability for creativity will astound you. | <ul style="list-style-type: none"> Be a role model. This means working with the students, not simply telling them to do things. This is especially true for reading and writing activities. If they see you are reading, or writing, they will be more likely to engage in these activities themselves. Never underestimate your students. Their capacity for creativity will astound you, if you can help them unlock it. | Re-Tweet | https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf |
| 6 | Harmer (1990) The teacher as | <i>The Controller: The teacher is in</i> | Re-Tweet and 404 | https://etoninstitute.com/blog/th |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|------------------------|---|
| | <p>controller</p> <p>The teacher as a controller in complete charge of the class, what students do, what students say, and how students say.</p> <p>In the classroom, the teacher is the center of attention that can inspire through their knowledge.</p> | <p>complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed....</p> <p>In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge</p> | Error | e-7-roles-of-a-teacher-in-the-21st-century |
| 7 | <p>a. The teacher as prompter</p> <p>The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Besides that, students can somehow lose the thread or become unsure how to proceed. In this way, the prompter in this regard can prompt but always in a supportive way.</p> | <p><i>The Prompter:</i> The teacher encourages students to participate and makes suggestions about how students may proceed in an activity.</p> <p>...When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.</p> | Re-Tweet and 404 Error | https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century |
| 8 | <p>a. The teacher as participant</p> <p>This role improves the atmosphere in the class when the teacher takes part in an activity.</p> | <p>6. <i>The Participant:</i> This role improves the atmosphere in the class when the teacher takes part in an activity.</p> <p>Here the teacher can enliven a class; if a</p> | Re-Tweet and 404 Error | https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|------------------------|---|
| | In this way, if the teachers are able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering. | teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering. | | |
| 9 | <p>The teacher as resource</p> <p>The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teachers must make themselves available so that learners can discuss or consult with them.....</p> <p>As a resource, the teacher can guide learners to use available resources such as the internet for themselves, it certainly is not necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.</p> | <p>The Resource: The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities.</p> <p>As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.</p> | Re-Tweet and 404 Error | https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century |
| 10 | <p>The teacher as tutor</p> <p>The teacher acts as a coach when students are involved in project work or self-study. In addition, the teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual</p> | <p>The Tutor: The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can also</p> | Re-Tweet and 404 Error | https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|-----------------------------|---|
| | attention to a student. It can also allow the teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or too comfortable with one teacher and one method or style of teaching. | allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching. | | |
| 11 | The use of learning strategy is an integral part of second language learning and school success. | The use of learning strategy is an integral part of second language learning and school success. | Clone | https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_esl_strategies_for_advanced_learners_grades_4-12.pdf |
| 12 | Different kinds of ice-breakers can be used by teachers to encourage students to interact with each other and the teacher as a major role player in the learning environment (Williams and Southers, 2010) cited in Yegahnepour (2016) | Different kinds of ice-breakers can be used by teachers to encourage students to interact with each other and teacher as a major role player in the learning environment (Williams and Southers, 2010) | Word-for-word and 404 Error | https://files.eric.ed.gov/fulltext/ED577116.pdf |
| 13 | First, reading stories was a good technique to make the students speak- up. It improved both listening and speaking ability of learners. Second, question and answer are demanded students' participation and immediate feedback that caused interest and motivation. In "question time" activity students could build on their prior knowledge and at the | 1. Reading stories: It was a good technique to make the students speak- up. It improved both listening and speaking ability of learners. 2. Question and Answer: It demanded students' participation and immediate feedback that caused interest and motivation. In "question time" activity students could build on their prior knowledge and at the same time, used | Word-for-word and 404 Error | https://files.eric.ed.gov/fulltext/ED577116.pdf |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|------------------------|---|
| | same time, used vocabulary and structures that were connected with a particular function. | vocabulary and structures that were connected with a particular function. | | |
| 14 | It approves learners working at distance to make connections, learn about each other, and encourage the development of trusting relationships. | Icebreakers allow learners working at a distance to make connections, learn about each other, and encourage the development of trusting relationships | Word Switch Plagiarism | https://eprints.usq.edu.au/26999/1/McGrath_Gregory_Farley_Roberts_ASCILITE2014_PV.pdf |

In table 4.1, the plagiarism types found in participant 1's document were Re-Tweet, 404 Error, Word for Word Plagiarism, Word Switch Plagiarism, and clone. Re-Tweet is paraphrasing the passage includes citation and references, but the passage is too much similar to the source. There were 9 cases of Re-Tweet in participant 1's document. 404 Error is the incomplete information of citations and references. In this case, the author put Harmer (1990) in text citation. But in there references list, Harmer 1990 wan not mention by the author. Besides, the plagiarized passages were more similar to the passage that was from the website etoninstitute.com. There were 7 cases of 404 Error. In the word-for-word plagiarism part, the author quoted with a direct quotation but the author did not quotation marks in the direct quotation. There were 2 cases of word-for-word plagiarism. Word switch plagiarism is almost similar to the re-tweet. However, in word switch plagiarism, the author did not put citation and references in the passage. There was 1 case of word switch plagiarism.

Clone is a direct copy or direct quoting without included quotation marks.

There was one case of clone in participant 1's document.

2. Participant 2's Document

Table 4. 1

Plagiarism work found in P2's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|------------------------|---|
| 1 | Teacher perceptions is thoughts or mental images teachers have about their students are shaped by their background knowledge and life experiences. These experiences might involve their history or tradition, education, work, culture, or community. All of these and more contribute to an individual's lens and how he or she views others. | <i>teacher perceptions</i> —the thoughts or mental images teachers have about their students—are shaped by their background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community. All of these and more contribute to an individual's <i>personal lens</i> and how he or she views others. | Word switch plagiarism | https://iris.peabody.vanderbilt.edu/module/div/cresource/q1/p02/ |
| 2 | The perceptions important because when individuals have little information about another, they naturally form perceptions about them, some of which might be based on stereotypes. This tendency can lead to misperceptions. | Even when individuals have little information about another, they naturally form perceptions about them, some of which might be based on stereotypes. This tendency can lead to misperceptions. | Word switch plagiarism | https://iris.peabody.vanderbilt.edu/module/div/cresource/q1/p02/ |
| 3 | The teachers' perceptions were influenced by their experiences in teaching and | The teachers' thoughts were influenced by their background knowledge and life experiences. It could | Re-Tweet and 404 Error | https://repository.ar-raniry.ac.id/id/eprint/7050/1/RAUDHATUL%20JA |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|------------------------|---|
| | learning process. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well (Ramazani, 2013 p. 1748) | affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well (Ramazani, 2013 p. 1748) | | NNAH%20%28140203085%29%20SKRIPSI%20FULL.pdf |
| 4 | Perceptions based on past experiences, assumptions about human behavior, knowledge of other circumstances, current moods/desires/wishes, and expectations. | Stewart, Tubbs, and Sylvia Moss (1990), agrees, "Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations." | Word Switch Plagiarism | https://repository.ar-raniry.ac.id/id/eprint/8929/2/jan-nati.pdf |

In table 4.2, the plagiarism types found in participant 2's document were Re-Tweet, 404 Error, and Word Switch Plagiarism. Re-Tweet is paraphrasing the passage includes citation and references, but the passage is too much similar to the source whether grammar and structure. There was 1 case Re-Tweet in participant 2's document. While in the 404 Error part, this passage had an error in citing. There was one case of 404 Error. On the

other hand, the researcher found that this author put many in text-citation that was not listed in the references list, such as Uno (2013, p.27); Sardiman (2012, p.75); (Permendikbud, 2014); (Sardiman, 2001); Dörnyei (2001, p. 523); Krashen (1986); Khairunnisa, et. al., (2020); Damayanti (2017); (Forbes and Greece, 2007 p. 5); Kotler, (2000, p. 94); Bimo (2004, p.70) and Richards and Schmidt (2010). While Word switch plagiarism is almost similar to the re-tweet. However, in word switch plagiarism, the author did not put citation and references in the passage. In this participant 2's document, the author changed and added approximately one or two or three words in the passage. There were 3 cases of word switch plagiarism.

3. Participant 3's Document

Table 4. 3
Plagiarism work found in P3's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|------------------------|---|
| 1 | A Chunking activity involves breaking down a difficult text into more manageable pieces and having students rewrite these "chunks" in their own words. This strategy can be used with challenging texts of any length. Chunking helps students identify keywords and ideas, develops their ability to paraphrase, and | A Chunking activity involves breaking down a difficult text into more manageable pieces and having students rewrite these "chunks" in their own words. You can use this strategy with challenging texts of any length. Chunking helps students identify key words and ideas, develops their ability to paraphrase, and makes it easier for them to organize | Word Switch Plagiarism | https://www.linkedin.com/pulse/chunking-makes-supreme-people-excel-ms-jemi-sudhakar |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|---------------------------------------|---|
| | makes it easier for them to organize and synthesize information. | and synthesize information. | | |
| 2 | There are several organizational patterns of a paragraph such as from simple to complex, cause and effect, and sequential. | There are numerous organizational strategies, such as simple to complex, cause and effect, sequential, etc. | Re-Tweet | https://www.linkedin.com/pulse/chunking-makes-supreme-people-excel-ms-jemi-sudhakar |
| 3 | For example, a paragraph can be chunked into phrases and sentences, while a reading of several pages can be chunked into paragraphs or sections. It is often helpful to have students record information about each "chunk" in a graphic organizer, which you may want to prepare in advance. | Chunking can be used with challenging texts of any length. A paragraph can be chunked into phrases and sentences, while a reading of several pages can be chunked into paragraphs or sections. It is often helpful to have students record information about each "chunk" in a graphic organizer, which you may want to prepare in advance. | Re-Tweet | https://www.linkedin.com/pulse/chunking-makes-supreme-people-excel-ms-jemi-sudhakar |
| 4 | <p>Review Reading Strategies It is beneficial to go through "reading reminders" below to help students before paraphrasing the text.</p> <p>1)Unfamiliar circle words. 2) Use context clues to help define. 3) Look up the meaning of unknown words. 4) Write synonyms for these new words in the text. 5) Underline essential places</p> | <p>1. Review Reading Strategies Before having students work on paraphrasing the text, it is helpful to go over specific decoding strategies. You may want to post the following "reading reminders" on the board:</p> <ul style="list-style-type: none"> • Circle words that are unfamiliar. • Use context clues to help define these words. • Look up the meaning of unknown words. • Write synonyms for these new words | Re-Tweet And Word-for-word Plagiarism | https://www.linkedin.com/pulse/chunking-makes-supreme-people-excel-ms-jemi-sudhakar |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|------------------|--|
| | <p>and people also identify them.</p> <p>6) Read aloud.</p> <p>7) Read multiple times.</p> | <p>in the text.</p> <ul style="list-style-type: none"> • Underline important places and people and identify them. • Read aloud. • Read multiple times. | | |
| 5 | <p>Despite its small size, Singapore is known for its transition as a thirdworld country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore's size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are hinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, and Orchard Road.</p> | <p>Singapore is a South-east Asian country located between Malaysia and Indonesia.</p> <p>Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce.</p> <p>Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard</p> | Clone | <p>https://www.ef.co.id/englishfirst/kids/blog/descriptive-text-dalam-bahasa-inggris/</p> |

| No | Literature Review | Source | Plagiarism Types | References |
|----|-------------------|--------|------------------|------------|
| | | Road. | | |

In table 4.3, the plagiarism types found in participant 3's document were Re-Tweet, Word Switch Plagiarism, and Clone. Re-Tweet is paraphrasing the passage includes citation and references, but the passage was too much similar to the source. There were 3 cases of Re-Tweet in participant 3's document. In the Word switch plagiarism part, there were two words changed in the middle of the passage. The author also did not put citation and reference. There was 1 case of word switch plagiarism. While clone, the author included an example text that got from the Internet. However, the author copied word for word without including the citations or references. There was one case clone in participant 3's document.

4. Participant 4's document

Table 4. 4
Plagiarism work found in P4's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|--------------------------|---|
| 1 | Then, Akib (2020) supported that an integrated curriculum is an educational approach that prepares students to face lifelong learning. | An integrated curriculum is an educational approach that prepares students to face lifelong learning | Word for word plagiarism | https://journal.ia-education.com/index.php/ijorer/article/download/24/3 |
| 2 | There is a strong belief among those who support curriculum integration that schools must look at education | There is a strong belief among those who support curriculum integration that | Word Switch Plagiarism | https://www.scribd.com/document/244926879/Integrated-Curriculum |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|--------------------------|---|
| | as a process for developing abilities required by life in the 21 st century, rather than discrete, departmentalized subject matter. | schools must look at education as a process for developing abilities required by life in the twenty-first century, rather than discrete, departmentalized subject matter. | | |
| 3 | Curriculum integration is one of the concepts, which has been discussed for years, telecollaborative. Projects, which employ elements of distance learning, provide opportunities for putting the idea into practice (Gajek, 2017) | Curriculum integration is one of the concepts which has been discussed for years. Telecollaborative projects, which employ elements of distance learning, provide opportunities for putting the idea into practice | Word for Word Plagiarism | https://files.eric.ed.gov/fulltext/EJ1174948.pdf |
| 4 | The educational philosophy advocated by Al-Faruqi was derived from the ideal of the Qur'an and Sunnah, reflecting the core and the essence of Islamic worldview that constituted its paradigm and outlook on the nature of education. | The philosophy of education advocated by al-Faruqi was derived from the ideal of the Qur'an and Sunnah reflecting the core and the essence of Islamic worldview that constituted its paradigm and outlook on the nature of education. | Word Switch Plagiarism | https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/download/146/202 |
| 5 | The fundamental ideal and philosophy of education advocated by Al-Faruqi were aspired to provide free education for all that will be continuing and lasting for life | The fundamental ideal and philosophy of education advocated by al-Faruqi was basically aspired to provide free education for all that will be continuing and lasting for life. | Word Switch Plagiarism | https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/download/146/202 |
| 6 | The policy and framework of education implementation in the International Institute | The policy and framework of education implemented in the | Word Switch Plagiarism | https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/download |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|------------------------|---|
| | of Islamic Thought (IIIT) reflected the idea and aspiration of Al-Faruqi. His lasting influence in the intellectual and educational reform undertook by the institute, was essentially illustrated by Ibrahim (2013) in his keynote address at the symposium on "Reform of Hinger Education in Muslim Societies" Organized by the International Institute of Islamic Thought (IIIT) on December 9-10, 2013: "In formulating a new prescription for Muslim one can do no better that di echo the calls made in the tradition of the international Institute of Islamic Thought on the Islamization of Knowledge as pioneered by al-Marhum Islamil al-Faruqi. | International Institute of Islamic Thought (IIIT) clearly reflected the ideal and aspiration of alFaruqi. His lasting influence in the intellectual and educational reform undertook by the Institute, was essentially illustrated by Ibrahim (2013) in his keynote address at the Symposium on "Reform of Higher Education in Muslim Societies" organized by the International Institute of Islamic Thought (IIIT) on December 9-10, 2013: "In formulating a new prescription for Muslims one can do no better than to echo the calls made in the tradition of the International Institute of Islamic Thought on the Islamization of knowledge as pioneered by al-Marhum Ismail al-Faruqi." | | d/146/202 |
| 7 | For this purpose, the said curriculum needs to be well planned, requiring comprehensive preparation while paying careful attention to details and the practicality aspects. | For this purpose, the said curriculum needs to be planned out well, requiring comprehensive preparation while paying careful attention to details and the practicality aspects. | Word Switch Plagiarism | https://www.sciencedirect.com/science/article/pii/S187704281002094X |
| 8 | The curriculum is the planned interaction of pupils | The curriculum is the planned interaction of | Word Switch Plagiarism | https://journal.uinsgd.ac.id/index.php/belticjournal/article/v |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|------------------------|---|
| | with instructional content, material, resources, and processes for evaluating the attainment of educational objectives. In other definition, a curriculum is the total learning experience provided by a school. It includes the content of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which related to the way the school organized. | pupils with instructional content, material, resources, and processes for evaluating the attainment of educational objectives. In other definition, a curriculum is the total learning experience provided by a school. It includes the contents of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized. | | iew/4191/2479 |
| 9 | Indonesian curriculum changes every decade. It is because by many factors such as the changes in society needs, the new insight into the teachinglearning process, political issues, development of industry, and technology. | Indonesia curriculum changes every decade. This is caused by many factors such as the changes of society needs, the new insight of teaching learning process, political issues, development of industry and technology. | Word switch plagiarism | https://journal.uinsgd.ac.id/index.php/belticjournal/article/view/4191/2479 |

In table 4.4, the plagiarism types found in participant 4's document were Word for Word Plagiarism and Word Switch Plagiarism. In Word for Word plagiarism passage, the author did not put quotation marks in the passage even though the author included the citations or references. There were two cases of Word for word plagiarism. While Word switch plagiarism part, several words were changed in the passage. However, the passages

were still similar to the source. The author also did not put citation and reference. There were 7 cases of word switch plagiarism in participant 4's document.

5. Participant 5's Documents

Table 4.5
Plagiarism work found in P5's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|--------------------------|---|
| 1 | Irene (2013) concluded from the Piagetian writing which is, from a Piagetian perspective, a child's thinking develops as slow growth of knowledge and intellectual skills towards a final stage of proper, rational thinking. Though, gradual growth is punctuated with specific basic changes, which cause the child to pass through a series of stages. At each stage, the child is competent of some types of thinking but still incapable in others. | From a Piagetian perspective, a child's thinking develops as slow growth of knowledge and intellectual skills towards a final stage of proper, rational thinking. Though, gradual growth is punctuated with specific basic changes, which cause the child to pass through a series of stages. At each stage, the child is competent of some types of thinking but still incapable of others | Word for word plagiarism | https://www.academia.edu/14210885/Young_Learners_How_advantageous_is_the_early_start |
| 2 | Canale and Swain (1980), and Canale (1983, as cited in Bagarić, 2007) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. | For clarity and emphasis, this study is anchored on Canale and Swain's (1987, cited in Ohno, 2011) notion of communicative competence as a synthesis of an underlying system of knowledge and skill needed for | Word for word plagiarism | https://www.sciencedirect.com/science/article/pii/S187704281403153X |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|------------------|---|
| | | communication | | |
| 3 | 5. Sociocultural competence contains awareness of cultural knowledge and assumptions that affect the exchange of meanings and can lead to misunderstandings in intercultural communication | Sociocultural competence, which includes awareness of the cultural knowledge and assumptions that affect the exchange of meanings and may lead to misunderstandings in intercultural communication | Re-Tweet | http://staff.uny.ac.id/sites/default/files/pendidikan/prof-hj-suwarsih-madya-phd/maximizing-students-learning-cc-thr-use-literature-palembang-7-febr-2015-1.pdf |
| 4 | Horwitz (2008, as cited in Manalullaili, 2015) gave four ideas to the teacher on how to encourage motivated students; helping students improve personal goals, discussing students' ideas related to their language and culture, helping the student to have new community and giving support. | Horwitz (2008) gave four ideas to the teachers how to encourage unmotivated students; helping students improve personal goals, discussing students' idea related to their language and culture, helping students to have new community and giving support. | Re-Tweet | http://journal.uad.ac.id/index.php/AJES/article/view/1723/1190 |

In table 4.5, the plagiarism types found in participant 5's document were Word for Word Plagiarism, and Re-tweet. In Word for Word plagiarism passage, the author did not put quotation marks in the passage even though the author included the citations or references. There were two cases of Word for word plagiarism. While in Re-tweet part, the paraphrased passage included citation and references, but the passage was too much similar to the source. There were two cases of word switch plagiarism in participant 5's document.

6. Participant 6' document

Table 4.6
Plagiarism work found in P6's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|------------------|---|
| 1 | The professional meeting is the practice of formal meetings involving participants directly, for example, by being the Master of Ceremonies (MC), speaker for the opening ceremony, and the speaker for the closing ceremony (Mustakim and Ismail, 2018) | Professional meeting is the introduction of types of formal meetings, the practice of formal meetings and also involve participant directly, for example by being the Master of Ceremonies (MC), Speaker for the opening ceremony, and also the speaker for closing ceremony. | Re-Tweet | https://ummaspul.ejournal.id/maspuljr/article/download/10/8 |
| 2 | In the other journal, Nunan (2002), as cited in Rizqiningsih and Hadi (2019) stated that speaking is the productive oral skill that consists of producing systematic verbal utterance to deliver meaning. | To start with, Nunan (2002) defined that speaking is the productive oral skill and it consists of producing systematic verbal utterance to convey meaning | Re-Tweet | https://jurnal.umj.ac.id/index.php/ELIF/article/view/4521/3206 |

In table 4.6, the passages contained plagiarism and the type was Re-Tweet. The author changed several words in the beginning and the middle of the passage. The paraphrase passage included citation and references, but the passages were too much similar to the source. There were two cases of Re-tweet.

7. Participant 7's document

Table 4.7
Plagiarism work found in P7's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|--|---|
| 1 | Akkaya (2018) defines academic writing as one of the steps of the academic research process through which scientists report situations of thinking, experience, observation, application / testing, etc. | Academic writing is one of the steps of the academic research process through which scientists report situations of thinking, experience, observation, application / testing etc. | Word for word plagiarism | https://files.eric.ed.gov/fulltext/EJ1186617.pdf |
| 2 | The writer also has to present a reasonable number of substitute points of view and to achieve a sense of argumentation (Birhan, 2017) | We also have to present a reasonable number of substitute points of view, and to achieve a sense of argumentation. | Word for word plagiarism and 404 Error | https://academicjournals.org/journal/IJEL/article-full-text-pdf/OA6CC6E66500 |
| 3 | Birhan (2017) explains that hedging is the expression of tentativeness and possibility in language use, and it is crucial to scientific writing where statements are rarely made without subjective assessments of truth. | Hedging is the expression of tentativeness and possibility in language use, and it is crucial to scientific writing where statements are rarely made without subjective assessments of truth. | Word for word plagiarism and 404 Error | https://academicjournals.org/journal/IJEL/article-full-text-pdf/OA6CC6E66500 |

In table 4.7, the plagiarism types found in participant 7's document were Word for Word Plagiarism, and 404 Error. In Word for Word plagiarism part, the passage was in the form of a direct quotation without

putting quotation marks Even though the author had put citation and reference of the passage. There were three cases of Word for word plagiarism. While 404 Error part, there was an erroring citing. The author put Birhan (2017) in the citation. However, in the references list, Birhan (2017) did not exist. There were 2 cases of 404 Error in participant 7's document.

8. Participant 8' document

Table 4.8
Plagiarism work found in P8's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|------------------------|---|
| 1 | Since you are not well-prepared, you may have difficulty thinking of what to say or formulating the ideas once you speak. Although you are familiar with the topic, your speech may lack details and supporting information. If the audience is passive and does not ask questions to guide you, you may overlook some critical content. Hopefully, someone in the audience will ask questions so you can fill in gaps. Additionally, impromptu speaking is rarely appropriate for occasions that require more reasoned discourse with supporting ideas or | Since you are not well-prepared, you may have difficulty thinking of what to say or formulating the ideas once you get up to speak. Although you are familiar with the topic, your speech may lack details and supporting information. If the audience is passive and does not ask questions to guide you, you may overlook some significant content. Hopefully, someone in the audience will ask questions so you can fill in gaps. Additionally, impromptu speaking is rarely appropriate for occasions which require more reasoned discourse with supporting ideas or more formal events. | Word switch plagiarism | https://courses.lumenlearning.com/boundless-communications/chapter/methods-of-delivery/ |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|------------------------|---|
| | more formal events | | | |
| 2 | Remember that you are generally in control of the content you are presenting, so you can include topics you want to discuss. Additionally, you can use personal examples from experience to support what you are saying. Since you are an authority on the topic, you want to speak with conviction like you mean. Your delivery will naturally be more conversational and spontaneous. Since you are not prepared with pages of notes, you are more likely to speak directly to the audience, just like if you were talking to another person in a conversation. | Remember that you are generally in control of the content you are presenting, so you can include topics that you want to talk about. Additionally, you can use personal examples from experience to support what you are saying. Since you are an authority on the topic, you want to speak with conviction like you really mean it. Your delivery will naturally be more conversational and spontaneous. Since you are not prepared with pages of notes, you are more likely to speak directly to the audience just like if you were speaking to another person in a conversation. | Word switch plagiarism | https://courses.lumenlearning.com/boundless-communications/chapter/methods-of-delivery/ |
| 3 | The impromptu speech would not be suitable for important occasions, as very little due thought or preparation can be given to the statement. It will doubtless be rough around the edges and may contain inaccuracies. Additionally, some of the best public speakers find the | The impromptu speech would not be suitable for important occasions, as very little due thought or preparation can be given to the speech. It will doubtless be rough around the edges and may contain inaccuracies. Additionally, some of the best public speakers find the pressure of a three minute preparation | Word switch plagiarism | https://education.blurtit.com/3117567/what-are-the-advantages-and-disadvantages-of-impromptu-speech |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|----------------------------|---|
| | pressure of a three minute preparation time too intense. Many believe the impromptu speech measures quick thinking and nerve skills, rather than the real art of debating, which requires insight and deep thought. | time too intense. Many believe the impromptu speech measures only the skills of quick thinking and nerve, rather than the true art of debating which requires insight and deep thought. | | |
| 4 | They will not have endless hours to practice and rehearse, and can not seek help or ideas from anyone else. This aspect makes the impromptu method a useful tool in debating competition. | 1. They will not have endless hours to practice and rehearse, and can not seek help or ideas from anyone else. This aspect makes the impromptu speech a useful tool in debating competitions. | Word switch plagiarism | https://www.keyword-suggest-tool.com/search/benefits+of+impromptu+speaking/ |
| 5 | According to Menguin (2010, as cited in Munawwarah 2012), there are some advantages of using this technique. Actually, besides improving speaking students' ability in speaking, it can also improve their listening. They are: (1). Improving oral expression of thought develops confidence in public speaking, thinking quickly on your feet, and building leadership and communication skills. (2). The | The advantages of impromptu speech technique There are some the advantages of using this technique. Actually, besides improving speaking students' ability in speaking, it can also improve their listening. They are: 1) Improving oral expression of thought develops confidence in public speaking, think quickly on your feet, and develop leadership and communication skill. 2) The impromptu speech allow students to work on both fluency and presentation skill. 3) This technique enables to know the students' proficiency | Re-tweet and word for word | http://repository.uin-suska.ac.id/9411/1/2012_2012222.pdf |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|------------------|------------|
| | <p>impromptu speech allows students to work on both fluency and presentation skills.</p> <p>(3). This technique lets us know the students' proficiency in speaking naturally in real-time, even their knowledge and insight. 6The materials for impromptu speaking are chosen by the lecture according to the students' interest level, rather than picking out topics from text materials. This activity combines training students for public speaking and testing comprehension of materials given.</p> <p>(4). The students are simultaneously engaged in different activities instead of getting bored listening to all the classmates' speeches.</p> <p>(5). The class is given a chance to watch a variety of materials - although short - in limited class time.</p> <p>(6). It is necessary to modify the speech while speaking depends on audiences' mood.</p> <p>(7). Trialing 1to</p> | <p>of speaking naturally in real time even their knowledge and insight. The materials for impromptu speaking are chosen by the teacher according to the students' interest level, rather than picking out topics from text materials. This activity combines training students for public speaking and testing comprehension of materials given.</p> <p>4) The students are simultaneously engaged in different activities instead of getting bored listening to all the classmates' speeches.</p> <p>5) The class is given a chance to watch a variety of materials - although short - in a limited class time.</p> <p>6) It is necessary to modify the speech while speaking depends on audiences' mood.</p> <p>7) Trialing to make the process of the speech becomes coherence and consistent.</p> | | |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|------------------------|---|
| | make the process of the statement becomes coherence and consistent. | | | |
| 6 | In small informal meetings, the audience will interrupt an impromptu speech and ask questions, which helps guide the statement and the information that is presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time | In small informal meetings, the audience will interrupt an impromptu speech and ask questions, which helps guide the speech and the information that is presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time. | Clone | https://courses.lumenlearning.com/boundless-communications/chapter/methods-of-delivery/ |
| 7 | An impromptu speech is given with little or no preparation, yet almost always with some advance knowledge on the topic. According to Shapira (2015), impromptu speaking is called to speak "off the cuff" on the "spur of the moment," it is usually because the speaker is quite knowledgeable about the subject. For example, if called on to speak in class, a student might give a short impromptu speech about a topic in the assigned readings. Business meetings also use a "check in" to tell | An impromptu speech is given with little or no preparation, yet almost always with some advance knowledge on the topic. When called to speak "off the cuff" on the "spur of the moment," is usually because the speaker is quite knowledgeable about the subject. For example, if called on to speak in class, a student might give a short impromptu speech about a topic that was in the assigned readings. Business meetings also use a "check in" to tell everyone else about a current project. In small informal meetings, the audience will interrupt an impromptu speech | Re-tweet and 404 Error | https://courses.lumenlearning.com/boundless-communications/chapter/methods-of-delivery/ |

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|--|------------------|------------|
| | everyone else about a current project. In small informal meetings, the audience will interrupt an impromptu speech and ask questions, which helps guide the statement and the information that is presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time. | and ask questions, which helps guide the speech and the information that is presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time. | | |

In table 4.8, the plagiarism types found in participant 8's document were Word Switch Plagiarism, Re-Tweet, Word for Word Plagiarism, 404 Error, and clone. Word switch plagiarism is the changing of several words in the passage and leaving the rest similar to the source. The author also did not put citation and reference. There were four cases of word switch plagiarism. While Re-Tweet is paraphrasing the passage includes citation and references, but the passages were too much similar to the source. There were two cases of Re-Tweet in participant 8's document. In the word-for-word plagiarism part, the author quoted with a direct quotation but the author did not put quotation marks in the direct quotation. There was 1 case of word-for-word plagiarism. In the 404 Error part, there was an error in citing. The author put Shapira (2015) as the in text-citation. However, the passage was more similar to another source than Shapira (2015). There was

one case of 404 Error. Clone is a direct copy or direct quoting without included quotation marks. There was one case of clone in participant 8's document.

9. Participant 9's Document

Table 4.9
Plagiarism work found in P9's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|---|--------------------------------------|---|
| 1 | Matope and Makotose (2007) study the factors influencing female engineering students' choice and found that the factors were diverse and interlinked with others. | Matope and Makotose [19] have studied about the factors that influence female engineering students' career choice and found that the factors were diverse and interlinked with others. | Re-Tweet and 404 Error | https://www.researchgate.net/publication/287272839_Career_aspiration_and_the_influence_of_parenting_styles_A_review_of_the_literature |
| 2 | A small study is conducted by Stevens and Mason in one rural school in Western Australia found that the "main influence on the career choices has come from members of the students' nuclear families, particularly from mother". | A small study conducted by Stevens and Mason (1992) in one rural school in Western Australia found that the "main influence on the career choices have come from members of the students' nuclear families, particularly from mothers." | Word switch plagiarism and 404 Error | https://www.aare.edu.au/data/publications/1994/young94335.pdf |
| 3 | The second stage in perception is organization. After selecting information from the outside, people need an organization to find meaningful patterns. In an organization, the | The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished | Re-Tweet | http://www.cscanada.net/index.php/sll/article/view/10055/10553 |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|------------------|---|
| | <p>stage is achieved by putting people or things in some categories.</p> <p>There are two characteristics of the organizing process. The first is process organizing give human perception structure. People will process stimuli from outside into structured, meaningful experience. The second is a process to show human perception process stability.</p> | <p>by putting things or people into categories, and that is why it is also termed categorization by some researchers</p> <p>First, the organizing process gives human perception structure. Second, the process shows that human perception possesses stability.</p> | | |
| | <p>The last stage in perception is interpretation. Interpretation refers to the process of attaching meaning if the selected stimuli. After selecting stimuli that have been categorized into structured and stable patterns, people give meanings to these patterns. Nevertheless, different people will make a different interpretation of the same stimulus.</p> | <p>The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus.</p> | Re-Tweet | http://www.cscanada.net/index.php/sll/article/view/10055/10553 |

In table 4.9, the plagiarism types found in participant 9's document were Re-Tweet, 404 Error, and Word Switch Plagiarism. In the Re-Tweet passage, the passage included citation and references, but the author changed several words and keep the sentence structure similar to the source. There were three cases of Re-Tweet in participant 9's document. In the 404 Error part, there was an error in citing. For passage no. 1, the author took the passage from the paper of Lerdpornkulra (2010) but the author did not mention Lerdpornkulra (2010) in the in-text citation. On the other hand, the author also did not mention the clear information of Lerdpornkulra (2010) in the references list. On the other hand, in passage no. 2, the author did not put "Stevens and Mason" in the references list. There were two cases of 404 Error. In passage no. 2, the passage contained Word switch plagiarism. the passage was mostly similar to the source. The author also did not put citation and reference. There was one case of word switch plagiarism.

10. Participant 10's documents

Table 4.10
Plagiarism work found in P9's document

| No | Literature Review | Source | Plagiarism Types | References |
|----|--|---|--------------------------|---|
| 1 | In addition, according to (Merriam, 2003), vocabulary is : (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) a sum or stock of | Definition of <i>vocabulary</i> 1: a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined : LEXICON The vocabulary for the week is posted online every Monday. 2a: a sum or stock of | Word for word plagiarism | https://www.merriam-webster.com/dictionary/vocabulary |

| No | Literature Review | Source | Plagiarism Types | References |
|----|---|--|------------------|------------|
| | words employed by a language, group, individual, or work or in a field of knowledge, (3) a list or collection of terms or codes available for use (as in an indexing system), (4) a supply of expressive techniques or devices (as of an art form). | words employed by a language, group, individual, or work or in a field of knowledge a child with a large vocabulary the vocabulary of physicians a writer known for employing a rich vocabulary b: a list or collection of terms or codes available for use (as in an indexing system)... the oldest Sumerian cuneiform writing could not render normal prose but was a mere telegraphic shorthand, whose vocabulary was restricted to names, numerals, units of measure, words for objects counted, and a few adjectives.— Jared Diamond 3: a supply of expressive techniques or devices (as of an art form) an impressive musical vocabulary | | |

In table 4.10, the plagiarism types found in participant 10's document was Word for word plagiarism The passage was in form of a direct quotation but no quotation mark was included even though the author had included citation and references properly.

11. Miscellaneous Finding

Table 4.11
Miscellaneous Finding Table

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|-------------------------|--|----------------|------------------|----------------|
| 1 | Participant 4' Document | <p>Amiavianigrum (2016) stated that the purpose of curriculum K13 as follows:</p> <p>a. To improve the quality of education by balancing hard skills and soft skills through attitudes, skills, and knowledge in order to face global challenges in which continue to grow.</p> <p>b. To establish and improve productive, creative, human resources as the capital of national and state of Indonesia. c. To relieve teachers in presenting the material and prepare the tracking administration.</p> <p>d. To increase the participant of central and local governments and citizens equally in determining and controlling the quality of implementation of the curriculum at the unit level. e. To increase competition between the academic unit about the quality of education to be</p> | Not identified | Not identified | Not identified |

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|----------------------------|---|----------------|------------------|----------------|
| | | achieved. | | | |
| 2 | Participant 4' Document | <p>The Characteristic of Curriculum K13 The characteristic of curriculum K13 as stated in Minister of Education and Culture Regulation number 59 (2014:3) as follows:</p> <p>a. Developing the balance among spiritual aspect, social attitude, knowledge and skill. The students are expected to implement those aspects at school and at their environment.</p> <p>b. Placing the school as the institution, which provide learning experiences so that student are able to implement the experience and their society and make society as learning resource.</p> <p>c. Providing sufficient time to develop student's attitude, knowledge and skills.</p> <p>d. Developing the competence that is stated in core competence and broke them down into basic competence of each instruction.</p> | Not identified | Not identified | Not identified |

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|-------------------------|--|----------------|------------------|----------------|
| | | <p>e. Developing the core competence and learning process are developed to get core competence.</p> <p>f. Developing basic competence based on accumulative principle, reinforce and enrich inter subject and inter level of education</p> | | | |
| 3 | Participant 4' Document | <p>Amiavianigrum (2016) stated that the purpose of curriculum K13 as follows:</p> <p>a. To improve the quality of education by balancing hard skills and soft skills through attitudes, skills, and knowledge in order to face global challenges in which continue to grow.</p> <p>b. To establish and improve productive, creative, human resources as the capital of national and state of Indonesia.</p> <p>c. To relieve teachers in presenting the material and prepare the tracking administration.</p> <p>d. To increase the participant of central and local governments and</p> | Not identified | Not identified | Not identified |

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|-------------------------|--|----------------|------------------|----------------|
| | | <p>citizens equally in determining and controlling the quality of implementation of the curriculum at the unit level. e. To increase competition between the academic unit about the quality of education to be achieved. It is because the schools give some freedom to develop the curriculum in 2013 by the conditions of the academic unit. Then, it needs the learners and the potential of the region.</p> | | | |
| 4 | Participant 4' Document | <p>The Instructors give rubrics to students so they know what types of questions they can ask or what path to follow. Students can conduct interviews on selected topics with various people.</p> | Not identified | Not identified | Not identified |
| 5 | Participant 6' Document | <p>The Instructors give rubrics to students so they know what types of questions they can ask or what path to follow. Students can conduct interviews on selected topics with various people</p> | Not identified | Not identified | Not identified |
| 6 | Participant 7' Document | <p>Written texts are shorter and the language has more</p> | Not identified | Not identified | Not identified |

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|-------------------------|--|----------------|------------------|----------------|
| | | <p>grammatical complexity, including more subordinate clauses and more passives</p> <p>(Simanskiene, 2005).</p> | | | |
| 7 | Participant 7' Document | <p>It is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.</p> | Not identified | Not identified | Not identified |
| 8 | Participant 8' Document | <p>...The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.</p> <p>d. Fluency In speaking, fluency can be defined as the ability to speak fluently and accurately.</p> <p>18Fluency is the ability to talk freely without too much stopping or hesitating. From the explanation above, it can be concluded that someone will be able to speak fluently and accurately when they have sufficient vocabulary and</p> | Not identified | Not identified | Not identified |

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|-----------------------------|---|----------------|------------------|----------------|
| | | know how to pronounce the word correctly | | | |
| 9 | Participant 9' Document | a) Law No.2 the Year 1985 Educational purposes, Law No. 2 the year 1985 are to educate the nation's life and develop the whole life of human beings. It is a belief in the one and only God, just and civilized humanity, the unity of Indonesia, democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representative, social justice for all the people of Indonesia | Not identified | Not identified | Not identified |
| 10 | Participant 10' Document | Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language that might be used by a particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills | Not identified | Not identified | Not identified |

| No | Participant | Literature Review | Source | Plagiarism Types | References |
|----|-------------|---|--------|------------------|------------|
| | | <p>(listening, speaking, reading, and writing). Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having a too limited vocabulary, the students will find difficulties in mastering reading and other skills.</p> | | | |
| | | <p>Vocabulary mastery is the competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily (Martha, 2010).</p> | | | |

B. Discussion

In this section, the researcher will discuss the finding of this study. From 53 plagiarism works. To determine the plagiarism types in the literature review, researchers are guided by the theory of Wibowo (2012), Hayuningrum and Yulia (2019), and Turnitin (2016) that have been mentioned by the researcher in chapter 2 of this study.

To answer the first research question, the researcher would discuss the results of the research about the plagiarism types committed by students. There were 5 plagiarism types conducted by students in the literature review. Two types from Wibowo (2012) were Word-Switch-Plagiarism and Black copy, and one type from Hayuningrum and Yulia (2019) that was Word-for-Word Plagiarism, and three types from Turnitin (2016) that were Re-Tweet, 404 Error, and Clone. The black copy and clone were similar so that the researcher considered them as one term that was a clone, so as not to confuse. The researcher presented the data in form of a chart. Below is the chart of plagiarism types committed by students in the literature review of students' thesis 2021.

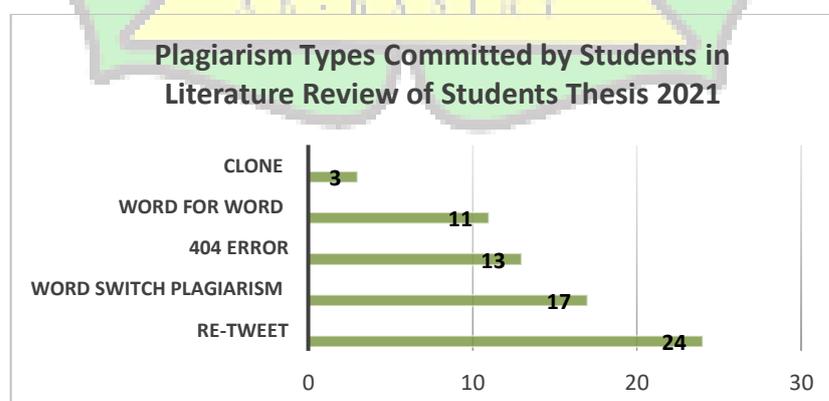


Figure 4.1 The Chart of Plagiarism Types Committed by Students in Literature Review of Students' Thesis 2021

Based on the chart presented, the first dominant type conducted by students is Re-tweet. There were 24 plagiarism works conducted. According to Turnitin (2016), Re-tweet is the type that is indicated the existence of paraphrasing di passage, the author also puts citations and references. However, the paraphrased passage is rejected because the passage is still similar to the original source. In this case, the author only changed several words and the structure also still seems similar to the source. Re-tweet has several different terms, such as inadequate paraphrase (Harvard University, n.d).

The second plagiarism type conducted by students was word switch plagiarism. From 10 Literature reviews examined, there were 17 cases of word switch plagiarism conducted by students. According to Wibowo (2012), word switch plagiarism is the plagiarism type that indicated the existence of paraphrase in the passage, but the author did not put citations and references at all. Word switch plagiarism is almost similar to Re-Tweet. As Re-Tweet, the author changed several words and left the rest. Besides, the grammatical structure is also similar to the original source. The difference between Re-tweet and Word switch plagiarism is in the citation and references. In Re-tweet, the author put citation and references, while in word switch plagiarism, the author did not add citation and references at all.

The third plagiarism type conducted by students was “404 Error”. There

were 13 cases in 10 literature reviews. According to Turnitin (2016), 404 Error is the type that indicated the error in citing or referencing. The author did not give the proper information on the citations and the references.

The fourth plagiarism type conducted by students was “Word for Word Plagiarism”. There are 11 cases of this type. According to Permendiknas No. 17 of 2010 and Soelistyo (as cited in Istiana and Purwoko, 2017), word-for-word plagiarism is verbatim copying without citation and quotation marks. According to Hayuningrum and Yulia (2019), word for word is the type that indicated the direct quoting in a passage. However, the problem is the author did not add a quotation mark (“...”) in the passage. The plagiarism tool detects the word-word for passages as plagiarism. Whereas, the quotation mark is the important mark indirect quotation. Word for word plagiarism has another term that is verbatim plagiarism. Hayuningrum and Yulia (2019) added that if the author gave proper citation and references in the passage but absence of quotation marks, this case cannot be accepted in academic writing.

The last plagiarism type conducted by students was Clone or Black copy. The researcher found clones or black copies in 3 cases. Clone or black copy is the type that indicates the verbatim copy and pastes without citation and references (Wibowo, 2012; Turnitin, 2016). This type is similar to the word for word plagiarism. However, the researcher wants to distinguish between clone and word for word in the term additional citation or not and put quotation marks or not.

To answer the second research question, the researcher found that the

dominant plagiarism type committed by students was Re-Tweet. This indicated that the students were aware that copying-pasting without acknowledgment was a plagiarism action. So that the students were prefer paraphrasing to copying-pasting. However, most paraphrasing texts were failed because the students were only changed several words and left the rest of the text similar to the original. This problem indicated that the students did not know how to paraphrase well. Whereas, the process of paraphrasing was not only changing some words. The students have to try to make the new text, changing the words and changing the structure, but keep the meaning in line with the paraphrasing text. Then the researcher can conclude that the failure in paraphrasing in students is due to students' lack of knowledge of paraphrasing. This could have happened because the students may have never studied how to paraphrase in depth.

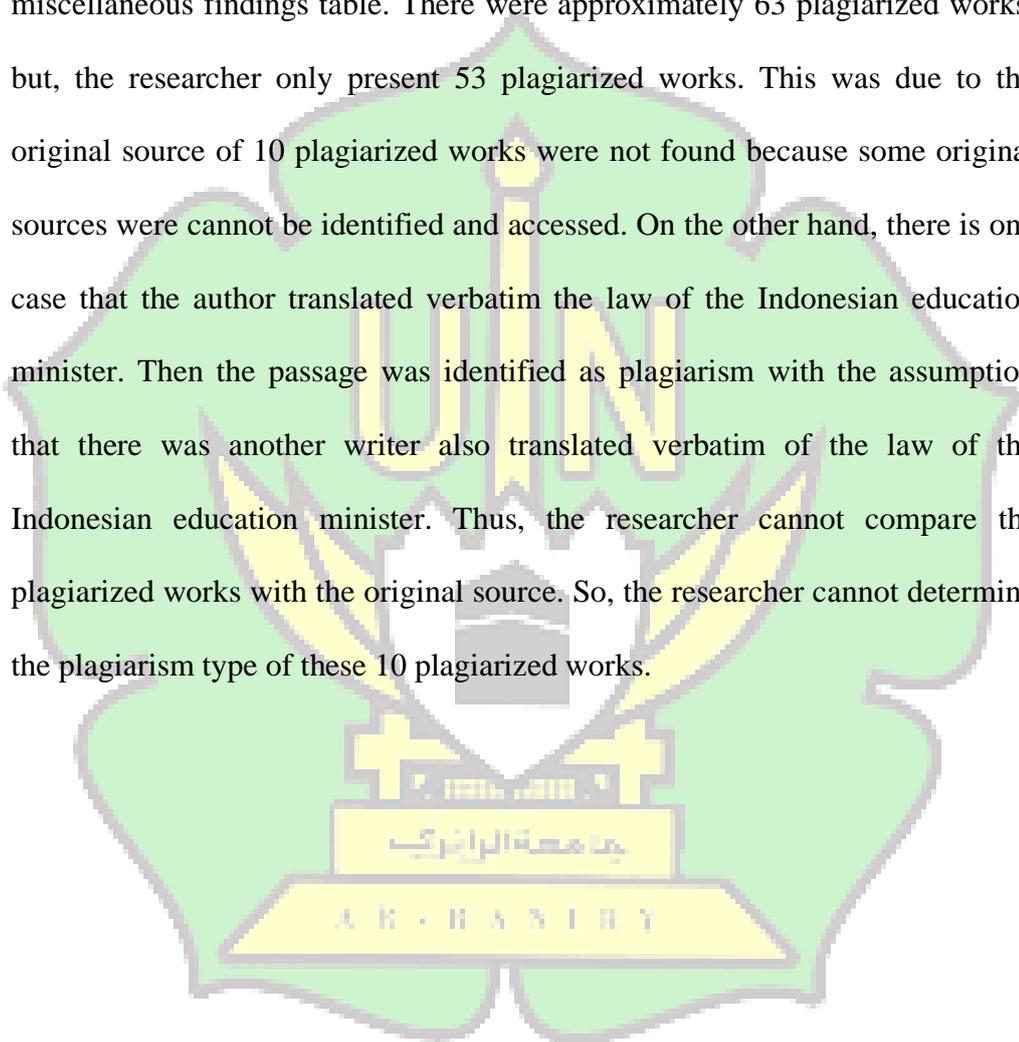
The researcher's statement was in line with Wibowo (2012) that mentioned that the failure in paraphrasing was one of the factors plagiarism could be detected. This is also in line with the previous study of Rizqina (2020) who discovered that students have difficulty in paraphrasing. This showed that problem of paraphrasing has not been resolved. The reasons that why students have a problem in paraphrasing also have been answered in the previous study which discusses “Students’ Difficulties in Paraphrasing English text” that have been conducted by Rahmayani (2018) in the English Language Education Department of Ar-Raniry State Islamic University. Rahmayani (2018) discovered that the problems of students' difficulty paraphrasing were lack of

paraphrasing knowledge, complicating rearranging structure, lack of vocabulary, and difficulty doing wording replacement. In addition, Rizqina (2020), in the interview session, found that the process of merging two ideas between students' and the original author's was the difficulty faced by students when paraphrasing. Khairunisa, Y, and Surmiyati (2014) added that a lack of knowledge in creating good paraphrasing is affected students in making paraphrasing.

Furthermore, the result was very different from previous research conducted by Rizqina (2020) toward English Education Students' thesis of English Language Education Department of Ar-Raniry State Islamic University. Rizqina (2020) consider clone as the dominant type conducted by students in their thesis. In general, Rizqina (2020) mentioned that laziness in paraphrasing was one of the factors why students doing copy and paste someone's work because the verbatim copy is easy and does not waste much time doing it. Rizqina (2020) discovered other reasons about students committed plagiarism, as follows; deficiency of idea, the ability of grammar knowledge was still low, deficiency of vocabulary, paraphrasing skill was poor, the ease of accessing the internet to support plagiarism, and previous knowledge was inadequate. However, the problem in citing or referencing was not the factor students commit plagiarism in their theses because the students can learn it from the internet (Rizqina, 2020). While in this study, the researcher found that the clone was the rarest case founded. This indicated that

the students were aware that verbatim copying without acknowledging can cause plagiarism detected in their thesis. So that the students prefer to paraphrase even though the paraphrase works were failed.

The last, the researcher included 10 plagiarized works in the miscellaneous findings table. There were approximately 63 plagiarized works, but, the researcher only present 53 plagiarized works. This was due to the original source of 10 plagiarized works were not found because some original sources were cannot be identified and accessed. On the other hand, there is one case that the author translated verbatim the law of the Indonesian education minister. Then the passage was identified as plagiarism with the assumption that there was another writer also translated verbatim of the law of the Indonesian education minister. Thus, the researcher cannot compare the plagiarized works with the original source. So, the researcher cannot determine the plagiarism type of these 10 plagiarized works.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

There were five plagiarism types found in the literature review of English education students' thesis of Ar-Raniry Islamic State University. The five plagiarism types were Re-Tweet, Word Switch Plagiarism, 404 Error, Word-for-Word plagiarism, and Clone. The dominant plagiarism type conducted by students was Re-Tweet. This case indicated that the students were aware that verbatim copy without including citations and references can cause plagiarism to be detected in the students' thesis. So that the students prefer paraphrasing even though there were deficiencies in students' paraphrases.

B. Recommendations

1. For Students

The students are expected to learn more about how to quote and paraphrase properly to avoid plagiarism in the students' assignments, particularly in the thesis.

2. For Lecturer

The lecturers are expected to keep reminding the students about the importance of quoting dan paraphrasing properly in every assignment given. So that, the students will be accustomed make an assignment by avoiding plagiarism.

3. Institution

The institution particularly English Language Education Department is expected to introduce the material of plagiarism and how to avoid it in the early semester especially in writing subjects. The aims are to make students aware of the importance of avoiding plagiarism in the students' assignments. Moreover, this is aimed at making the students are accustomed to paying attention to quoting and paraphrasing properly when making their assignments during their studies until they start writing their thesis.

The researcher recommends further research in this area to cover limitations or drawbacks in terms of the factors or the reasons students plagiarized based on the plagiarism types that have been committed.



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APPENDIX A
Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16248/Un.08/FTK/KP.07.6/10/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

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 meninjau Kembali dan menyempurnakan keputusan Dekan Nomor: **B-8587/Un.08/FTK/KP.07.6/5/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UN Ar-Raniry Tanggal 30-Apr-21
- MEMUTUSKAN:**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-8587/Un.08/FTK/KP.07.6/5/2021** tanggal **24 Mei 2021**
- KEDUA** : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Chika Hanifa**
NIM : **170203076**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Identifying Plagiarism in Literature Review of Students' Thesis (A Study at English Language Education Department of Ar-Raniry State Islamic University)**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : 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: 26 Oktober 2021

Dekan


Muslim Razali

Tembusan:

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

APPENDIX B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

11/21/21, 9:23 PM

Document



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

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

Nomor : B-16686/Un.08/FTK.1/TL.00/11/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

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

Assalamu'alaikum Wr. Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CHIKA HANIFA / 170203076**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampong Lueng Bata, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Identifying Plagiarism in Literature Review of Students' Thesis (A Study at English Language Education Department of Ar-Raniry State Islamic University)*

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

Banda Aceh, 19 November 2021
an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai: 10 Desember
2021

Dr. M. Chalis, M.Ag.

APPENDIX C

Confirmation Letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-559/Un.08/PBI/TL.00/12/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16686/Un.08/FTK.I/TL.00/11/2021 tanggal 19 November 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Chika Hanifa
NIM : 170203076
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Identifying Plagiarism in Literature Review of Students' Thesis (A Study of English Language Education Department of Ar-Raniry State Islamic University)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 01 Desember 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar