

**AN ANALYSIS OF ENGLISH TEACHER'S EFFORT TO
OVERCOME ACADEMIC DISHONESTY FOR STUDENTS'
AT SMP N 1 LAWE SIGALA-GALA**

THESIS

Submitted by

NUR AZMI KHAIRANI

NIM. 170203012

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

2022 M / 1443 H

THESIS

**Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry
Darussalam, Banda Aceh as a Partial Fulfillment
of the Requirement for Sarjana Degree (S-1)
on Teacher Education**

By:

**Nur Azmi Khairani
NIM. 170203012**

**Student of Department of English Language Education
Faculty of Education and Teacher Training**

Approved by :

Main Supervisor,

Co-Supervisor,

Dr. Muhammad AR, M. Ed

NIP. 196007211997031001

Dr. Nashriyah, M.A

NIP. 196908191999032003

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

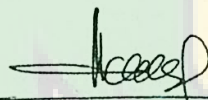
On: 21 June 2022
Tuesday, 21 Zulkaidah 1443 H

In Darussalam, Banda Aceh

Board Examiner,

Chairman,

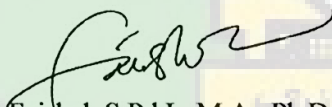
Member,


Prof. Dr. Muhammad AR,
M.Ed


Syarifah Dahliana, M.Ed.,
Ph.D

Member,

Secretary,


Faishal, S.Pd.I., M.A., Ph.D


Dara Fitria Munzaki, M.Pd

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


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

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Nur Azmi Khairani
NIM : 170203012
Tempat / tanggal lahir : Desa Bakti / 15 November 1999
Alamat : Desa Kute Bakti, Babul Makmur, Aceh Tenggara,
24673, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Main Title of Thesis (An Analysis of English Teacher's Effort to
Overcome Academic Dishonesty for Students' at SMP N 1 LAWE SIGALA-
GALA)**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 June 2022

Saya yang membuat surat pernyataan,



Nur Azmi Khairani

ACKNOWLEDGEMENTS



In the name of Allah, the Most Gracious and the Most Merciful

Alhamdulillah, praise to Allah SWT. The Lord of the universe, the Most Exalted, the Compassionate, and the Merciful, the King Who owns the power over all the creatures. He gives the researcher blessed health, spirit, opportunity, and ability to complete this final project or thesis. *Shalawat* and *salam* are dedicated to our beloved prophet Muhammad S.A.W who taught us helpful knowledge and guided us to the right path of life.

The first sincere and significant appreciation would be to my supervisor Prof. Dr. Muhammad AR, M. Ed. and Dr. Nashriyah, M.A., for giving the researcher incredible kindness, time, helpful knowledge, advice, and patience in guiding the researcher in completing this thesis. The researcher also would like to express gratitude to my academic advisor, Prof. Dr. Muhammad AR, M. Ed. Then, the researcher would like to thank all lecturers and staff of the English education department of UIN Ar-Raniry. They have been instrumental in helping the researcher while studying at UIN Ar-Raniry. There are no words that can express the deepest heart of researcher for the services they have provided.

The extraordinary and deepest thanks are to my beloved family, for my father, Abdullah, who gave me a great spirit and extraordinary love that can never be replaced until heaven. My mother, Sawalina, a fantastic mother who is always strong under any circumstances, fights for my education with love, struggle, and

intense prayers in every worship. Also, I the sincere to my siblings. My oldest brother Zaini Azhari, and to my sister Fitri Handayani.

Last but not least, thanks are to Ruwaida, Elliya Yuliana, Suwaibah, Rizki Safitri, Anggun Rolischa, and all of my friends for all their kindness and memorable experiences and for being friends in every condition.

Finally, I finished this thesis to complete my bachelor's degree for my final project. I hope that this thesis will help increase the knowledge of the readers.

Banda Aceh, 13 June 2022

Nur Azmi Khairani



ABSTRACT

Name : Nur Azmi Khairani
NIM : 170203012
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : An Analysis of English Teacher's Effort to Overcome Academic Dishonesty for Students' at SMP N 1 Lawe Sigala – Gala.
Main Supervisor : Prof. Dr. Muhammad AR, M. Ed
Co- Supervisor : Dr. Nashriyah, M.A
Keywords : English Teacher's Effort, Academic Dishonesty, Students'

This study aims to determine the students' academic dishonesty and the English teacher's efforts to overcome academic dishonesty at SMP N 1 Lawe Sigala-Gala. The participants of this study were ten students of Eighth-grader and English teachers in SMP N 1 Lawe Sigala-Gala. In this qualitative research, I used purposive sampling to recruit the participants. The result shows the forms of academic dishonesty among students of SMP N 1 Lawe Sigala-Gala in English subjects, namely cheating, plagiarism, and the wrong cooperation done by students when working in groups. Several efforts by the English teacher of SMP N 1 Lawe Sigala-Gala to overcome students' academic dishonesty, namely by holding mentoring activities once a week. Teachers also provide direction and motivation to students every day through mentoring activities and activities according to Dzuhur prayer at the school mosque, make variations of different questions, and arrange the class position during the exam to minimize the occurrence of academic cheating.

TABLE OF CONTENTS

| | |
|---|------|
| ACKNOWLEDGEMENTS | v |
| ABSTRACT | vii |
| TABLE OF CONTENTS | viii |
| LIST OF APPENDICES | x |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Study..... | 1 |
| B. Research Questions | 4 |
| C. Objectives of the Study | 4 |
| D. Significance of the Study | 4 |
| E. Terminologies | 5 |
| CHAPTER II LITERATURE REVIEW | 8 |
| A. Academic Dishonesty..... | 8 |
| B. Factors Affecting Academic Dishonesty | 9 |
| C. Aspects of Academic Dishonesty..... | 14 |
| a. Give, use or receive any information. | 14 |
| b. Use prohibited materials..... | 14 |
| c. Taking advantage of one's weaknesses, procedures or a process to get an advantage carried out on academic tasks..... | 15 |
| D. The Forms of Academic Dishonesty..... | 15 |
| a. Cheating: | 15 |
| b. Plagiarism | 15 |
| c. Outside help..... | 15 |
| d. Falsification | 16 |
| e. Academic lying..... | 16 |

| | |
|---|-----------|
| E. Teacher's Effort | 17 |
| F. Previous Studies | 19 |
| CHAPTER III RESEARCH METHODOLOGY | 22 |
| A. Research Design..... | 22 |
| B. Research Participants | 23 |
| C. Method of Data Collection..... | 24 |
| D. Method of Data Analysis | 25 |
| CHAPTER IV FINDINGS AND DISCUSSION | 27 |
| A. Research Findings | 27 |
| B. Discussion | 40 |
| CHAPTER V CONCLUSION | 44 |
| A. Conclusion | 44 |
| B. Suggestion..... | 45 |
| REFERENCES | 46 |
| APPENDICES | |
| AUTOBIOGRAPHY | |

LIST OF APPENDICES

- Appendix A : Appointment Letter of Supervisor
- Appendix B : Recommendation Letter of Conducting Research in SMP N 1 Lawe Sigala-Gala
- Appendix C : List of Research Instruments
- Appendix D : Autobiography



CHAPTER I

INTRODUCTION

A. Background of the Study

Academic dishonesty is traditionally viewed as an act involving a student giving or receiving unauthorized help on an academic assignment (Storch et al., 2002). Academic dishonesty is often seen as a measure students take to avoid failure, and high school students are guilty of academic dishonesty as well. The teacher should avoid reducing students' behavior in teaching and learning English, especially academic dishonesty (Taylor et al., 2002).

According to Evans & Craig (1990), teachers and students agree that the rate of cheating increases as students get older. In their study, Finn and Frone (2004) found that 33% of elementary students have been academically dishonest, and 60% of middle school students have been academically dishonest. According to the Josephson Institute of Ethics (2002), that number rises to 74% in high school. Teachers and students agree that preventing cheating is difficult to accomplish (Evans & Craig, 1990). This exponential increase of incidents of cheating as students age may be related to a student's perception of individual success.

Academic dishonesty is a common problem in higher education, and it has become one of the most researched aspects of education for decades (McCabe & Trevino, 1997; McCabe et al., 2001; McCabe et al., 2016). According to comments by McCabe et al., (2001), student cheating has

increased significantly in the past 30 years. In the United States, 56% of business graduate students admitted to cheating (McCabe et al., 2006). In addition, 41% of Australian college students admitted to cheating, and 81% admitted plagiarism (Marsden et al., 2005). Similarly, a study in Indonesia also found a relatively similar number, in which 77.5% of college students admitted to committing academic dishonesty (Winardi et al., 2017). These findings assert that academic dishonesty is on the rise.

The term is usually related to the deliberate act of violating academic policies to obtain desired academic results. This dishonest behavior can be defined as all forms of cheating, such as copying other people's ideas and works without acknowledging the source and statement, thinking of it as your ideas, cheat in any way (for example, using crib notes in an exam), and use unauthorized assistance in homework or exams (McCabe & Trevino, 1997; Lewellyn & Rodriguez, 2015). The problems of academic dishonesty include it is intensity and the possible decline in the academic quality of students and institutions. It has caused some significant concerns. In addition, some researchers believe that academic dishonesty can affect a person's career (Crown & Spiller, 1998; Nonis & Swift, 2001; Harding et al., 2003). Students who commit unethical behavior in their academic careers are likelier to do similar things in the workplace.

It is found that students' behavior and stress factors are related to academic dishonesty. Poor time management, the pressure to improve grades, and the burden of homework are some driving factors for academic dishonesty

(Ameen et al., 1996). In addition, teachers' minimal supervision of student work, open Internet resources, and lack of punishment for cheating provide students with opportunities to engage in dishonest behavior (Guo, 2011; Smith et al., 2002). Then the students justify their actions by rationalizing the academic policy to be unclear and believe that no one will be harmed by their actions (Becker et al., 2006; Guo., 2011).

Most previous studies have focused on the characteristics of cheaters, situational factors that contribute to academically dishonest behavior, and reasons students give for such behavior (Bushway & Nash, 1977). Bushway and Nash reported that common forms of academic dishonesty include using “cheat sheets” on exams, copying other students’ work, letting other students copy homework, plagiarism, and ghostwriting. However, in Aceh no one has researched the forms of students’ academic dishonesty and how the efforts of English teachers to overcome academic dishonesty. Thus, I am interested in discussing this issue raised in a thesis entitled ***"An Analysis of English Teacher's Effort to Overcome Academic Dishonesty for Students at SMP N 1 Lawe Sigala-Gala."***

B. Research Questions

Based on the description of the background above, the problem of this research was formulated into the following question:

1. What forms of the student's academic dishonesty at SMP N 1 Lawe Sigala-Gala?
2. How is the English teacher's effort to overcome the academic dishonesty for students' at SMP N 1 Lawe Sigala-Gala?

C. Objectives of the Study

The objectives of this research are:

1. To find out forms of the student's academic dishonesty at SMP N 1 Lawe Sigala-Gala
2. To find out the English teacher's effort to overcome the academic dishonesty for students' at SMP N 1 Lawe Sigala-Gala

D. Significance of the Study

This study aims to give some significance. Theoretically, this research can reference other researchers who want to research teachers' efforts to overcome academic dishonesty for students. This study may contribute to the readers who major in the educational sector and support knowledge, especially in English subjects.

Practically, the researcher hopes that the result of this study will be helpful for the English teachers to motivate students to learn English and will be beneficial for the school.

E. Terminologies

1. Effort

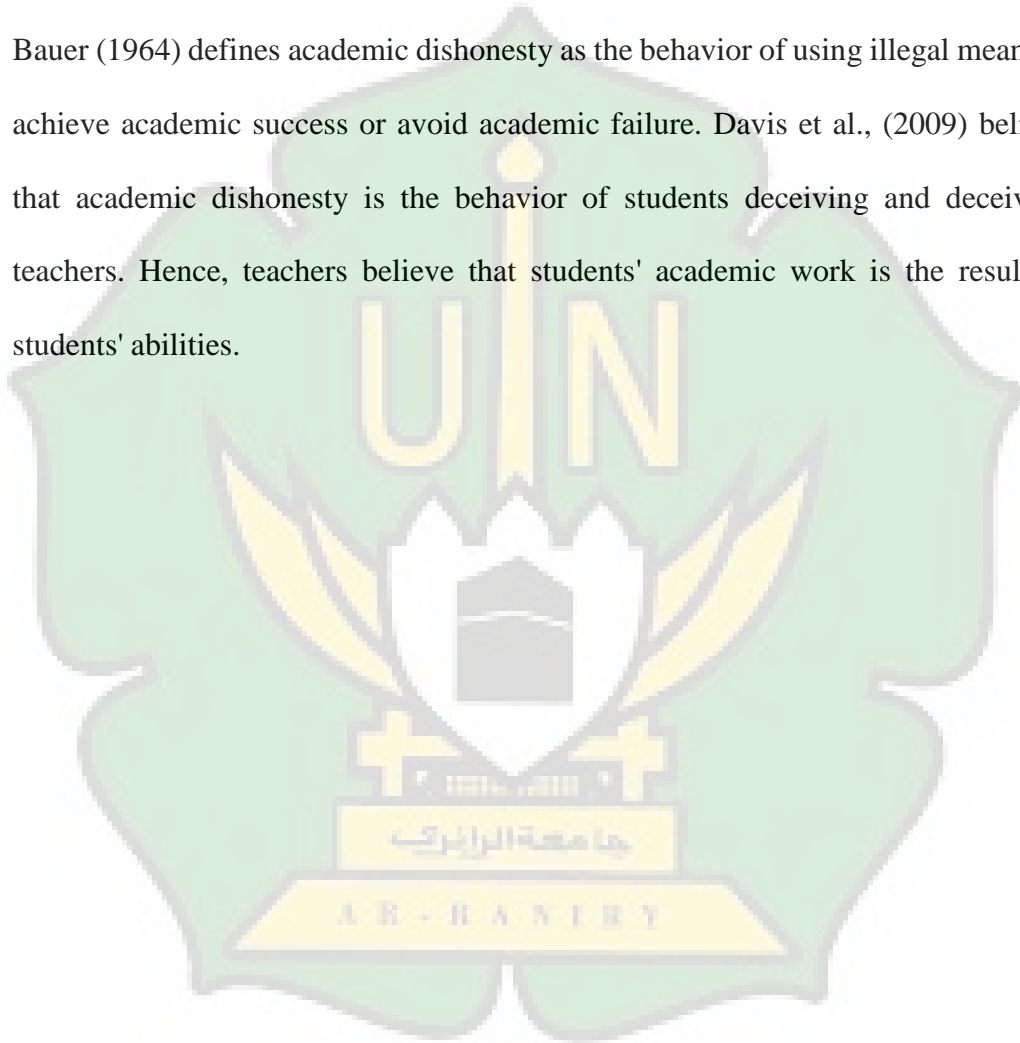
Hornsby (2006) in the Advanced Learning Dictionary defines “effort”: as the use of strength and attempt”. Based on the explanations above, it can be concluded that effort is an activity done by exerting energy, mind, and body to achieve a purpose; work (deed effort) to achieve something. The effort that the author means in this study is the Teacher’s Effort to Overcome Academic Dishonesty for Students at SMP N 1 Lawe Sigala-Gala.

2. Teacher

The teacher is a counselor, a guide to encourage students to study diligently. He/she also motivates, explains, or lectures prohibits bad behavior and advocates the good ones. Teachers as one of the most potent variables of motivation and demotivation that can become a significant part in demotivating the learners, and also motivation plays an essential part in improving and developing learner’s communicative ability (Harmer, 1991; Humaida, 2012; Brophy, 1987; Stipek et al., 1988; Ellis et al., 1997).

3. Academic Dishonesty

Academic dishonesty found widely in educational contexts is defined as academic cheating. According to Tibbetts (1998), academic dishonesty is defined as the intention of a student to engage in dishonest behavior. At the same time, Bauer (1964) defines academic dishonesty as the behavior of using illegal means to achieve academic success or avoid academic failure. Davis et al., (2009) believe that academic dishonesty is the behavior of students deceiving and deceiving teachers. Hence, teachers believe that students' academic work is the result of students' abilities.



CHAPTER II

LITERATURE REVIEW

A. Academic Dishonesty

According to Davis et al., (2009), academic dishonesty as fraudulent behavior is "cheating or robbing by deceit, deceiving, misleading or fooling others." Compared with academic violations, this sentence becomes an act by students to find or trick the teacher into thinking that the academic work collected is the result of that work. Academic dishonesty can also be interpreted as an act committed by a student or student intentionally, including several forms of behavior such as violating the rules for completing assignments and exams (evaluation), providing benefits to other students in honestly doing assignments or exams, and reducing accuracy expected on student performance.

According to Anderman & Murdock (2007), academic dishonesty is using all materials or assistance that are not allowed in academic tasks and activities that use the assessment process. In addition, according to Cizek (in Anderman & Murdock, 2007), academic dishonesty is behavior that consists of three categories, namely: 1) giving, using, or receiving all information, 2) using prohibited materials, and 3) exploiting one's weaknesses, procedures or processes to get an advantage carried out on academic tasks.

According to Gehring & Pavela (2014), academic dishonesty is fraud intentionally or by using faulty materials and information in academic results. In addition, Omar (2014) also shows that academic dishonesty is a type of deviant behavior that will harm character development, hurt others and endanger the academic integrity of specific institutions. According to Lambert et al., (2003), academic dishonesty is a variety of actions taken by students using methods that are not permitted and cannot be accepted in academic tasks to succeed.

Based on various understandings related to academic dishonesty that experts have explained, it can be concluded that academic dishonesty is an act of deviation committed intentionally by educational practitioners, students, and educators, consisting of giving or receiving information, using prohibited materials, and using of records. At the time of examination, falsifying academic work and plagiarizing the work of others in carrying out assignments in illegal and dishonest ways to gain profits and success.

B. Factors Affecting Academic Dishonesty

According to Anderman & Murdock (2007), the factors that influence academic cheating behavior are caused by several things, namely:

a) Self – Efficacy

According to Bandura (2006), self-efficacy is a belief in one's ability to organize and carry out an action needed to achieve business results. Self-efficacy in academic settings is referred to as academic self-efficacy, which is the belief that a person has about his or her ability or

competence to do tasks, achieve goals and overcome academic challenges. Individuals who consider their level of academic self-efficacy to be high enough will try harder, achieve more, and are more thorough in carrying out their duties using their skills than those who consider their academic self-efficacy below.

b) Emotional Development

According to Santrock (2007), moral development is a change in reasoning, feelings, and behavior about standards of right and wrong. Moral development involves three aspects, namely thinking, behavior, and feelings. The basic idea in terms of thinking includes how a person thinks about the rules concerning ethical behavior. The basic idea of behavior includes how a person should behave in moral situations. The basic idea of feeling includes how a person feels about moral issues. Thoughts, behaviors, and feelings can affect an individual's moral personality. Moral personality is the fourth dimension as the basic idea of moral development.

c) Religion

According to Glock & Stark (Purnamasari, 2013), religion is a system of symbols, belief systems, value systems, and institutionalized behavior, all of which are centered on the person who is internalized as the most meaningful. One aspect of religion-related to this study is the moral aspect, which shows how far a person behaves demotivated by the teachings of his religion, namely how individuals relate to their world, especially with

other humans. Morals are actions that include helpful behavior, cooperation, not stealing, not corruption, and not cheating.

In addition, Mujahidah & Astuti (2019) states that many factors influence academic dishonesty. These influencing factors are:

1) Situational factors

a) Academic pressure to get maximum grades

The effort to get maximum grades from parents and teachers without looking at their children's abilities. So, it makes a student feel pressured that, in the end, students decide to do academic dishonesty as an easy way. Students perceive academic grades and rankings as important in the educational process rather than understanding subject knowledge. In Thornburg's book, H. D (1992) entitled *Development in Adolescence* explains the need to satisfy parents' ambitions and demands is one of the things that encourage students to prefer dishonesty. This method is done to avoid criticism of him.

b) The influence of peer behavior

At first, a student does not intend to be dishonest, but because the test questions are too fixated on books and seeing friends cheating, a student is influenced to cheat too.

c) Supervision during exams

The lack of teachers supervising students' during exams triggers students to commit greater cheating. Cheating is synonymous with less strict control and less risk of being caught.

d) Unpreparedness to take exams

The students concerned feel lazy to study regularly, so when facing exams, students do not have much time to study, understand and remember the subject matter. This makes students cheat as a shortcut to be able to answer questions correctly.

2) Academic Characteristics

a) Ability

Anderman & Murdock (2007), conducted a study on some students in England and found that men with lower academic abilities were more likely to engage in academic dishonesty. Furthermore, he revealed that high achievement without being accompanied by high ability in the academic field would determine a person's motivation to commit academic dishonesty in the academic field.

b) The Study Program

Anderman & Murdock (2007,) examines the influence of the study program on the tendency of fraudulent behavior. Explain that students in engineering programs tend to commit academic dishonesty more than those in social programs. One of them, engineering students tend to find falsification of laboratory results.

c) Institutions and Organizations

According to Miller et al., (2007), institutions and organizations influence the emergence and development of academic cheating behavior. Institutions and organizations that tolerate and are less able to provide

firmness to cases of academic dishonesty tend to encourage students to continue committing academic dishonesty.

3) Personal factors

a) Impulsivity

According to Miller et al., (2007), someone who has an impulsive attitude will tend to have a high need to do sensations. In addition, the person will tend to do something without thinking first. According to Anderman & Murdock (2007), a high need for sensation tends to commit academic cheating to produce a tall achievement.

b) Self-Control

According to Bolin (2004), self-control influences a person to commit academic dishonesty. That is when a person has a high level of self-control low, plus there is an opportunity, he tends to cheat.

c) Moral and Attitude Development

Morality can be exercised as a capacity to distinguish right from wrong, act on differences, gain self-respect when doing the right, and feel guilty or ashamed when violating standards. This is in line with research conducted in explained by Olabisi (2008) explains that when someone students are faced with the temptation to cheat, then the student is being faced with a choice to make ethical decisions, whether students will choose to cheat or maintain their integrity is very dependent on how reasoning the morals of the student.

4) Development of Information and Communication Technologies (ICT)

The development of digital technology and the internet, which involves student learning in the context of school education, has an impact also negative on the sophistication of students in utilizing easy access to unlimited sources of material and information, including for academic dishonesty purposes. In their research, Mirza & Staples (2010) stated that digitalization education with the contribution of the internet becomes a temptation for students' academics to freely commit academic dishonesty.

C. Aspects of Academic Dishonesty

According to Cizek in Anderman & Murdock (2007) there are several aspects of academic dishonesty, these aspects are:

- a. Give, use or receive any information.

What is meant here is a condition where individuals receive assistance in the form of answers or other information that can obscure the assessment process of the individual's original ability. For example, when an exam takes place, an individual tells the answers.

- b. Use prohibited materials.

Conditions, where individuals use the help of both information and certain tools, used when carrying out exams or assessments of the learning process, to get certain expected results. For example, when the exam takes place, the individual brings a grid of material in various forms that are used during the exam.

- c. Taking advantage of one's weaknesses, procedures or a process to get an advantage carried out on academic tasks.

Utilization in question is how someone takes advantage of the weakness of a procedure or someone to improve the results of the exam process or assessment of the learning process, to get certain expected results. For example, when the exam took place it was discovered that the examiner had poor eyesight so there were individuals who cheated because there was a possibility that the supervisor did not know this.

D. The Forms of Academic Dishonesty

The forms of academic dishonesty variable in this study uses references from (Bashir & Bala, 2018) stated that there are five dimensions that are arranged sequentially and hierarchically to measure academic dishonesty, namely:

- a. Cheating: the act of giving, taking, or receiving and using tools or materials that are not permitted in academic activities for the purpose of cheating.
- b. Plagiarism: the act of quoting, plagiarizing, stealing or taking other people's writings, ideas, scientific works without properly and adequately acknowledging the source but acknowledging the researcher, author or author.
- c. Outside help: wrong cooperation in helping (facilitating) to commit acts of academic dishonesty such as bribing, asking for outside help for assignments and exams.

- d. Falsification: the act of falsifying, changing, hiding, duplicating related data, documents, reports and books, journals and articles.
- e. Academic lying: a manipulative excuse by students to teachers to try to get some time off, freed from the obligation to do assignments.

According to McCabe et al., (2001) the forms of academic dishonesty are:

- 1) Cheating is meant by various methods or efforts used to retrieve or share information with other people while conducting an exam or academic assessment process.
- 2) Plagiarism is the theft of someone else's writing. It can also be interpreted as taking other people's essays or writings (opinions and so on) which are then made as if they were written by themselves or made by the individual perpetrators of the plagiarism. For example, when working on a paper or essay using the work of others, it is then used to replace part or all of the work of the individual himself.
- 3) Fabricating or falsifying authors and bibliography. Making up or falsifying what is meant is how an individual person composes a statement and then makes the writing as if it was made by someone with various specific purposes. For example, when working on a paper or essay an individual does not find the right source to support his writing, then the individual makes up a theory and falsifies a bibliography to support the results of his writing.

- 4) Using other people's work. What is meant by using the work of others here is how individuals use the work of others, whether articles, assignments or so on, obtained from various sources. Furthermore, the results of the work are made as if they are the results of the work of the individual, then used as a tool for measuring the individual's academic performance. An example is an individual using the work of others so that they can be used as their own, such as doing a task done by a friend or making an essay made by a friend.
- 5) Citing information without citing the source. Citing information by not including the source of the quote in question, what is meant here is how information is not clearly included where the source of the information comes from for various reasons. This makes the source of information from an article unclear whether the writing is made by the author himself or is the work of someone else. For example, when citing an individual, it does not include the results or sentences that have been stated by other people which makes the results appear as if they are original works submitted by the individual.

E. Teacher's Effort

The primary and essential element in teaching and learning is the teacher. According to Makovec (2018), the teacher in the classroom is the whole person, an expert in the profession and pedagogical and psychological knowledge field. The teacher is a professional educator

responsible for educating, teaching, supervising, directing, training, assessing, and evaluating learners (Depdiknas, 2005). Nowadays, teachers must have the knowledge and skills of various teaching strategies. Therefore, teachers must create comfortable and conducive classroom management to make the students enjoy the learning at the same time. As a result, the goal of the learning can be achieved.

Good teachers understand what students everywhere can confirm: teaching is not just talking, and learning is not just listening. Effective teachers can figure out what they want to teach and how to do so so students can understand and use the new information and skills (Lupascu et al., 2014).

The teacher should have efforts and strategies when teaching the English language to manage their classroom to be effective. According to Webster (2021), the effort is the conscious exertion of power, hard work, a serious attempt, something produced by exertion or trying, effective force as distinguished from the possible resistance called into action by such a force, and the total work done to achieve a particular end. Teachers' efforts and performance affect students' performance, one way or another. Effort refers to the subjective intensification of mental and physical activity to meet some goal.

According to Ihsan & Wahidah (2019), a teacher's effort is the teacher's way of solving the problem and how to teach their students in the classroom to improve their student's ability. Teaching English subjects is

more difficult to make the students understand than the other subjects. Teachers' effort is partly challenging to measure because it happens behind classroom doors, away from the eyes of school inspectors, parents, and principals. After all, the effort has several dimensions.

According to Ilham & Litiloli (2017), the teachers have the power to instill values and character to the students, at least in three ways:

a. Teachers can be effective compassionate, loving, and respectful of the students, helping them succeed in school, building their confidence, and getting them to understand what is moral by seeing how their teachers treat them with good ethics.

b. Teachers can become models, ethical people who show their high respect and responsibility inside and outside the classroom. Teachers can also set an example in matters that relate to morals and their reasons, that is by showing their ethics in acting in school and the environment.

c. Teachers can be ethical mentors, give moral instruction and guidance through explanations, class discussions, storytelling, personal motivation, and provide corrective feedback when there are students who hurt their friends or hurt themselves.

F. Previous Studies

There are some previous studies related to this thesis. Firstly, it is done by (Bista, 2011) entitled Academic dishonesty among international students in higher education. The results of this study indicated that academic misconduct and plagiarism is prevalent among international

students. According to the literature review and survey responses, external social, economic, or psychological pressures were listed as main causes of plagiarism. It needs to be noted that many students do not know what plagiarism is due to complex cultural differences as well as the past learning and teaching styles of their home country.

It is important for faculty to understand the divergent linguistic and cultural backgrounds of their international students. Special attention should be given to students suffering from social and psychological discomforts such as anxiety, homesickness, or cultural disorientation in the cross cultural adjustment process. The notion of academic dishonesty must be addressed from a perspective that recognizes that international students, especially those from developing countries, come from distinct cultural, economic and educational backgrounds. The differences with this research is the previous study focus on Academic dishonesty among international students in higher education, while this research focus the Academic dishonesty in Junior High School and how the way teacher's effort to overcome it.

Secondly, it is done by (Ilham & Litololi, 2017) entitled Teacher's Effort in Improving Students' Character. This study aimed at finding out the efforts of teacher in improving students character at SDN No. 85 Gorontalo City. The methodology used qualitative. Data technique of data collection were interview, observation, and documentation. Data analysis used qualitative descriptive analysis comprised into data reduction, data presentation and conclusion.

The research result showed that the efforts of teacher in improving students character are as follows: 1). Religious character: integrated in learning process and extracurricular activities. 2) Honest character: accustomed to tell truth, teacher and students communication, honesty canteen, offering guidance for students. 3). Discipline character: an exemplary behavior, be punctual, obedient the rules, create agreements with student. 4) Responsible character: familiarize students to complete assignment given by the teacher.

Therefore, based on research result and data processing on this research thus it can be concluded that in general teacher's efforts were maximally done i.e integrating character values in learning and extracurricular activities, an exemplary behavior, giving motivation, accustomed to students, communication, take advantage for every momentum, briefing, explanation along with guidance to the students. The differences between the previous research and this research is the scope of study. Researcher would like to know the teacher's effort to overcome the students' academic honesty, while the previous study would like to find down the teacher's effort improving students' character.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a plan and procedure that extends research from broad assumptions to analysis of detailed data collection method decisions, (Creswell & John W, 2009). Research is an important way to obtain new facts or additional information. In this research, certain activities have to be carried out. In this case, a methodology should be needed to make the research easy or efficient. This research applies the qualitative method.

This method focuses on the study of social phenomena and the selection of the feelings and perceptions of the participants under study. This is based on the belief that knowledge is a legitimate scientific process, (Ludiko M et al., 2010). Hence, the research design used in this research is descriptive qualitative research.

This research is a qualitative descriptive research because the research result is statements or written documents from the minutes of the interview. The qualitative descriptive approach was chosen as a research method for the following reasons: a). statements contained in the words or sayings taken from the text of the interview and the note obtained; b). The results of this research were described through words or sayings taken from the interview minutes and notes were taken; c). The purpose of this research is to gain a deep

understanding of the English teacher's efforts to overcome the academic dishonesty of students at SMP N 1 Lawe Sigala-Gala.

B. Research Participants

Participants in this qualitative study were students and teachers at SMP N 1 Lawe Sigala-Gala. I chose students and teachers to participate because the school is rarely researched, and several schools in the Banda Aceh area were not active due to covid-19. Only the school is open during the Covid-19 pandemic. Thus, the I chose students and teachers to participate in this study.

Therefore, in this study, the I used non-probability sampling, which used a purposive sampling technique. According to Bryman & Cramer (2012), the purposive sampling technique is used to select people, organizations, documents, departments, and others that are directly related to the research question. In selecting participants, I chose a homogeneous sampling technique where participants were selected based on the same characteristics they had to obtain detailed information and in-depth examination (Hollweck, 2015).

The participants were ten eighth-grade students and Two English teachers to be interviewed. I chose students in Eighth grade because they are halfway to studying at SMP N 1 Lawe Sigala-Gala. They have also taken the midterm and final exams, and when I surveyed the school, I found some students doing academic dishonesty. In addition, I also selected the Principal of SMP N 1 Lawe Sigala-Gala and the homeroom teacher to be interviewed as supporting data in this study.

C. Method of Data Collection

Interview

Interviewing is an activity where the interviewer will give several questions to be answered by the interviewee. The interview is a data collection process in which the researcher asks questions and records answers from participants in the study at one time (Creswell & John. W., 2014). Agreeing to Easwaramoorthy & Zarinpoush (2006), interviews are partitioned into three categories: organized, semi-structured, and unstructured. A structured interview is an interviewer who asks a standard set of questions about a specific topic in a specific order. A semi-structured interview uses a predefined set of questions, and the interviewer can investigate an area based on the respondent's answer questions for clarification. The latter is unstructured interviews in which the interviewer does not have specific guidelines, limitations, predefined questions, or a list of options. The interviewer can investigate with further questions to gather more in-depth information about the topic. A researcher is interested in using semi-structured interviews in this study because this type of interview follows the problems raised by the researcher. Through this type of interview, the researcher is sure to get information that aligns with the needs. This research was practically prepared to facilitate the interview process. Each consists of several topics and questions related to research needed to determine the English teacher's effort to overcome academic dishonesty for students' at SMP N 1 Lawe Sigala-Gala.

D. Method of Data Analysis

Data analysis is an important part of this research because using this method, the researcher can extract the results of this survey. When analyzing the interview data, first, the data were transcribed based on the (Dresing et al., 2012) simple transcription model.

Moreover, the data were analyzed using the analytical method proposed by (Miles & Huberman, 1994). The stages of the analytical method are data reduction, data presentation, conclusion or verification.

1. Data Reduction

Data reduction is the first steps as the data block must be organized and reduced. (Miles & Huberman, 1994) said that data reduction refers to a process of selecting, focusing, simplifying, abstracting and transforming data that appears in written field notes or transcription. Therefore, the writer first chose the data that is important. Second, data classification and third, grouping of data into each category.

2. Data Display

Data display is the second stage in the Miles and Huberman model of qualitative data analysis. The reduced data will be present. Presentation of data as a structured set of information that allows for conclusions to be drawn and action taken, data presentation is used to further improve understanding of the situation and as a reference for taking action based on the understanding and analysis of the data presentation. The data presented in this study is in the form

of descriptions. The researcher describes the data that has been scaled back at this point.

3. Conclusion and Verification

This is the last stage of the qualitative analysis. The last step should serve the functions as an answer to the research covered at the beginning of the research. The author concluded the data and described it in a narrative form.



CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings based on data collection. These findings answer research questions in chapter one: 1) What forms of students' academic dishonesty were performed at SMP N 1 Lawe Sigala-Gala. 2) How is the English teacher's effort in overcoming the academic dishonesty performed by students at SMP N 1 Lawe Sigala-Gala.

A. Research Findings

1. The forms of academic dishonesty performed by students at SMP N 1 Lawe Sigala-Gala

a. Cheating

Cheating is one of the most common forms of academic dishonesty by students in the school, such as trying to get other students' answers during exams, bringing notes containing the exam material into the room, helping other students cheat during exams (for example: being an intermediary between students to exchange answers).

From the results of the interview conducted by the researcher with informants at SMP N 1 Lawe Sigala-Gala, it was found that the teachers had instilled honesty into students since this school was founded. However, not all students succeeded in applying an honest attitude. Mr. E P stated this, the Principal at SMP N 1 Lawe Sigala-Gala, following an interview with him:

"Here, at SMP N 1 Lawe Sigala-Gala, honesty is prioritized in all aspects, but not all students have a high honest attitude, especially in this lesson, from a few percent of 100% of students committing acts that violate honesty, namely academic dishonesty. However, the students did mild academic dishonesty, such as cheating. Indeed, some students still need coaching because several factors make them commit academic dishonesty."

From the narrative of Mr. EP as the principal of SMP N 1 Lawe Sigala-Gala, the researcher then conducted interviews with English teachers to find out what forms of academic dishonesty were performed by the students, following the narrative of Mrs. E W:

"I think SMP N 1 Lawe Sigala-Gala has outperformed the value of honesty than other schools because we as teachers should continue to instill that honest attitude and work closely with the principal. Moreover, our Vision and Mission not only prioritize science and technology but at SMP N 1 Lawe Sigala-Gala, it shapes students with good morals, including instilling an honest attitude. However, that does not mean that all students have succeeded in being free from academic dishonesty. Indeed, there are a small number of them who still commit academic dishonesty, and what I often encounter is cheating."

Then the researcher also interviewed the students about what they knew about academic dishonesty and what forms of academic dishonesty they had done.

As stated by Participant 1, a student in class VIII A said:

"To be honest, sometimes I still cheat, especially when the questions are difficult. But sometimes, I also accomplish questions or school assignments by myself without cheating. It depends on the situation and circumstances as well."

Participant 2 also stated:

"Until now, frequently I still cheat when I encounter difficult subjects. For example, I often take small notes during exams and exchange answers with my friends."

While in class VIII B, what was stated by Participant 3 was different from Participants 1 and 2.

The following is the statement from Participant 3:

"For me, Alhamdulillah, I did not commit cheating. The teacher ordered even the teacher to be the spy in and outside the classroom. When a friend cheated or cheated in class, I was told by the teacher to write down his name and then report it to the teacher."

The same statement was also stated by Participant 4, a student of class VIII

B:

"Alhamdulillah, I have never committed academic dishonesty again because honesty is number one for me. What is the point of getting a high score if cheating is the way to get it? My friends and I do our tasks honestly and in an orderly manner because honesty is the most important thing for us. The master also motivated us to be honest, and maintain good morals. Indeed, there may still be cheating, but that's very little."

From the interview results above, SMP N 1 Lawe Sigala-Gala prioritizes honesty and continues to motivate students to maintain morality by not committing academic dishonesty. However, some students still fail to get rid of the bad habit of cheating, which becomes a challenge for the teacher council.

b. Plagiarism

Plagiarism is taking someone else's work and admitting it as one's work. For example, not citing the source in every assignment made, not changing the quotations taken from other sources for the assignment or work, admitting other people's work as their own, and using other peoples' assignments as their assignments.

Then, the researcher interviewed the students again to find out about other academic dishonesty they committed, following the narrative of Participant 5 from class VIII C:

(Researcher): "Academic dishonesty known so far is only cheating. Do you know academic dishonesty has a broader scope, such as plagiarism? Plagiarism is a kind of activity where people buy other people's work, taking other people's work without citing the source. For example, you make an editorial assignment or other works, taking articles from the internet or books without citing the source?".

"I have done that by taking articles from the internet without citing the source. And my friends saw it too because we did not know it was a part of academic dishonesty."

Furthermore, the confession from Participant 6, a student of SMP N 1 Lawe Sigala-Gala class VIII B, also stated the same statement as what was stated by Participant 5.

The following is the statement from Participant 6:

"Speaking of buying other people's works, Alhamdulillah, I have never done that, but when I make learning media, I take articles from the internet but do not include the source or author. I have done that because I did not know it was a part of academic dishonesty."

Next, the researcher interviewed students from class VIII A, following the narrative of Participant 7:

"If the academic dishonesty is in the form of plagiarism, such as buying other people's work, we don't dare to take notes during the

exam. Because it is very serious fraudulence. So far, from what I have seen and experienced, the most dominant academic dishonesty committed is cheating."

The statement of Participant 5 and Participant 6 are the same as the results of the survey conducted by the researcher. The researcher saw the wall magazines made by students. There are articles taken from the internet without mentioning the source. The results of the interview show that plagiarism still occurs at SMP N 1 Lawe Sigala-Gala.

c. Outside Help

The academic dishonesty in SMP N 1 Lawe Sigala-Gala was not only cheating and plagiarism. The researcher found that cheating in the form of wrong cooperation between students also occurred during and outside of the learning process.

The following is the researcher's interview with the students:

(Researcher) "Academic dishonesty known so far is only cheating. Do you know that academic dishonesty has a broader scope, such as plagiarism, buying other people's work, and wrong cooperation, examples of wrong cooperation are not working together in one group or working together on individual assignments or tests? Are you guys still doing it?".

"When I work together on individual assignments or tests, I have done that, Sis, but if I do not work in teams, I do not. I only find that there are friends who are still doing this."

Participant 8's statement follows the interview that the researcher conducted. When the researcher was teaching at SMP N 1 Lawe Sigala-Gala, there were still students who did not work in teams, and many still cooperated during the exam.

Of the 3 (three) forms of academic cheating that occurred at SMP N 1 Lawe Sigala-Gala, certainly not all of them were dominant. The researcher received information that there were students the teacher asked to supervise their friends. The researcher interviewed Participant 9 from class VIII D, sent by the teacher to spy and monitor his friends in class.

The following is the explanation from Participant 9:

"During my time as a spy, the most dominant academic dishonesty I have seen is cheating, but there are one or two students who have also been caught looking at notes during exams. It is very seldom when it comes to wrong cooperation, for example, not participating in group assignments. We work together because the students here are very skeptical if one group member doesn't work. We do not include his name in the group assignment, so no one dares to do that."

(Researcher): "Does academic dishonesty affect grades? For example, the score becomes higher or even lower."

"No, cheating doesn't make someone's score higher because the teacher doesn't only take the marks from exam results or assignments, but the whole scores are combined."

Furthermore, the influence of academic dishonesty on test results was also explained by Participant 10, a student of class VIII C:

"I think it's influential, Sis. My score is higher. But depending on who is cheating, my score is also high when I cheat with smart people. But report cards aren't affected because teachers take the marks not only from one aspect but from all aspects."

From the results of the interviews conducted by the researcher with Participant 10 of class VIII C and Participant 9 of VIII D class, cheating does not affect grades, and cheating does not make a person's grades high. Because the majority of students who dares to commit fraudulent behavior are only students who do not study and work together to find answers, the exam results are not convincing.

The forms of academic dishonesty that occurred in SMP N 1 Lawe Sigala-Gala are:

1. Cheating

Cheating is one of the students' most common forms of academic dishonesty. Cheating is committed during exams and outside exams. Cheating is done by copying a friend's answer sheet, looking at notebooks during exams, and so on.

2. Plagiarism

Students do not widely know this form of academic dishonesty. When the researcher asked whether students have used other people's words or ideas

without mentioning the source, all respondents admitted that they often do and do not know that this behavior is a part of academic dishonesty.

3. Outside Help

Outside help is one of the forms of academic dishonesty in the academic field, committed by seeking help from outside, for example; looking for information about the exam material from others who have taken the exam prior, telling other friends about the materials that will be tested, copying other friends' assignments.

Of the three forms of academic dishonesty that occurred in SMP N 1 Lawe Sigala-Gala, cheating is the most common academic dishonesty committed by some students.

B. Teachers' efforts in overcoming academic dishonesty of students at SMP N 1 Lawe Sigala-Gala

1. Giving Direction and Motivation

Teachers are responsible for nurturing students by instilling the values of honesty and overcoming academic dishonesty. Teachers also have an essential role in shaping students' character. Judging from the efforts made by the principal of SMP N 1 Lawe Sigala-Gala and teachers that have been maximized, some students are still lacking in instilling the values of honesty.

The results of the interviews with Mr. EP as the principal and Mrs. EW as an English teacher who have worked together to maintain honesty and act decisively against cheating when it occurs, the principal of SMP N 1 Lawe

Sigala-Gala and teachers have also tried to instill honesty to students. It is said that:

"At SMP N 1 Lawe Sigala-Gala, we prioritize morals, especially honesty, because values of honesty will later be useful in society. And honesty is the mark of a believer. We strongly reject fraudulent behavior in an institution, especially in schools".

Efforts that have been made by the Principal of SMP N1 Lawe Sigala-Gala are:

1. Morning assembly

Every 07.00 a.m., teachers are required to attend the morning assembly, which builds commitment and employee discipline. The Principal also gives instructions to the teacher and never forgets to remind the teacher to continue to instill positive values to students. Our vision and mission are to make students have good morals. In the morning assembly, we also discuss problems and students' problems and try to find the solution together.

2. Instilling religious values

Educational institutions have an essential role in instilling religious attitudes to students. At SMP N 1 Lawe Sigala-Gala, the Principal and teachers also have a role in instilling religious attitudes, such as through prayer activities before and after studying, Islamic spiritual (Rohis) every Friday, and guidance from the teacher after praying at the mosque. Educating religious values to

students will make them more aware of honesty and assume that academic dishonesty is wrong behavior.

3. Be a teacher who is firm, authoritative, but still friendly.

The authority of a teacher is essential. If the teacher loses authority, the students will not obey and respect the teacher. With that, when conducting the exam, the teacher must also be assertive toward the established rules so that students are afraid of committing academic dishonesty.

To overcome academic dishonesty, especially in English lessons, not only English teachers have a role, but all teachers, including homeroom teachers. Homeroom teachers are essential in instilling honesty and overcoming academic dishonesty. The following is the statement from Mrs. RL as the homeroom teacher for class VIII B.

"To overcome academic dishonesty, that is, before the homeroom exam, it provides motivation to study so that the students are ready to face the exam, and reminds the students about the importance of honesty in an exam, then gives the impact and consequences if the students commit cheating, for example in terms of religion, reminding them if they cheat they will be sinful, and their knowledge will not be blessed."

2. Adjusting Class Position During Exam

Interviews were conducted by the researcher with the English teachers, how their efforts are in overcoming students' academic dishonesty and instilling honesty to students. The following is a statement from Mrs. EW:

"My usual efforts are firstly not to hold impromptu tests, because it makes students unprepared so that cheating is more likely to occur, then adjust the position of students during exams, for example in one class it is divided into two exam sessions with students sitting far apart, this way students will minimize the occurrence of cheating, and also the supervision of the teacher must also be strict, the supervisor must fulfill his duties, he must not relax so that the exam will run smoothly and done with honesty."

EW's statement is correct. According to the interview, before carrying out the exam, the English teacher informs the students of the exam schedule so that students are ready to study. Mrs. EW's statement also follows what the researcher saw at the research site. The two-session exam can prevent and avoid cheating or cheating.

3. Assertive Teacher Character

English teachers do have an essential role in motivating students. To be honest, English teachers must make many responsibilities and efforts to overcome academic dishonesty, namely with the teacher's character. The following is an explanation from Mrs. EW:

"To overcome academic dishonesty, namely from the teacher's character first, if students already know the teacher's character, for example, students are caught cheating. The teacher must act decisively from the start, so students will not dare to cheat anymore."

Among the many efforts made by the principal of SMP N 1 Lawe Sigala-Gala and the teachers, not all of them have succeeded. What are the most dominant efforts that are successful and are often made by the teachers? The following is an explanation from Mrs. EW:

"The dominant effort is successful if, in my opinion, by distinguishing the questions for each class, then during the exam the teacher mentions the questions and then the students immediately answer them, in that way it will prevent students from cheating because students don't have time to do things that violate regulations such as cheating or viewing notes."

Unlike Mrs. EW's, according to Mr. R I, another English teacher, the most dominant effort that succeeded was the one with strict supervision from the teacher. Following explanation from Mr. R I:

"In the exam, the teacher who plays an important role in the classroom is the teacher. Whatever the form of the regulations established, if the teacher does not apply assertively and does not supervise the children, then all the rules will not be heeded, so here the teacher must hold responsibility, such as performing strict supervision to the students".

B. Discussion

Academic dishonesty is unethical behavior that students intentionally commit, including violations of the rules in dishonestly completing assignments or exams, reducing the expected accuracy of students' performance with an emphasis on cheating, plagiarism, stealing, and falsifying something related to academics. In the context of education or school, some acts that fall into the category of cheating include imitating a friend's work, asking a friend for an answer directly while doing a test/exam, carrying notes on paper, on limbs or in clothes, entering the exam room, receiving leaked exam answers from outside parties, looking for leaked exam questions, social gathering (exchanging) doing assignments with friends, ordering or asking for help from others in completing the exam assignments in class or paper writing assignments and taking home tests.

There are many kinds of cheating practices, starting from simple forms to advanced forms. Cheating techniques seem to follow technological developments, meaning that the more advanced the technology involved in education, the more the forms of cheating that will follow. With the variety of actions that can be categorized as cheating, at first glance, it can be assumed that almost all students have cheated, although the form of the cheating may be very simple and tolerable. However, it can be said that regardless of its form, in a simple way or in an advanced way, from something very despicable to something that can be tolerated, cheating is still considered by the general

public as dishonesty. This fraudulent act is contrary to religious norms and is a despicable action to be committed by an educated person.

Based on (Bashir & Bala's theory, 2018) stated that academic dishonesty includes cheating, plagiarism, outside help, falsification, and academic dishonesty. The research conducted in SMP N 1 Lawe Sigala-Gala only found three of the five forms of academic dishonesty performed by students in the form of cheating, plagiarism, and outside help. This is proven by the data obtained from some students as respondents; eight students stated that they had committed academic dishonesty.

The researcher also found the answers to the second research question from several interviews that the researcher conducted regarding the efforts of the English teachers in overcoming academic dishonesty. The researcher can conclude that SMP N 1 Lawe Sigala-Gala highly upholds the value of honesty and is strict against cheating. Teachers have also tried many ways to instill the values of honesty. Making the school prioritizes not only intelligence but is also balanced with good morals.

The teacher's efforts include establishing strict rules and giving sanctions to students who dare to commit academic dishonesty. Besides that, the teacher also motivates the spirit of learning and reminds students to be honest. In that way, academic dishonesty can be minimized.

From the results of the research, with the form and factors of academic dishonesty, SMP N 1 Lawe Sigala-Gala also highly upholds the value of honesty so that from the foundation, principal, and teachers, work together in

overcoming academic dishonesty as their vision is to make a school with straight creed, authentic worship, noble character, and achievement.

The involvement of the principal in overcoming academic dishonesty is very important. The principal of SMP N 1 Lawe Sigala-Gala, also cooperates with teachers in instilling honesty in students. Before instilling an honest attitude to students, the principal also continues to remind teachers by doing morning assembly every day, as morning assembly will foster togetherness and cohesiveness of all the teaching staff in SMP N 1 Lawe Sigala-Gala in actualizing the school's vision and mission. Then, the principal of SMP N 1 Lawe Sigala-Gala provided direction and motivation in instilling good morals to students after every Dzuhur prayer at the school mosque. With frequent spiritual advice, students are expected to be motivated to have good morals.

Not only that, in overcoming academic dishonesty, teachers have a significant role in schools. By the interview the researcher conducted, the efforts of the SMP N 1 Lawe Sigala-Gala English teachers in overcoming academic dishonesty include:

1. Conducting Mentoring Activities

Every Friday, the teachers organize mentoring activities are one of the means of Islamic coaching in which there are learning and teaching process-oriented to forming Islamic character and personality. Mentoring is also an activity that includes educating students with an approach of mutual advice in which there is mutual trust between the mentor and the mentoring group. Mentoring activities

will foster the religious attitude of students. When that religious attitude is embedded, students will prioritize Islamic morals.

2. Giving Directions

At SMP N 1 Lawe Sigala-Gala, students receive direction, or evaluation activities, between the English teacher and students before the lesson ends. The evaluation activity is in the form of an English teacher asking whether students have problems with the learning process or with the teacher. English teachers also have a role in solving students' problems and providing the best direction and motivation to the students.

3. Variation of Questions

To overcome academic dishonesty, the English teacher makes variations of the questions during the midterm exam. By making different exam questions between classes, students will not be able to find out about the exam questions from other classes that have conducted the exam prior.

4. Arrange Class Position During Exam

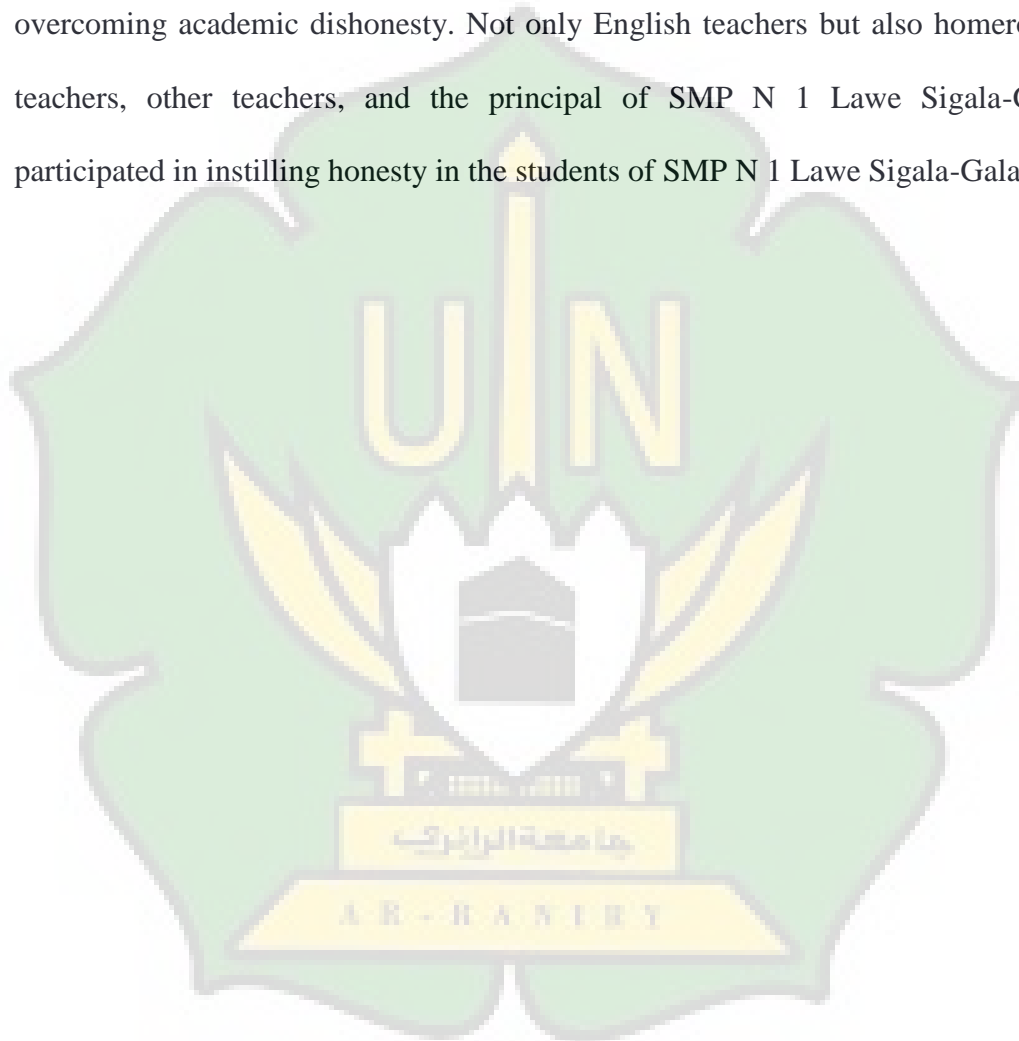
Seat position during the exam is very influential in preventing cheating. The researcher saw two types of arranging class positions on the exam. The first, the teacher made two exam sessions, some students waited outside the classroom, and some took the exam in the classroom. The second, the teacher distances one student from another and remains under constant supervision.

5. Giving Punishment to Cheaters

Performing a strict punishment will make students afraid of cheating or committing academic dishonesty. The punishment that English teachers have

applied is tearing the exam paper, throwing trash, and not giving marks to students who are found doing academic dishonesty.

Based on the results of this study, it can be concluded that the efforts of the English teacher at SMP N 1 Lawe Sigala-Gala have been very effective in overcoming academic dishonesty. Not only English teachers but also homeroom teachers, other teachers, and the principal of SMP N 1 Lawe Sigala-Gala participated in instilling honesty in the students of SMP N 1 Lawe Sigala-Gala.



CHAPTER V

CONCLUSION

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the data analysis of the research in the previous chapter. Meanwhile, recommendations are written to enhance the future research for this field.

A. Conclusion

Based on the discussion above, the researcher can conclude as follows:

First, the forms of academic dishonesty performed by students of SMP N 1 Lawe Sigala-Gala in English subjects, such as cheating on a friend's assignment, this cheating is committed by students when doing assignments given by the teacher or when working on endless questions. Then plagiarism, plagiarism is done when making a wall magazine. Students do not include the source of the article. Furthermore, the wrong cooperation is committed by students when working in groups. Some students do not participate in the assignments and only bribe their group mates to work on their part. Wrong cooperation also occurs during exams, such as exchanging answers with friends.

Second, several efforts are made by the English teacher of SMP N 1 Lawe Sigala-Gala to overcome students' academic dishonesty, such as organizing mentoring activities once a week. Mentoring is conducted on Fridays, where the teacher provides motivation and deepening of religion through mentoring.

Teachers also provide direction and motivation to students every day through mentoring activities and activities, according to Dzuhur's prayer at the school mosque. In conducting the exam, the teacher makes variations of different questions and arranges the class position during the exam. The class is divided into two sessions during the English exam in order to minimize the occurrence of academic dishonesty. When someone is caught cheating on an exam, the teacher will act decisively and give punishment so that there is a deterrent effect for students, which may become a lesson for other students.

B. Suggestion

In this study, the researcher realizes that there are still many shortcomings and limitations in the implementation of the study. Academic dishonesty behavior often occurs in the form of cheating, plagiarism, and outside help, which is committed during exams and doing assignments. Therefore, the school should conduct better supervision during exams when doing assignments. Future researchers are expected to be able to conduct further research on this research by developing or adding other variables that can be used so that other factors that influence academic dishonesty are revealed, such as age, gender, academic achievement, parental education, extracurricular activities, morality, motivation achievement, impulsivity, peer rejection.

REFERENCES

- Ameen, E. C., Guffey, D. M., & McMillan, J. J. (1996). Accounting student's perceptions of questionable academic practices and factors affecting their propensity to cheat. *Accounting Education*, 5(3): 191-205. <https://doi.org/10.108/09639289600000020>
- Anderman, E. M., & Murdock T. B. (2007). *Psychology of academic cheating*. London: Academic Press, Inc.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, 5(1), 307-337. <https://doi.org/10.12691/jpar-2-1-2>
- Bauer, R. A. (1964). The obstinate audience: The influence process from the point of view of social communication. *American Psychologist*, 19(5), 319. <https://doi.org/10.1037/h0042851>
- Becker, M., Schindler, J., & Nothwang, H. G. (2006). Neuroproteomics—the tasks lying ahead. *Electrophoresis*, 27(13), 2819-2829.
- Bolin, A. U. (2004). Self-control, perceived opportunity, and attitudes as predictors of academic dishonesty. *The Journal of psychology*, 138(2), 101-114. <https://doi.org/10.3200/JRLP.138.2.101-114>
- Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational leadership*, 45(2), 40-48. <http://doi.org/10.4236/health.2016.813136>
- Bryman, A., & Cramer, D. (2012). *Quantitative data analysis with IBM SPSS 17, 18 & 19: A guide for social scientists*. Routledge.
- Creswell, John W. (2009). *Research design qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.

- Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.
- Crown, D. F., & Spiller, M. S. (1998). Learning from the literature on collegiate cheating: A review of empirical research. *Journal of business ethics*, 17(6), 683-700.
- Davis, S. F., Drinan, P. F., & Gallant, T. B. (2009). *Cheating in school; what we know and what we can do*, 1(2), 389—411.
- Easwaramoorthy, M., & Zarinpoush, F. (2006). Interviewing for research. *Canada volunteerism initiative*, 6, 1-2.
- Ellis, H. C., Ottaway, S. A., Varner, L. J., Becker, A. S., & Moore, B. A. (1997). Emotion, motivation, and text comprehension: the detection of contradictions in passages. *Journal of Experimental Psychology: General*, 126(2), 131. <https://doi.org/10.1037/0096-3445.126.2.13>
- Evans, E. D., & Craig, D. (1990). Teacher and student perceptions of academic cheating in middle and senior high schools. *The journal of educational Research*, 84(1), 44-53.
<http://doi.org/10.1080/00220671.1990.10885989>
- Finn, K. V., & Frone, M. R. (2004). Academic performance and cheating: Moderating role of school identification and self-efficacy. *The journal of educational research*, 97(3), 115-121.
<https://doi.org/10.3200/JOER.97.3.115-121>
- Guo, X. (2011). Understanding student plagiarism: an empirical study in accounting education. *Accounting Education*, 20(1), 17-37.
<https://doi.org/10.1080/09639284.2010.534577>
- Harding, T. S., Carpenter, D. D., Finelli, C. J., & Passow, H. J. (2003). The relationship between academic dishonesty and ethical behavior in engineering practice. Paper presented at 2003 Ethics and Social

Responsibility in Engineering and Technology Conference, New Orleans, LA.

Harmer, J. (1991). *The Practice of English language teaching*. London: Longman.

Hollweck, T. (2015). Case study research design and methods, Robert K. Yin. *The Canadian Journal of Program Evaluation*, 30(1), 108.

Hornsby, B. W. (2013). The effects of hearing aid use on listening effort and mental fatigue associated with sustained speech processing demands. *Ear and hearing*, 34(5), 523-534.
<https://doi.org/10.1097/AUD.0b013e31828003d8>

Humaida, I. (2012). Research on: Motivation to learn English among college students in Sudan, *English Language Teaching.*, 8(5), 49-56.
<https://doi.org/10.5539/elt.v5n8p49>

Ihsan, H. Z., & Wahidah, N. (2018). Teacher's Efforts to Overcome the students difficulties in speaking ability. *VELES Voices of English Language Education Society*, 2(1), 62-67.

Ilham, A., & Litololi, S. (2017). Teacher's effort in improving student's character. *Journal of Advance in Social Science, Education and Humanities Research Volume*, 118.

Josephson, M. S., & Hanson, W. (2002). Making ethical decisions. Los Angeles, CA: Josephson Institute of ethics.

Lambert, R. (2003). Lambert review of business-university collaboration. *University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship*.

Lewellyn, P. G., & Rodriguez, L. C. (2015). Does academic dishonesty relate to fraud theory? A comparative analysis. *American International Journal of Contemporary Research*, 5(3), 1-6.

- Lupascu, A. R., Pânișoară, G., & Pânișoară, I. O. (2014). Characteristics of effective teacher. *Procedia-Social and Behavioral Sciences*, 127, 534-538.
- Makovec, D. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), 33.
<https://doi.org/10.5937/ijersee1802033M>
- Marsden, H., Carroll, M., & Neill, J. T. (2005). Who cheats at university? A self-report study of dishonest academic behaviours in a sample of Australian university students. *Australian Journal of Psychology*, 57(1), 1-10. <https://doi.org/10.1080/00049530412331283426>
- McCabe, D. L., & Trevino, L. K. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in higher education*, 38(3), 379-396.
<https://doi.org/10.1023/A:1024954224675>
- McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2006). Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action. *Academy of Management Learning & Education*, 5(3), 294-305. <https://doi.org/10.5465/AMLE.2006.22697018>
- McCabe, D. L., Treviño, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior*, 11(3), 219-232. https://doi.org/10.1207/S15327019EB1103_2
- Merriam-Webster.com. 2021. "Definition of Effort". Merriam-Webster. Available at <http://www.merriam-webster.com>. Accessed 10 October 2021
- Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. *Thousand Oaks, CA: Sage*.
- Miller, A. D., Murdock, T. B., Anderman, E. M., & Poindexter, A. L. (2007). Who are all these cheaters? Characteristics of academically dishonest

- students. In *Psychology of academic cheating* (pp. 9-32). Academic Press. <https://doi.org/10.1016/B978-012372541-7/50003-6>
- Mirza, N., & Staples, E. (2010). Webcam as a new invigilation method: students' comfort and potential for cheating. *Journal of Nursing Education, 49*(2), 116-119. <https://doi.org/10.3928/01484834-20090916-06>
- Mujahidah, N. E., & Astuti, B. (2019). Decreasing academic stress through problem-focused coping strategy for junior high school students. *Psychology, Evaluation, and Technology in Educational Research, 2*(1), 1-9. <https://doi.org/10.33292/petier.v2i1.25>
- Nonis, S., & Swift, C. O. (2001). An examination of the relationship between academic dishonesty and workplace dishonesty: A multicampus investigation. *Journal of Education for business, 77*(2), 69-77. <https://doi.org/10.1080/08832320109599052>
- Purnamasari, D. (2013). Faktor-faktor yang mempengaruhi kecurangan akademik pada mahasiswa. *Educational Psychology Journal, 2*(1).
- Smith, K. J., Davy, J. A., Rosenberg, D. L., & Haight, G. T. (2002). A structural modeling investigation of the influence of demographic and attitudinal factors and in-class deterrents on cheating behavior among accounting majors. *Journal of Accounting Education, 20*(1), 45-65.
- Stipek, D., Salmon, J. M., Givvin, K. B., Kazemi, E., Saxe, G., & MacGyvers, V. L. (1998). The value (and convergence) of practices suggested by motivation research and promoted by mathematics education reformers. *Journal for Research in mathematics education, 29*(4), 465-488. <https://doi.org/10.2307/749862>

- Storch, J. B., Storch, E. A., & Clark, P. (2002). Academic Dishonesty and Neutralization Theory: A Comparison of Intercollegiate Athletes and Nonathletes. *Journal of College Student Development*, 43(6), 921-30.
- Taylor, L., Pogrebin, M., & Dodge, M. (2002). Advanced placement-advanced pressures: Academic dishonesty among elite high school students. *Educational Studies: Journal of the American educational studies association*.
- Tibbetts, S. G. (1998). Differences between criminal justice majors and noncriminal justice majors in determinants of test cheating intentions. *J Crim Just Educ*, 9(October 2014), 37–41.
<https://doi.org/10.1080/10511259800084201>
- Winardi, R. D., Mustikarini, A., & Anggraeni, M. A (2017). Academic dishonesty among accounting students: Some Indonesian Evidence. *Jurnal Akuntansi dan Keuangan Indonesia*, 14(2), 142- 164.
<https://doi.org/10.21002/jaki.2017.08>

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11090/UN.08/FTK/KP.07.6/07/2021

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
 1. Dr. Muhammad AR, M. Ed
 2. Dr. Nashriyah, MA
 Untuk membimbing Skripsi :
 Nama : Nur Azmi Khairani
 NIM : 170203012
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of English Teacher's Effort to Overcome Academic Dishonesty for Students' At SMPN 1 Lawe Sigala-Gala
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 29 Juli 2021
 An. Rektor
 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.



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-1744/Un.08/FTK.1/TL.00/02/2022
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Kepala Sekolah SMPN 1 LAWE SIGALA-GALA

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

Nama/NIM : **NUR AZMI KHAIRANI / 170203012**
 Semester/Jurusan : X / Pendidikan Bahasa Inggris
 Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***An Analysis Of English Teacher's Effort to Overcome Acedemic Dishonesty for Students' at SMPN 1 Lawe Sigala - gala***

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

Banda Aceh, 03 Februari 2022
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,

Dr. M. Chalis, M.Ag.

Berlaku sampai : 20 Februari
 2022



Appendix C

Research Instruments

| No | Focus | Indicator | Questions for Students |
|----|-----------------------------|--|--|
| 1. | Student Academic Dishonesty | The Forms of Student's Academic Dishonesty | <p>a) What kind of academic dishonesty do students commit in the form of plagiarism?</p> <p>b) How do students attempt to commit academic dishonesty?</p> <p>c) How do students commit academic dishonesty in the form of cheating?</p> <p>d) What kind of wrong form of cooperation do students do?</p> <p>e) Which form of academic dishonesty do students do most often?</p> <p>f) Does committing academic dishonesty affect student learning outcomes?</p> <p>g) How is the student's knowledge of the law and the prohibition of cheating?</p> |

| No | Focus | Indicator | Questions for Teacher |
|----|---------------------------------|---|--|
| 1. | To Overcome Academic Dishonesty | English teacher's efforts in overcoming academic dishonesty | <p>a) What is the teacher's view of academic dishonesty?</p> <p>b) What strategies do teachers employ to overcome academic dishonesty?</p> <p>c) How to implement the strategy?</p> <p>d) Can these strategies change the behavior and personality of learners?</p> <p>e) Are the strategies implemented able to solve the problem of academic cheating carried out by students?</p> <p>f) Is the selection of the established strategy considered the most appropriate and effective?</p> <p>g) What do students get with the strategy?</p> |

Appendix D

AUTOBIOGRAPHY

1. Full Name : Nur Azmi Khairani
2. Place/Date of birth : Desa Bakti/15th of November 1999
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Aceh
6. Marital Status : Single
7. Occupation : Student
8. Address : Desa Kute Bakti
9. Phone Number : 085357044374
10. Student Reg. Number : 170203012
11. The Parents
 - a. Father's Name : Abdullah
 - Occupation : Civil Servant
 - b. Mother's Name : Sawalina
 - Occupation : Civil Servant
12. Address : Desa Kute Bakti
13. Educational Background
 - a. Elementary School : SD N Kampung Bakti
 - b. Junior High School : SMP N 1 Lawe Sigala-Gala
 - c. Senior High School : SMA N 1 Lawe Sigala-Gala

Banda Aceh, 10 June 2022

(Nur Azmi Khairani)