

# **THE EFFECTIVENESS OF USING TURNITIN APPLICATION IN WRITING**

**THESIS**

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN  
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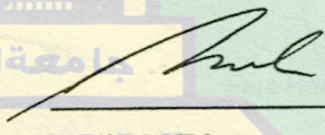
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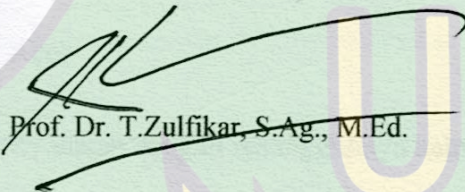
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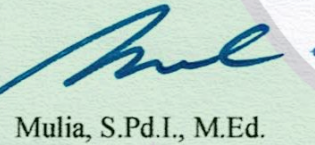
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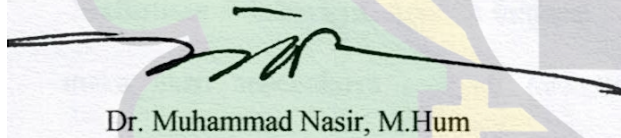
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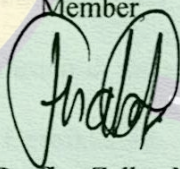
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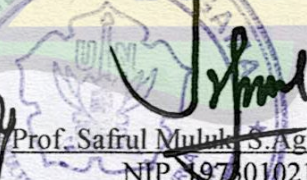

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## SURAT PERNYATAAN KEASLIAN

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### **The Effectiveness of Using Turnitin Application in Writing**

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. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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جامعة الرانيري

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## ABSTRACT

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This study was designed to investigate the students' perceptions about Turnitin application and to figure out how far the Turnitin application effectiveness for English Education students. This study used qualitative approach by applying the interview method as the data source. The participants of this study were ten English Education students class of 2021 and 2022 who were randomly selected. The researcher analyzed the data in three stages which included data reduction, data presentation, and drawing conclusions. The research findings revealed that many English Education alumni view Turnitin positively as a helpful tool for detecting potential plagiarism in their academic writing. They appreciated its user friendly interface and the feedback it provides, which helps improve their writing skills and academic integrity. Turnitin's effectiveness in preventing plagiarism is recognized, but some students also emphasize the importance of proper interpretation of the similarity reports by instructors. In conclusion, Turnitin proved to be a valuable tool for promoting academic integrity and preventing plagiarism among English Education alumni. This study provided insights for educational institutions in fostering a culture of academic honesty and improving students' writing skills through the use of Turnitin.



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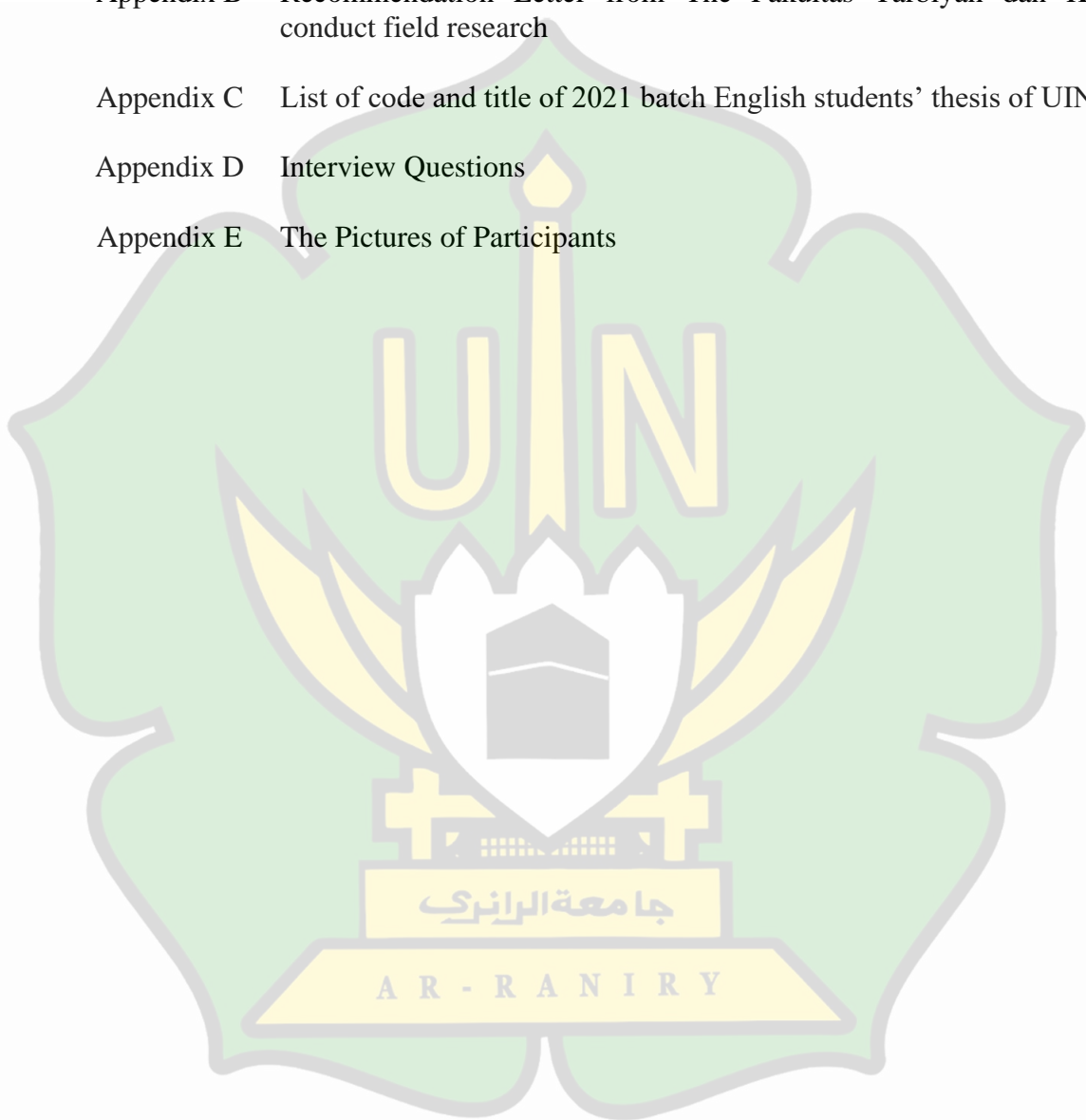
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Plagiarism has traditionally been seen as the worst academic sin. As noted by Sadeghi (2016), it concerns about the prevalence of one of the academic misconducts, in which someone or a group of people intentionally or unintentionally used another person's scientific or artistic work without properly attributing it in published and unpublished academic or artistic work, have been raised at various points in time. "Academic cheating is an act of dishonesty in the context of education, which involves students from elementary school to university, including professors" (Ercegovac and Richardson, 2004, p. 311). "This happens in both developing and developed countries" (Gupta, 2002, p. 4). According to "Academic cheating has caused irreparable harm to the plagiarists, other individuals, and the community, including the loss of academic careers, institutional standing, and people's lives" (Stapleton, 2012, p. 2).

Since there are many different forms and causes of plagiarism, among others, early intervention is essential. Farahian et al (2020, p. 2) "Identified both individual characteristics, such laziness, and contextual ones, like the institution's lack of attention to plagiarism instances, in their analysis of the causes of plagiarism". Even in locations where plagiarism (more exactly, remembering and recalling data) was culturally accepted, some plagiarism incidents were caused by a lack of writing abilities and research

expertise rather than plagiarism done on purpose to earn higher grades. “Sadly, the disagreement over the exact definition of plagiarism and how to handle plagiarism cases, has gone on for decades without being resolved” (Babaii & Nejadghanbar, 2017, p. 5). It may help to explain why, as one of the reasons of plagiarism, students have trouble grasping the basic idea of plagiarism.

The term "plagiarism prevention" refers to any measures used to minimize and eliminate plagiarism from a paper before the completed version is turned in to a professor or examiner, presented at a seminar, or published in a particular academic publication. To put it another way, it "avoids plagiarism rather than identifying it after the fact" (Radcliffe & Rudolph, 2008, p. 13). For instance, “the introduction of an institutional code of conduct, citation guidelines, and an originality declaration for each academic work are all examples of ways that Indonesian higher education institutions fight plagiarism” (Akbar & Picard, 2019, p. 4). After more than 5 years, the Ministry of Research, Technology, and Higher Education undertook a more practical preventive intervention through the General Director of Science Technology and Higher Education Resources (Syahid, 2019) who emphasized the use of plagiarism detection software for the promotion to Associate Professor and (full) Professor.

The following year, the Ministry of Religious Affairs through the General Director of Islamic Education (2017) also emphasized the use of software for written academic work by students and teaching staff in State



Islamic Higher Education Institutions and set a limit on 25% tolerance for undergraduate students and 20% for graduate ones. When a manuscript is submitted to the system, the software is used to compare it to other papers in a specific database. Examples of desktop-based software include Plagiarism Checker X (Team Plagiarism Checker X, 2019), PlagScan (The Team of PlagScan, 2019), and Turnitin. The database that contains "websites, millions of periodicals, books, and archives of assignments and documents" (Sun, 2013, p. 265). Based on the comparison, the text-matching or similarity detection software generates reports that include the similarity percentage—which ranges from 0% to 100%—of matching or related texts in the database ("The Similarity Report explained," n.d.).

Much research has been done on the efficacy of text-matching software with regard to its relevance to the software adoption in academic institutions. According to Shang (2019), students who were aware that their school used a text-matching tool had a lower percentage of plagiarism in their papers than students who weren't aware of it. "The students had a lower rate of plagiarism after using similarity checking software as a formative writing tool because they could see their similarity reports and understood how their papers were compared to other papers online as highlighted in the reports" (Halgamuge, 2017, p. 9). Fascinatingly, some students were reluctant to send their papers to the software.

According to Kashian, Cruz, Jang, and Silk (2015), the use of the software by the students is "a self-monitoring mechanism" after the similarity

checking software has been integrated with some plagiarism reduction programs, such as talking about socio-moral aspects of plagiarism and learning paraphrasing techniques. The report's color-coded similarities encouraged the students to review their writing and revise it using more precise citation and paraphrasing methods. The outcomes have boosted people's confidence in using software to prevent plagiarism.

Text-matching software is being employed as plagiarism rates rise in the internet age. Numerous software programs that match text have been sold as plagiarism detectors. Weber-Wulff (2016) extensively evaluated close to 30 applications. More recently, Kamzola and Anohina-Naumeca (2020) evaluated 16 commercial products, including Plagiarism Checker X. (Team Plagiarism Checker X, 2019). Teachers that specialize in teaching second languages, in particular, might take advantage of various functions provided by the program in their daily work.

For example, it may be used to assess the resemblance between a paper written in Macedonian and its translated version of English, which has the greatest similarity rate among the three similarity detection methods in Spiroski, and texts written in non-Roman alphabets like Arabic ones (Hussein, 2015). However, as resemblance does not always imply plagiarism, the instructor is the one who evaluates "whether or not a text parallel truly constitutes plagiarism" in the context of day-to-day education (Weber-Wulff, 2016, p. 635). Teachers, who are always on the front lines of the battle

against plagiarism, might arm themselves with the software to stop one of the ethical transgressions.

Less study has also been done on the utility, usability, ease of learning, and satisfaction of the software as perceived by second/foreign language (L2) instructors. Due to the possibility of plagiarism due to the degree of L2 competency, L2 teachers may encounter more difficulties. While people with mid-level L2 proficiency struggle to paraphrase even with greater comprehension of the source texts, those with poor L2 proficiency would not know what to put in their own work due to their inadequate grasp of the source texts (Wolfersberger, 2018). Perkins, Gezgin, and Roe (2018) draw the conclusion that plagiarism incidents among EFL learners could be decreased through an intervention aimed at enhancing their academic English language proficiency after finding that the lower the English as a foreign language (EFL) proficiency level Vietnamese students had, the higher the level of plagiarism they committed. However, nothing is known about the educational approach used by L2 teachers who employ text-matching software.

This study looked at how L2 instructors, specifically EFL teachers, viewed the usability of software since there was a paucity of information regarding how similarity checking software was used by L2 teachers. Users assessed software, hardware, services, and user support materials using four dimensions, namely usefulness, ease of use, ease of learning, and satisfaction, according to Lund's ground-breaking research (2001).



Even almost two decades later, the questionnaire he created is still among the newest and most popular tools used to gauge consumers' subjective perceptions of a product's usability, such as in Graham et al (2019). The purpose of this study was to determine how EFL instructors regarded the Usefulness, Ease of Use, Ease of Learning, and Satisfaction aspects of the Basic edition application of Plagiarism Checker Turnitin and which dimensions would encourage them to use the program in their ongoing battle against plagiarism.

#### **B. Research Questions**

Based on the background above, the researcher has put several questions as follows:

1. What are the students' perceptions about Turnitin application?
2. How is the effectiveness of Turnitin application for students?

#### **C. Research Aims**

The researcher has several points that count as the aim of this study, they are:

1. To know students' perception about Turnitin application.
2. To figure out how far the Turnitin application effectiveness for students.

#### D. The Significance of the Study

##### 1. To the English Education Department Students

The primary goal of this study is to determine students' perceptions of Turnitin application, as well as the impact of Turnitin application on students in general. The researcher hopes that this research will be used by students as a means of self-reflection on the use of Turnitin application, which may have an impact on students.

##### 2. To the Teachers

Teachers should benefit from this investigation because it will help them identify a highly contentious issue, namely plagiarism. This study will provide information on the impact of using Turnitin application. This information will be useful in developing better learning strategies so that students will be more confident in their own skill.

##### 3. To the Future Researcher

The researcher believes that this study does not adequately address all of the reader's questions and interests. The researcher hopes that the next researchers will be able to carry on this research by filling in the gaps left by this research and expanding the related information about Turnitin application that has been provided.

##### 4. To the Institution

The findings of this study will be extremely beneficial to the institution as a whole as a strengthening tool. With the results of this study, it is anticipated that the institution will become more supportive

and aware of students' paraphrasing abilities in the future. The greater the proficiency of students in paraphrasing, the less plagiarism is committed.





## CHAPTER II

### LITERATURE REVIEW

#### A. Plagiarism

##### 1. Definition of Plagiarism

Plagiarism is an issue that has taken many educators' attention. It is also a vast topic worth to be discussed and researched in higher education. The word “plagiarism” comes from the Latin words “kidnapping” and “plundering”. This phrase refers to stealing someone else’s concepts. Plagiarism is the practice of using someone else’s ideas, whether on purpose or accidentally, as our own. It includes minor details like rewriting phrases without citing the original source. On a large scale, plagiarism entails using someone else’s words verbatim without citing the source.

Fishman (2009, p. 4) defines plagiarism as the act of taking another person’s work without crediting the original author. A plagiarist typically exploits the work of others for personal gain rather than working hard to produce their own work. It is consistent with the definition of plagiarism provided by Honig and Bedi (2012, p. 102) presenting someone else’s words, ideas, or expression as your own without providing credit to the original author. In this case, adopting someone else’s work without giving the credit to the original author is considered plagiarism. This typically occurs when the writer lacks

sufficient expertise of the subject matter. They eventually prefer to utilize other people's phrases or sentences as if they were their own due to this constraint. As a result, it is clear that citing sources is essential while writing.

The definition of plagiarism has not only offered by Fishman, Honig & Bedi (2012), but other experts have added their own definitions as well. For instance, Gansinger & Kole (2018, p. 16) stated that plagiarism is the inappropriate use and appropriation of another person's publication, which includes exploiting that person's ideas, thoughts, or phrases as a representation of their own work. Taking the words is considered stealing because the original author is not acknowledged in writing. Not all theft involves cash and jewelry, it can also involve intellectual property. Intellectual work is valuable enough to be valued on par with money. Therefore, it is theft to use someone else's intellectual property without giving them property. It is also supported by Pecorari & Petric (2014, p. 94) who contend that plagiarism is a dishonest act because using someone else's ideas can be characterized as theft.

In addition, plagiarism has been characterized in a variety of ways in dictionaries. For instance, plagiarism is defined as borrowing and appropriating another person's writing, ideas, and innovations as our own in Oxford Learner's Pocket Dictionary (2008, p. 334). Plagiarism is the act of claiming that someone else's work is our own. According to the Australian Concise Oxford Dictionary's definition of plagiarism (2011,

p. 656), plagiarism is the act of misrepresenting someone else's ideas as our own. The act of copying and pasting text has become more common as technology has advanced in recent years. People frequently copy and paste their work to complete it quickly. In doing so, they may solve the first problem, but, they will have to deal with the second one, which is plagiarism.

On the other hand, Webster's Online Dictionary (2008, p. 865) defines plagiarism more precisely. Plagiarism is the act of copying another's words and claiming them as our own without citing the source. This definition underlines that plagiarism is considered cheating and can result in a fraud report. Fraudulent behaviour is associated with students who take and pass off the statements of others without providing any explanation of the sources. As a result, it appears that some dictionaries define plagiarism in basic words, whilst others define it in greater detail with regard to authorial rights.

That is to say, plagiarism is the act of appropriating someone else's work and passing it off as our own without due attribution. Plagiarism includes stealing words, sentences, ideas, research findings, and discussions. Furthermore, plagiarism can take the shape of missing or insufficient reference. Allowing the readers believe that those words or ideas as our own are immoral.

## 2. Types of Plagiarism

Plagiarism is classified into two types, intentional and unintentional (Powell, n.d, & Sutherland-Smith, 2003). Intentional plagiarism is defined as committing plagiarism despite knowing that it is wrong (Mahmood et al., 2011, p. 2). It means that students intentionally plagiarize. It happened when students said they copied and pasted someone else's work. Teachers or lecturers frequently detect plagiarism when students' writing style, word choice, unconnected content, and when they recall having read the exact thoughts or words previously.

Unintentional plagiarism, on the other hand, occurs to a lack of information about plagiarism. It arises when students do not know how to properly reference the work of others. Students may be accused of plagiarism if they do not understand how to quote, paraphrase, summarize, and synthesize other people's work. In other words, plagiarism can take various forms, such as copy and paste without references, providing incorrect or incomplete citations or references, and presenting or referencing a secondary source as a primary source (Rogerson & McCarthy, 2017, p. 2).

## 3. Elements of Plagiarism

According to Pecorari (as cited in Sutherland-Smith, 2002, p. 60) examined the definition of plagiarism from a variety of sources. She concluded that the definition of plagiarism contained six common characteristics. The six elements of the plagiarism model are as follows:



**a. An Object (language, words, and text)**

One element that becomes the object of plagiarism is words. These words can be in the form of single words, phrases, sentences, and even larger text. The large text here includes written material, visual, and oral. In addition, written and oral texts in the form of conceptual ideas can also be elements of plagiarism. However, what is considered the object of plagiarism is determined by each institution. It is regulated by institutions to make their widely distributed works considered credible works, not the result of plagiarism.

**b. Which Has Been Taken (Borrowed, or Stolen)**

This element of plagiarism explains appropriation behaviors such as taking, copying, continuing, incomplete paraphrasing, and incorrectly citing the author. No university publicly refers to plagiarism as "theft" because the act of appropriation has such a broad definition, but instead emphasizes that it is unethical or against the law. Therefore, intentionally stealing someone else's work is prohibited in the academic world. Because of this, some universities penalize those who commit plagiarism harshly.

**c. From a Particular Source**

Source Plagiarism can occur in both written and oral writings. The source of plagiarism can come from a variety of media such as books, journals, papers, videos, images, theses, unpublished works, seminars, reports, website, and others. This source of

information and knowledge is open and can be accessed by anyone. The ease of accessing information can make it easier for someone to take others' work without appreciating it. Moreover, online information sources on the internet are also a source that offers many opportunities to illegally extract material without trying to paraphrase and cite the original author.

**d. By an Agent**

The cases of plagiarism that occur at universities are mostly done by individuals or students. Therefore, the university made efforts to minimize students doing plagiarism by providing education and building regulations. In the policy of academic violations, violation articles are generally intended for students. Violations of the plagiarism code of ethics for staff are not explicitly mentioned.

**e. Without (Adequate) Acknowledgement**

Acknowledgment some universities state that the absence of acknowledgment or attribution to sources includes acts of plagiarism. This policy usually reads: without proper support, without explicit indications, inadequate recognition, and failing to provide appropriate attribution. This policy is contained and regulated by Monash and Simon Fraser University. The university offers a detailed list of how lack of attribution can occur. For example, it happens when the writer determines the text, ideas, and research or computer data. Meanwhile,

policies in other universities only state that insufficient or lack of recognition is considered as plagiarism.

**f. And “With or Without” Intention to Deceive**

In prosecuting the case of plagiarism, the element of intention is highly debated. It is due to differences of opinion about the definition of plagiarism. Some say that accidentally doing plagiarism can already be called plagiarism. On the other hand, plagiarism means that the action is done intentionally. Therefore, the university applies what is known in legal language as the term "strict obligation" to define plagiarism. This definition of plagiarism is a reference whether or not plagiarism occurs.

**4. Ways to Avoid Plagiarism**

Plagiarism is defined as utilizing someone else’s words or ideas as if they were our own. It is a significant offense that the writer should avoid. As a result, understanding how to use material without plagiarizing is something that needs to be learned. One way to prevent plagiarism is to use a direct quotation. Moreover, the writer should also learn how to cite sources correctly to avoid plagiarism. Citing the sources means to tell the reader about the original writer of the ideas. There are some ways to prevent plagiarism in our writing. The explanation of them is in the following paragraph.

a. **Plan the writing**

To avoid plagiarism, the writers must arrange their writing papers carefully (Turnitin, 2017, p. 1). If the authors recognize that they will use another person's source of work, they must consider how to cite the source. It relates to the type of reference writing that will be utilized, or that is required by the university. It also relates to efforts in balancing the number of authors' ideas with ideas obtained from other sources. The ideas of others are only supporting the writer's statement, not mastering the entire writing.

One of the best ways to prepare for writing a research paper is to take notes on all sources. So, the author has a lot of information organized before starting to write. On the other hand, poor recording can cause many problems - including incorrect quotes and incorrect quotes, both of which are forms of plagiarism. The author also needs to write down the page number, bibliographic information, or web address for each source immediately.

b. **Cite Sources**

When the author acquires an idea from someone else, the original sources must be cited. Even if the author only simply takes a portion of the concepts, the original sources must always be cited. The paper will be more credible and significant if the original sources are cited. According to Turnitin (2017, p. 1) citing assists the author defends



his or her thoughts, emphasizes the originality of the thoughts, and encourages the dependability of the writing.

Citing a source requires two stages (Oshima & Hogue, 2006, p. 42). At the end of each piece of borrowed information, the author has to put a brief reference in parentheses. The short reference is known as an in-text citation. Furthermore, the author should create a list that fully explains all. The works referenced list displays on the last page of the paper. However, when composing a reference, the author should be aware of various types of citation. Citation styles include APA, MLA, MLHA, Chicago Manual of Style, Turabian, etc. What the author can do is investigate the type of reference applied by the university or institution you are attending.

### c. **Paraphrasing**

Paraphrasing defines as restating the thoughts of others by utilizing their own words without altering their actual meaning (Turnitin, 2007, p. 1). Simply altering a few words in the original sentence does not make it paraphrased. The writer has to modify the words and sentence structure without altering the text's content. The primary point to remember is that paraphrased paragraphs occasionally need citations since they are based on the ideas of others, even though the writer uses his or her own words.

The goal of paraphrasing is not to increase the writer's knowledge or to lessen the quantity of direct quotes. In reality, it is to

assist the writer in obtaining an appropriate theoretical support. Using high quality resources helps strengthen and validate the writer's point of view. The proper paraphrase aligns ideas from original sources with the writer's ideas, emphasizes the most relevant points, and excludes irrelevant information (Turnitin, 2017).

#### d. **Quotation**

A quotation is a group of words taken from a text or speech and repeated by someone other than the original author or speaker (Oxford Learner's Pocket Dictionary, 2008, p. 361). In other words, the quotation is a summary of writing that has been modified by others. Giving a quotation is a great supporting detail in our writing. If we put down thoughts from credible and qualified sources, the quotation will be valuable. There are two types of the quotation, namely direct and indirect quotation (Oshima and Hogue, 2006).

Direct quotation is when you duplicate someone else's ideas without changing the exact words (spoken or written) and punctuation. Furthermore, it should be written in quotation marks and can be in the form of a sentence or a short phrase. On the other hand, an indirect quotation is reporting someone's words by using reporting expression such as according to (author's name) or reporting verb such as beliefs, claims, declare, and so on. A reported speech is another name for this form of citation. To retain write the original's sense, the author should

eliminate the quotation mark, add subordinator, alter the verb tense if needed, and change the pronoun.

## 5. Plagiarism Awareness in Higher Education

Plagiarism is now gaining importance in higher education. According to several researchers, plagiarism is still happening every day, and it should be avoided. Several strategies for decreasing and preventing plagiarism have been developed and proposed, this including teaching students about plagiarism and ethics through the use of primary and secondary scientific sources (Gilmore et al., 2010). It implies that the institution offers a seminar, workshop, or writing subject that teaches the students about plagiarism and how to prevent it in their writing. Rezanejad & Rezaei (2013) also argue that educating students about authorship in literature can help to avoid the spread of plagiarism.

Furthermore, higher education institutions, such as universities, have plagiarism rules in place to discourage students from committing plagiarism in their works. The majority of colleges include this guideline in their students' code of ethics. State Islamic University Syarif Hidayatullah, for instance, has a plagiarism rule under article 5 point 35 of the students' code of ethics. In this article, it is clarified that plagiarism is a serious offense. According to the following article, if students commit this type of infringement, they will face sanctions such as verbal and written reprimand, elimination of academic and administrative

service and the last is removal from universities (Kode Etik Mahasiswa UIN Syarif Hidayatullah Jakarta, 2016, p. 6).

Moreover, plagiarism is strictly prohibited at Indonesia University of Education. It is declared in Peraturan Senat Akademik Universitas Pendidikan Indonesia tentang Disiplin Mahasiswa UPI. Plagiarism is described as the act of recognising someone else's writing, either entirely or in part, as his or her own. Then plagiarism is classified as an act of falsification, which is a serious offense. Students who commit plagiarism in their writing will get sanction such as, warning, delay in granting student rights, termination as a student and cancellation of diplomas for alumni (Peraturan Senat Akademik UPI, 2014).

A few factors help to explain why plagiarism occurs. According to Pecorari and Petric (2014), there are several elements that contribute to plagiarism. Firstly, students might assume that it is acceptable to take someone's word as long as they have similar ideas. Secondly, the number of assignments that students have is usually substantial, causing them to do the plagiarism. The obligation to gather tasks on time and anxieties of being sanctioned if students are late submitting the assignment are the next factors that affects plagiarism. The final problem is that students may be unfamiliar with the topic being discussed and lack of grammatical rules of the language. In other words, these outcomes demonstrate that pupils purposefully plagiarize. Students understand what plagiarism is, yet they struggle to avoid it. Plagiarism, on the other



hand, can happen accidentally when pupils do not learn how to cite properly.

Furthermore, plagiarism is common among university students because they are not used to quoting, paraphrasing, and referencing sources. According to research, pupils are unaware of plagiarism and how to prevent it (Howard & Davies, 2009). Plenty of students are unaware of the definition of plagiarism. Because they are unfamiliar with plagiarism, they are prone to hastily adopting others' work as their own and failing to credit the original author. Based on the findings of this study, students lack of proper knowledge of how to paraphrase the sentences and cite the references. It is consistent with Hansen's (2003) contention that pupils do not fully comprehend the varieties of writing offenses. It indicates that pupils are unfamiliar with writing ethics and what are categorized as academic writing offenses.

However, Enrich et al. (2016) claim that there is no appropriate clarification for why pupils plagiarize despite realizing they are doing so. The causes and effects of this case are unclear. Individual factors may have a role in plagiarism according to McCabe et al. (2001). Individual characteristics influence pupils' learning capacities and identities. Giluk and Postlethwaite (2015) relate individual factors which include gender, age, ability, and personality to academic dishonesty. This indicates that these factors lead pupils to plagiarize. Moreover, Gerdeman (2000) claims that there are five possible student characteristics connected to

academic honesty, namely age, gender, social status, and majors. The information presented above shows that gender differences may have a role in plagiarism.

All of the issues mentioned above could be the cause plagiarism in higher education. It helps to clarify why pupils continue to plagiarize. However, the aspect of plagiarism awareness has an important impact on the students. Plagiarism occurs when pupils are unaware of the significance of understanding plagiarism. Park (2003) agreed that one of the causes of plagiarism among college students is a lack of plagiarism awareness. In other words, plagiarism awareness is critical to minimize plagiarism incidents because students who are aware of plagiarism will try their best to prevent it. Based on the previous declaration, it is possible to deduce that plagiarism awareness is vital. The state of being aware of plagiarism is referred to plagiarism awareness. It means understanding what plagiarism is and how to avoid plagiarism in writing.

## **B. The Use of Turnitin Application**

### **1. The Effectiveness of Turnitin in Detecting Plagiarism**

Plagiarism, the act of presenting someone else's work or ideas as one's own without proper attribution, is a serious academic offense that undermines the integrity of scholarly pursuits (Draper, Ibezim, & Newton, 2017). As educational institutions strive to maintain high standards of academic honesty, the use of plagiarism detection tools has

become increasingly prevalent. Among these tools, Turnitin has emerged as one of the most widely used and recognized applications for detecting plagiarism. This literature review aims to evaluate the effectiveness of Turnitin in detecting plagiarism, focusing specifically on its application and reliability within the context of students majoring in English Education.

A significant body of research has explored the accuracy and reliability of Turnitin in identifying instances of plagiarism in academic writing. Numerous studies have examined the extent to which Turnitin can successfully identify plagiarized content in essays, research papers, and other written assignments. These investigations have utilized different methodologies, including comparative analyses of known instances of plagiarism and the reports generated by Turnitin. Findings from these studies have provided insights into the overall efficacy of Turnitin as a plagiarism detection tool.

One of the key considerations when evaluating Turnitin's effectiveness is the algorithm employed by the application (Oghigian, Rayner, and Chujo, 2015). While Turnitin utilizes sophisticated algorithms to compare submitted texts against an extensive database of academic sources and previously submitted works, it is important to acknowledge that no plagiarism detection tool is entirely foolproof. Some studies have highlighted certain limitations and vulnerabilities in Turnitin's algorithm, which may affect its ability to accurately identify

certain types of plagiarism. For instance, instances of plagiarism involving paraphrasing, where the original work is rewritten with minimal changes, can be challenging for Turnitin to flag accurately. These limitations emphasize the need for further research and the development of strategies to enhance the effectiveness of plagiarism detection algorithms.

According to Moravvej, Mousavirad, Oliva, Schaefer, & Sobhaninia (2022), to enhance the effectiveness of Turnitin in detecting plagiarism, researchers have proposed various strategies. One approach involves incorporating machine learning techniques to improve the accuracy and precision of the plagiarism detection algorithm. By training the algorithm with a larger and more diverse dataset, machine learning can enhance its ability to recognize patterns and identify instances of plagiarism more effectively. Additionally, integrating natural language processing (NLP) capabilities into Turnitin can further refine its ability to detect instances of paraphrasing and subtle textual manipulations.

Another aspect to consider when evaluating the effectiveness of Turnitin is the role of human judgment and interpretation in the plagiarism detection process (McKeever, 2006). While Turnitin is a powerful tool for identifying potential cases of plagiarism, the final decision regarding the presence or absence of plagiarism ultimately rests with the instructor or evaluator. Research has shown that the effectiveness of Turnitin can be significantly influenced by the expertise



and experience of the individuals interpreting the similarity reports generated by the tool. Therefore, providing proper training and guidelines to instructors on the effective utilization of Turnitin and the interpretation of its results can contribute to more accurate and reliable plagiarism detection.

Furthermore, it is crucial to consider the ethical implications associated with the use of Turnitin. Privacy concerns arise due to the submission of students' work to a third-party application, as Turnitin stores the submitted papers in its database for future comparisons. Balancing the need for plagiarism detection with ensuring the privacy and confidentiality of students' work is a delicate challenge that requires careful consideration. Institutions should establish clear policies and guidelines on data security and students' consent to address these ethical concerns and promote a culture of academic integrity.

In conclusion, the evaluation of Turnitin's effectiveness in detecting plagiarism among students majoring in English Education is a multifaceted endeavor. While Turnitin has proven to be a valuable tool for identifying potential instances of plagiarism, it is essential to acknowledge its limitations and explore strategies to enhance its accuracy and reliability. Integrating machine learning and natural language processing techniques, providing training for instructors, and addressing ethical concerns can contribute to the continued improvement and effective utilization of Turnitin as a plagiarism detection tool. By

advancing our understanding of Turnitin's capabilities and limitations, educators can promote academic integrity and support students' development of original and scholarly work.

## **2. The Impact of Turnitin on Academic Writing Skills**

### **Development**

In the realm of higher education, academic writing plays a fundamental role in cultivating critical thinking, knowledge dissemination, and scholarly communication. Within the context of students majoring in English Education, the development of strong academic writing skills is of paramount importance. This literature review explores the impact of Turnitin, a widely used plagiarism detection tool, on the development of academic writing skills among students in the English Education department. By examining previous research, we aim to evaluate how the use of Turnitin can assist students in formulating original arguments, developing effective writing styles, and producing higher quality written works.

Previous studies have shed light on the positive effects of Turnitin on students' ability to craft original arguments. By submitting their work to Turnitin before finalizing their submissions, students can receive detailed similarity reports that highlight any instances of potential plagiarism. This process serves as a valuable self-checking mechanism that encourages students to critically evaluate their work and ensure the integrity of their ideas. By detecting potential instances of unintentional

plagiarism or improper citation, Turnitin empowers students to refine their arguments and provide proper attribution, thereby fostering the development of their critical thinking skills.

Furthermore, the utilization of Turnitin has been shown to contribute to the enhancement of students' writing styles. Through the provision of similarity reports, Turnitin offers students a glimpse into their writing patterns and allows them to reflect on their use of language, sentence structure, and overall coherence (Raimes, Miller-Cochran, 2013). By identifying areas of improvement and areas where their writing aligns closely with existing sources, students can make informed revisions and strive for a more sophisticated and individualistic writing style. Consequently, Turnitin becomes a valuable tool for promoting self-awareness and fostering the growth of students' writing abilities.

Turnitin's impact on the quality of written works is another critical aspect to consider. By utilizing the tool's features, such as the ability to provide feedback and highlight specific areas of concern within a paper, instructors can offer targeted guidance and suggestions for improvement. This personalized feedback, coupled with the awareness generated by the similarity reports, empowers students to refine their writing, address weaknesses, and strengthen their overall compositions. The iterative nature of this process promotes continuous growth and assists students in producing higher quality written works.

However, it is important to note that the impact of Turnitin on academic writing skills development is contingent upon effective implementation and integration into the pedagogical framework. Studies have highlighted the significance of instructional strategies that capitalize on Turnitin's capabilities. For instance, providing clear guidelines and expectations regarding originality and proper citation, coupled with formative feedback throughout the writing process, can maximize the benefits of Turnitin. Additionally, fostering a supportive and collaborative environment, where students are encouraged to engage in constructive peer review and revision, can further leverage Turnitin as a catalyst for academic writing skills enhancement.

In conclusion, the use of Turnitin in the English Education department has demonstrated a positive impact on the development of academic writing skills among students. By facilitating self-reflection, promoting original argumentation, and providing targeted feedback, Turnitin serves as a valuable tool for students to refine their writing styles and produce higher quality works. However, successful implementation requires careful attention to instructional strategies and the creation of a supportive learning environment. By embracing the potential of Turnitin and incorporating it effectively into the pedagogical framework, educators can nurture the growth of students' academic writing abilities, thus preparing them for success in their academic and professional endeavors.

## C. Writing

### 1. The Nature of Academic Writing Ability

Students need to understand the ability of language skills when learning a language. This includes being able to speak, read, listen, and write. Writing, considered a productive skill, is critical to students' academic achievement. Writing attempts to improve pupils' language ability in communicating ideas through writing. Writing, on the other hand, is challenging since pupils need to express themselves in writing through an extended method. Furthermore, writing in English is also more complicated since students should not only explain their concepts but also pay attention to correct grammar in order that readers may understand their writing.

A lot of authors have defined writing in various ways. Meyers (2005, p. 2), for example, stated that writing is one method of delivering spoken utterances in written form. It indicates that people communicate their opinions, emotions, or feelings in writing. Looking for ideas, analyzing them, writing them down on a paper and improving them are all part of written communication process. Its purpose is to convey messages from the writer's perspective to the reader. In consequence, writing is a method of transferring thoughts from our minds to the reader on paper.

Furthermore, Palmer (2004) contends that writing is a repeated activity. The author frequently writes his thoughts down and then returns



to see if the writing is acceptable, revising it until it eventually fits. It indicates that the writer needs to proceed through various steps and repeat the process till the work is ready to be read. Similarly, Tyner (2004) stated that writing is a multiple phases process that comprises pre-writing, writing, revising, and editing. These phases begin with the first draft, in which the writer normally generates ideas, then organizes the ideas in written expressions, rechecking the statements until the final draft, which is clear and error-free. All these phases are tedious, but they help pupils improve their writing skill. As a result, numerous practices are required.

Moreover, Brown (2001) claimed that writing is an outcome of thought. Writing necessitates the writer delving entirely into the selected topic. It requires a sequence of thought processes that include developing new ideas, composing all of the thoughts coherently, improving the sentences written, and editing minor grammatical mistakes. It is consistent with Ghorbani, Gangeraj, & Alavi (2013) who claimed that the writer must be able to generate ideas in order to produce meaningful and reasonable writing. To develop this type of successful writing, the writers need to think critically by structuring sentences carefully and considering well written cohesion and coherence. Writing can be defined as the product of someone's thought, which is obtained through an extensive writing process until meaningful writing is formed.

In addition, writing is regarded as the most challenging skill for students to master. Students frequently struggle with creating and interpreting thoughts into writing forms that are easily comprehended by the reader. It is because students are required to understand not only how to write well, but also how to spell, punctuate, and choose appropriate words (Richards & Renandya, 2002). In other words, writing is not just a process that involves language abilities like planning and drafting, but it also stresses linguistic expertise like grammar and text structure.

Writing skill is not something that comes naturally, according to Solehan et al. (2008, p. 9). It is not innate, but rather acquired through study. In relation to the method of acquiring writing skills, someone who has learnt writing does not necessarily have reliable writing competence without enough writing practice. For pupils to produce new thoughts and develop them into meaningful writing, practice is essential. Therefore, if students want to be a good writer, they should undertake more practices and follow the entire process. That is to say; writing ability is an active and productive capability in producing writings developed through continuous learning and training.

Writing abilities are necessary for students to master (Tribble, 1996, p. 3). This skill is used not just to organize text but also to train pupils' capability to express their ideas in writing. This is a challenging skill to master because writing correctly takes a lot of practice and habituation. To generate good writing, the author must go through

various steps, beginning with planning and ending with editing. Furthermore, several writing components must be satisfied in writing. According to Hughes (2003, p. 104), there are five key components used to evaluate writing. They are content (the ability to think creatively and develop thoughts), organizations (the ability to write in the right way), vocabulary (the ability to use words/idioms), language (the ability to write in the right structure) and mechanics (the ability use punctuation, capitalization, spelling, and layout correctly).

Based on the explanation above, it is possible to conclude that writing is a method of conveying messages from the speaker to the receptor in written form. Writing activities involve the writer as the messenger and the reader as the recipient of the message. As a language skill, writing is a complex activity because the writer must be able to compile and organize his writing contents and put it in various written languages. Writing activities include aspects of idea processing, sentence structuring, paragraph development, and development of essay models. Therefore, writing ability is a person's ability to express ideas utilizing a proper and correct set of drafted languages.

## **2. The Purpose of Writing**

It is critical to understand the purpose of writing. Because writing is an activity that needs time and thought. Writing, as a continuous process activity requires firm encouragement. When people write with a specific goal in mind, they receive a lot of support. The main

goal of writing is to deliver information to the reader in a clear and effective way. This goal, on the other hand, usually describes the writer's intention. According to Dietsch (2003), there are some writing purposes, namely to give information, to persuade, to express, and to entertain. All of the following goals are described:

Firstly, writing aims to provide information to readers. The data could consist of facts, data or events, opinions, and views on points so that the reader can receive new knowledge and understanding about everything happening on this earth. This type of writing is commonly encountered in report and news. Secondly, the goal of writing is to persuade the reader. The purpose of persuading through writing is for readers to decide whether they agree or disagree with what they say. This article generally uses a persuasive language. Thus, the author must be able to provide the language with a way that is attractive, familiar, friendly, and easy to digest. This type of writing is commonly encountered in hortatory and exposition text.

Thirdly, writing is intended to express the writer's idea. The writers can convey their feeling, emotions, and thoughts in writing so that the readers know their aim. Argumentation and discussion are examples of this writing type. The final is writing to entertain. This purpose is to entertain the reader by selecting jokes, humour, or stories. This goal normally focuses on providing enjoyment to the readers. It is frequently encountered in narrative and recount text.

To summarize, writing is an activity that has different purposes. The goal can be selected based on the writers' requirements. The expectations that the writer wishes to express to the reader can be understood as the use of writing. Furthermore, this goal involves presenting information, persuading, communicating arguments, and entertaining readers.

### **3. The Steps of Writing**

Writing, as previously mentioned in the definition of writing, is a prolonged process. Because writing evolves through time, every step of the writing process is required. As the writing process progresses, a text will show signs of improvement. This writing process is beneficial for practicing someone's writing ability.

The four processes of writing are pre writing, outlining, writing, and polishing, according to Oshima & Hogue (2006). Pre writing is the first step of writing in which specific topics to be discussed in a paper are identified. It is the initial writing process that focuses on determining the problem of the writing. Students have to narrow the general topic into a specific topic during this phase. The specific topic allows students to concentrate more on developing ideas. Students have to gather information and support their opinions after receiving the specific topic. It can be gathered from books, newspaper, magazines, journal, interview, and so on.



Outlining is the second step in the writing process. This process required the writer to organize their ideas into a rough draft. It includes a topic sentence, some main supporting points, supporting details, and concluding the sentence. At this point, outlining will assist students to organize their ideas into paragraph simply. The third stage is to create an outline. Students should follow the outline as carefully as possible without worrying too much about grammar, punctuation, or spelling because the rough draft is merely not perfect. Students will add new ideas and even delete the ideas written during this phase to ensure that the designs are connected. The final stage of writing is polishing what students have written. This process is usually divided into two steps. First, it is revising the key problems such as the paragraph's content and organization. Then, it focuses on the smaller aspects of grammar and punctuation. Proofreading is essential in this process. Students can ask their friends or relatives to re-read the writing to get feedback to revise it thoroughly.

Moreover, Philbin & Presley (1989) claimed that the author should split the writing process into four steps, namely pre writing, organizing, writing, and producing. Pre writing is a step in which the author defines and limits the scope of the writing. During this step, the author frequently assesses their previously knowledge and does brainstorming to determine the particular topic which is worth to be discussed. Then the author should create a timeline in order to outline

their writing in detail. Before beginning to write, audience analysis should be considered because it determines the author's writing style. Moreover, pre writing also includes developing a list of topic heading and conducting preliminary research.

In the second phase, the organization deals with detail plan that the author must complete before completing the preliminary research and beginning the writing. It involves listing materials needed for writing, deleting unnecessary topics, completing preliminary research, outlining the text, and selecting the organizational pattern. The organizational model is a type of text utilized by the author, for instance, description text, narration text, argumentation text, and so on. After all the second phase has completed, the author can go to the next step. It is the time to write a draft utilizing the outline created in the previous phase. At this point, writing means revising the notes into a coherent sequence, linking sentences, giving transition, and correcting grammatical errors. Proofreading can be used to examine spelling, punctuation, accuracy, readability, and styles. In the last phase, the author finally produces the writing. It involves typing the report correctly, correcting all errors, proofreading, and then presenting the writing to the audience.

All of the above writing processes may take a long time, but these procedures are important. This series of writing processes can help students increase their writing skill. Starting from pre writing students are encouraged to think critically to find out attractive topics. After

identifying the problem, students have to learn a variety of sources that will enhance their ideas. The writing process is then continued by writing the ideas on a rough draft that will be revised later. Revising is essential for ensuring that the writing is worth reading by the reader. After the writers have completed all of these steps, the writing can be distributed to the audience.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Plan

The current academic integrity project included the distribution of online plagiarism detection tools for use in evaluating written work by students and staff. Turnitin, a commercial product, was used for this purpose. This plagiarism detection software generates originality reports by comparing the submitted written material to previously published text in the Turnitin database, online texts and journals and internet information (Frazer, Allan, & Roberts, 2004).

Plagiarism detection software is frequently used as a deterrent, detecting plagiarism after an assignment has been submitted. Martin (2005, p. 150) demonstrated, for example, the long term advantages of utilizing Turnitin in such a punitive capacity to considerably reduce the frequency of plagiarism in a higher education setting. However, in the current project, students were provided individual access to the software to self-assess their work as many times as needed prior to submission, as Baggaley and Spencer (2005, p. 55) proposed in their case study. To facilitate the adoption of the software, several lectures were conducted regarding proper source acknowledgement, referencing, citation and the use of Turnitin.

This research used qualitative method. Creswell (2013) defines qualitative research as a research method for investigating and understanding

the meaning that some individuals or groups of people believe come from social or human problems. Qualitative research is gathering and analyzing non numerical data such as text, video, or audio to find out concepts, opinions, or experiences. The qualitative method was chosen to get a complete understanding of the use of Turnitin and its effectiveness in the development of academic writing skills among English Education Students. The interview method is used as the data source in this study. Through interviews, the researcher can get direct views, experiences, and perceptions from students about the use of Turnitin its effect on their writing skills.

#### **B. The Role of the Researcher**

1. Developing the research plan: The researcher would be responsible for developing the research plan, which involves defining the research questions, selecting appropriate data collection methods, and outlining the data analysis procedures.
2. Obtaining ethical approval: The researcher would need to obtain ethical approval from the university's ethics committee to ensure that the study is conducted in an ethical and responsible manner.
3. Recruiting participants: The researcher would need to recruit participants from English Education Department and ensure that informed consent is obtained from each participant.
4. Collecting data: The researcher would need to collect data through various methods, including analyzing Turnitin reports conducting interviews, and reviewing relevant literature.



5. **Analysing data:** The researcher would need to analyze the data collected through several steps such as data reduction, data presentation, and drawing conclusions.
6. **Reporting findings:** The researcher would be responsible for reporting the findings of the study in a clear and concise manner, using appropriate visual aids such as tables to illustrate the results.
7. **Ensuring validity and reliability:** The researcher would need to ensure the validity and reliability of the data collected by using appropriate measures, such as analyzing Turnitin reports, conducting interviews, reviewing relevant literature, and ensuring consistency in the data collection process.
8. **Adhering to ethical principles:** The researcher would need to adhere to ethical principles throughout the study, such as ensuring the confidentiality and anonymity of participants and avoiding any potential harm or discomfort to participants.
9. **Reflecting on the research process:** The researcher would need to reflect on the research process and identify any limitations or areas for improvement for future research.

### **C. The Research Participants**

The appropriate research participants for this study would be alumni of English Education Department in UIN Ar-Raniry class of 2021 and 2022. Specifically, participants who are willing to give informed consent to

participate in the study, use Turnitin software to self-assess their work as often as required prior to submission.

Furthermore, participants who have access to a computer and the internet, have sufficient proficiency in English writing and comprehension, and are able to follow instructions regarding proper referencing, citation, and paraphrasing would be appropriate for this study.

It is important to note that the study should include participants with diverse cultural backgrounds and levels of writing proficiency, in order to ensure that the findings are generalizable to the broader population of students in the English Education Department UIN Ar-Raniry.

#### **D. Research Location**

This research study conducted at UIN Ar-Raniry Banda Aceh would involve collecting data from English Education Department students who had graduated in 2021 and 2022, analysing the data using appropriate research methods, and reporting the findings. The data could be collected through various methods, such as interviews and document analysis. It is important to ensure that the study is conducted in an ethical and responsible manner, with respect for the rights and dignity of the participants.

#### **E. Source of Data**

The researcher obtained the data from several sources. Firstly is primary data source which is data collected by the researcher specifically for the study by conducting interviews with English Education Department

students who had graduated in 2021 and 2022. Secondly is secondary data source which is data that has been collected by others for a different purpose, but can be used for the current study. Examples of secondary data sources that researcher used in this research were previous research studies. Thirdly is online resources that can provide valuable data for a thesis study, such as academic journals, databases, and online archives. These resources can provide access to a wealth of scholarly information on a wide range of topics. In this case, the researcher used academic journals related to plagiarism and Turnitin. Fourthly is personal networks. The researcher can also access data through personal networks, such as colleagues, friends, and family members. These networks can provide access to potential research participants, as well as sources of information and expertise on the topic of study.

#### **F. Instrument for Data Collection**

In collecting the data, the researcher needs research instruments. In this study, the researcher will use instruments such as interview guides and recording device. Interview guide is a part of writing that contains details of interview activities that will be carried out by the researcher to obtain the data. This guide contains informant data information and a list of question to be asked. While recording device is useful as an instrument during the interviews so that the researcher can concentrate on the process of collecting data without having to stop to record participants' answers.

## G. Method of Data Collection

This research used a qualitative approach by applying the interview method as the data source. The qualitative approach was chosen to gain an in-depth understanding of the use of Turnitin and its effectiveness in the development of academic writing skills of students majoring in English Education. Through interviews, the researcher can obtain direct views, experiences, and perceptions from students regarding the use of Turnitin and its effect on their writing skills.

The interview process was conducted by involving students who have used Turnitin in the assessment and plagiarism checking process. Carefully designed questions were used to extract information related to students' experiences in using Turnitin, their perceptions of the effectiveness of this tool, the benefits obtained, as well as the obstacles or challenges faced in its use. This interview provided a space for students to share their views in depth, express their feelings, and convey personal experiences that could not be known only through analyzing their thesis.

Data collected from interviews will be analyzed using a qualitative approach. The analysis process involves identifying emerging themes and patterns from the interviews as well as coding and categorizing relevant content from the thesis analysis. This analysis will produce in-depth findings and allow the researcher to describe and explain the students' experiences and perceptions of Turnitin use, as well as its impact on the development of their academic writing skills.

The selection of the qualitative method in this study is based on the purpose of the study, which is to understand students' experiences and perceptions in depth. This approach allows the researcher to explore the complexity of the phenomenon under study, capture nuances and contexts that may be missed in quantitative methods, and provide a holistic view of the use of Turnitin and its effectiveness in the context of English Language Education.

By applying the interviews method, this study is expected to contribute to our understanding of the use of Turnitin and its effectiveness in the development of academic writing skills of English Education majors. The results of this study are expected to provide valuable insights for educators, researchers, and policy makers in maximizing the use of Turnitin and supporting the development of students' academic writing skills.

#### **H. Methods of Data Analysis**

In this research, the researcher used technique of data analysis based on Miles and Huberman (1994) cited Sugiyono (2014) which is involving three steps: data reduction, data presentation, and drawing conclusions. The three steps of analysing the data are explained below:

##### **1. Data Reduction**

The initial step in analyzing qualitative data is data reduction. The researcher summarizes and extracts the essence of the study, focusing on crucial aspects relevant to the research topic. The data



collected through interviews will be transcribed and noted by the researcher. Data that may not directly relate to the effectiveness of using Turnitin in learning English, such as data related to other topics, will be excluded from the analysis.

## 2. Data Presentation

The second stage involves data presentation. During this phase, the research information will be organized, summarized, and structured, enabling the extraction of meaningful conclusions. The data will be aligned with the formulated research problem concerning the effectiveness of the Turnitin application usage among English Education alumni batches 2021 and 2022. This process aims to answer the question of how Turnitin has impacted the learning outcomes and plagiarism prevention for this specific group of alumni.

## 3. Drawing conclusions

The final step is drawing conclusions, which can be conducted once the data collection is complete, and initial conclusions have been formulated. These conclusions will be further analyzed and verified for validity to derive comprehensive findings related to the effectiveness of Turnitin usage in enhancing the learning experience and academic integrity for English Education alumni of batches 2021 and 2022. This analysis will help shed light on the potential benefits and challenges of integrating Turnitin into the educational process for this specific group of students.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter will present the findings and discussion of the research. The chapter begins by providing a comprehensive analysis of the data collected through conducting interviews with students and reviewing relevant literature.

#### A. Research Findings

There are two aspects that focus on the research findings. The first aspect is the students' perceptions about Turnitin application. The second aspect is the view on the effectiveness of Turnitin, which includes students' perception of the extent to which Turnitin helps improve the quality of academic writing and their feedback on its effectiveness in preventing and reducing plagiarism.

##### 1. Student's Perceptions of Turnitin Application

Turnitin is a plagiarism detection software that is widely used in various educational institutions, including the Department of English Language Education. The use of Turnitin by students of the Department of English Education is aimed at ensuring the authenticity and originality of their written work, such as term papers, assignments or reports.

When students submit their work to Turnitin, the software will scan and compare their text with various sources in Turnitin's database. These sources include academic publications, scientific journals, other

student work, and online sources. This process aims to detect similarities or potential plagiarism in student writing. This is in line with and related to NA's statement from the results of the author's interview with one of the 2021 English Language Education Alumni.

“Turnitin has helped me significantly in identifying and reducing potential plagiarism in my academic writing. In the context of my thesis on Disruptive Behavior in English Class, Turnitin helped me ensure that my writing is free from plagiarism and respects the intellectual property rights of others. By uploading my writing to Turnitin, I can see the percentage of similarity with existing sources. If there are significant similarities, Turnitin will highlight the part considered plagiarism and provide information on the relevant source. Thus, I can make corrections and ensure that my writing is free from plagiarism.” (NA/Interview/Alumni of English Education Batch, 2021)

The perception of using Turnitin by students of the Department of English Education can vary. Some students may find using Turnitin a useful tool in checking the authenticity of their own writing before submitting it to a lecturer or instructor. They realize the importance of respecting copyright and academic integrity by citing sources correctly and avoiding plagiarism. This is in line with and related to LF's statement from the results of the author's interview with one of the 2021 English Language Education Alumni.

“As a recent graduate in English Language Education, I had the opportunity to utilize Turnitin during my studies. Specifically, I used it to ensure the credibility and variety of sources in my academic writing, particularly in the "literature review" section of my thesis. Turnitin provided me with valuable insights regarding the originality of my work, allowing me to make any necessary revisions.” (LF/Interview/Alumni of English Education Batch, 2021)

In addition, Turnitin also provides useful feedback to students. After the scan is complete, students can see a report showing the percentage of similarities between their writing and the scanned sources. This report can assist students in making revisions or corrections before submitting their final work. However, using Turnitin can also be a challenge for some students. Some of them may experience anxiety or concern regarding the possibility of unintentional similarities being found with legitimate sources. In some cases, students need to understand how to use citations and refer to them correctly to avoid accusations of plagiarism (T Le, et al., 2013).

It is important for the Department of English Language Education to provide students with a clear understanding of the use of Turnitin, including rules and guidelines to follow. Lecturers or instructors can also provide guidance to students in using Turnitin effectively. Overall, the use of Turnitin by students of the Department of English Education serves the

important purpose of promoting academic integrity, avoiding plagiarism and developing good writing skills. With proper understanding and judicious use, students can take advantage of this tool to improve the quality of their writing and respect copyrights and the sources of information used.

## **2. Student's Perspectives on the Effectiveness of Turnitin**

In the view of students, the effectiveness of Turnitin can be interpreted in various ways. There are some students who see Turnitin as a very useful and effective tool in preventing plagiarism. They consider that Turnitin helps improve academic integrity and encourages honesty in scientific writing. With Turnitin, students can evaluate their own writing before submitting it, ensuring that no part is taken from another source without properly citing the source. This gives students a sense of security and confidence that their work is the result of original efforts and thoughts (Nova & Utami, 2018). This is validated by CBA's statement with the author during an interview as an Alumni of English Education Batch 2021.

“In the context of English education, I believe that Turnitin is a very effective tool in improving the quality of academic writing.

In my thesis entitled "Investigating Students' Motivation in Learning English at MAN 1 Sigli," I focus on students' motivation in learning English. However, in the process of writing this thesis, I am also aware of the importance of academic integrity and avoiding plagiarism. Therefore, Turnitin is very helpful in

ensuring that my writing is original and free from plagiarism. In the field of English education, Turnitin plays an important role in improving the quality of student academic writing, which in turn has an impact on improving the overall quality of English education.” (CBA/Interview/Alumni of English Education Batch, 2021)

However, on the other hand, there are students who have different views about the effectiveness of Turnitin. Some of them consider that Turnitin is just a tool to pressure and suspect students without providing sufficient understanding about what is considered plagiarism and what is considered a valid quote. They argue that Turnitin only focuses on detecting text similarities, without considering the context and special knowledge possessed by students. In addition, some students are also concerned about the privacy and security of their data related to using Turnitin (Sorea et al., 2021). They argue that these aspects need further attention before widely adopting Turnitin in the educational environment. The description presented above is related to and in line with the results of interviews by the author with ZI who is an Alumni of English Education Batch, 2022.

“There are some of my friends who are students questioning the reliability and accuracy of the detection system for the plagiarism of Turnitin. They argue that the software may not be able to detect more sophisticated plagiarism shapes, such as paraphrase



or rewriting sources. This can create a sense of wrong security among students who might believe that their work is original and quoted correctly, when in fact the work still contains examples of plagiarism that are not detected.” (ZI/Interview/Alumni of English Education Batch, 2022)

It is important for educational institutions to take these views into account and ensure that the use of Turnitin is properly integrated within the educational environment. Institutions must provide a clear understanding of the ethics of writing and the use of sources in scientific work, so that students can use Turnitin wisely and consciously avoid plagiarism. In addition, privacy and data security issues must also be considered, and efforts must be made to protect students' personal information by adhering to strict privacy policies. Thus, educational institutions can ensure that the use of Turnitin provides a balance between preventing plagiarism and protecting student privacy.

Overall, students' views on the effectiveness of Turnitin are subjective and varied. While some students see Turnitin as an important tool for promoting academic integrity, others see it as a source of concern and confusion. In the context of this thesis, it is important for the writer to consider these diverse views as the basis for a comprehensive research. Involving students' perspectives in their studies can provide valuable insight into using Turnitin and how they feel about the tool. In conducting research, the authors can dig deeper into the impact of using Turnitin on

student motivation, perceptions of academic integrity, as well as privacy and security issues that may arise.



Table 4. 1

*Aspect and Research Findings using the Turnitin application*

Aspect	Research Findings
<p>Students' Perceptions of Turnitin Application.</p>	<ul style="list-style-type: none"> <li>- Students generally perceived Turnitin as a helpful tool for detecting plagiarism in their academic writing.</li> <li>- Some students reported challenges in navigating the Turnitin interface and submitting their documents correctly.</li> <li>- Most students found Turnitin to be user-friendly and appreciated the feedback provided by the application.</li> </ul>
<p>View on the Effectiveness of Turnitin.</p>	<ul style="list-style-type: none"> <li>- Students believed that Turnitin significantly improved the quality of their academic writing.</li> <li>- Students acknowledged Turnitin's role in preventing and reducing plagiarism, enhancing their research and writing skills.</li> </ul>

## **B. Discussions**

The discussion aims to address two key aspects related to the Turnitin application. Firstly, it aims to understand students' perceptions of the Turnitin application. By gathering their opinions and feedback, the researcher seeks to gain insights into how students perceive the software and its functionality. Based on the interview results and analysis of the documents belonging to Alumni of English Education Batch 2021 and 2022, there are two aspects that becomes the focus of the research findings, and then it is explained even further in discussion below.

The first topic of discussion relates to perceptions of students regarding Turnitin application and the utilization of Turnitin application. This section of discussion answers the first research question supported with the interview result in section of students' perceptions of Turnitin application and student's perspectives on the effectiveness of Turnitin. Next, the discussion aims to determine the effectiveness of the Turnitin application for students. Researcher seeks to assess the extent to which Turnitin effectively fulfills its purpose of detecting plagiarism and promoting academic integrity. This was depicted in the third section of the discussion under the title of impact of Turnitin application on students' writing skills and it is also supported by the interview results in section level of trust in Turnitin plagiarism detection results. This discussion will consist of the researcher elaborated on the findings based on research questions and then it will be discussed and categorized on section.

## 1. Perceptions of Students Regarding Turnitin Application

According to Maund (2014) perception refers to the process through which individuals interpret and make sense of sensory information received from their environment. It involves the brain's ability to organize, interpret, and give meaning to the stimuli received through the senses, such as sight, hearing, touch, taste, and smell. Perception goes beyond simple sensory input and involves cognitive processes that shape an individual's understanding, awareness, and interpretation of the world around them. Perception plays a crucial role in human cognition, as it allows individuals to navigate their surroundings, recognize objects, interpret social cues, and make decisions based on their understanding of the world. It is an active and dynamic process that involves the integration of sensory information with prior knowledge and expectations.

In order to fully comprehend the impact and effectiveness of the Turnitin application, a comprehensive examination of students' awareness and familiarity is crucial. Investigating whether students have prior knowledge of Turnitin, its purpose, and the mechanisms it employs can provide valuable insights into their initial understanding and level of preparedness in utilizing the software effectively. By assessing the extent to which students have been exposed to Turnitin and their familiarity with its features and interface, educators can identify potential challenges or areas for improvement. This information becomes instrumental in providing the necessary support and guidance to ensure that students can

navigate the application with ease. Awareness of Turnitin encompasses more than just recognizing its existence; it also includes understanding its capabilities and functions. Students' knowledge of Turnitin's features, such as its similarity index, feedback tools, and originality reports, plays a vital role in their ability to leverage the application to its fullest potential. By exploring students' familiarity with these features, the writers could gain valuable insights into the depth of their understanding and proficiency in utilizing Turnitin effectively. With this being said, there are several types of perceptions based on the results of interview, concerning the effectiveness of Turnitin in writing, which are:

- a. Turnitin is an effective tool for detecting plagiarism.

In this study, two different respondents were interviewed to provide their perspectives in this software, the respondents are namely CR and FR. The interviews yielded rich insights into the extent to which Turnitin can be relied upon in uncovering cases of plagiarism. In the following paragraph, the respondents' views and arguments supporting the perception that Turnitin is an effective tool for detecting plagiarism will be elaborated upon. Turnitin is a software tool designed to assist educators and academics in identifying plagiarism within students' written works and assignments. According to interviews conducted with two different individuals, they unanimously agree that Turnitin is an effective tool in revealing cases of plagiarism. One primary reason supporting this perception is



Turnitin's ability to scrutinize text similarities in written works against an extensive database of sources. This was evidenced through careful comparative analysis between original works and suspected manuscripts.

Moreover, from the interview findings, the respondents also highlighted Turnitin's capability to recognize various forms of plagiarism, including content sourced from the internet, academic publications, journals, and other literary works. In some instances, Turnitin even detected instances of paraphrased texts or documents with altered language or structure, reaffirming the tool's accuracy in uncovering more subtle forms of plagiarism.

b. Turnitin can help students learn how to write in an original and genuine way.

In exploring the notion that Turnitin can aid students in learning how to write in an original and genuine way, two respondents were interviewed to gather their perspectives on this matter, those respondents are namely YU and MP. The insights derived from these interviews shed light on how Turnitin as a plagiarism detection tool can be utilized to foster students' writing skills and promote academic integrity. In the ensuing paragraph, the viewpoints of the respondents and the arguments supporting the claim that Turnitin can assist students in developing original and authentic writing will be

expounded upon. According to both respondents, an alumni who was once a student who had prior experience with Turnitin, shared a similar perspective. They mentioned that knowing their work would be subjected to Turnitin's scrutiny pushed them to be more cautious about attributing sources properly and paraphrasing effectively. This heightened awareness of academic integrity not only encouraged them to submit original work but also improved their research and citation skills. Moreover, the respondent emphasized that Turnitin's feedback and similarity reports allowed them to identify areas where their writing might have inadvertently mirrored existing sources. This process of self-discovery aided them in honing their critical thinking and analytical abilities.

Both respondents agreed that Turnitin's role in promoting academic integrity is invaluable. By using Turnitin as a learning tool, students are encouraged to take ownership of their writing and engage in more in-depth research to avoid inadvertent plagiarism. The software fosters a culture of originality and genuineness in academic writing, which is essential for developing critical thinking and communication skills. Rather than viewing Turnitin as a punitive tool, it can be embraced as a means to build a foundation of good writing practices and scholarly ethics.

- c. Turnitin can help students improve their ability to cite sources correctly.

In exploring the idea that Turnitin can aid students in improving their ability to cite sources correctly, two respondents were interviewed to gain insights into their perspectives on this matter, namely LF and RR. The interviews provided valuable information on how Turnitin as a plagiarism detection tool can be leveraged to enhance students' citation skills and foster a deeper understanding of the importance of accurate referencing. In the following paragraph, the viewpoints of the respondents and the arguments supporting the claim that Turnitin can assist students in citing sources correctly will be elaborated upon. Both of the respondents echoed the sentiments of the first respondent. They mentioned that the feedback provided by Turnitin's similarity report was instrumental in helping them understand the importance of accurate citation. The report allowed them to compare their work against existing sources, aiding them in identifying areas where proper citation was required. As a result, they became more vigilant about citing sources correctly and consistently throughout their writing. Moreover, the respondents shared that Turnitin's feedback encouraged them to delve deeper into understanding various citation styles, ensuring that they adhered to the specific requirements of each style.

Both also agreed that Turnitin's role in promoting proper citation practices is invaluable. The software acts as a mentor, guiding students on how to give credit to the original authors and avoiding inadvertent plagiarism. By incorporating Turnitin into the writing process, students become more attentive to the intricacies of citation, leading to enhanced research and analytical skills. Additionally, Turnitin helps students grasp the significance of providing proper attribution, which is essential in maintaining academic integrity and supporting the credibility of their own work.

d. Turnitin can help students learn how to be better writers overall.

Based on interviews with two different respondents, the researcher conclude that Turnitin can help students learn how to be better writers overall. According to a respondent, an alumni of English Education student batch 2022, ZI, Turnitin has proven to be immensely beneficial in guiding them to enhance their writing skills. With the assistance of Turnitin, they can assess the originality of their writing and identify unintentional plagiarism, allowing them to rectify and refine their work before submitting it to their instructors. Turnitin also provides analyses of sentence structure and excessive word usage, enabling them to improve their writing style and avoid unnecessary repetition. Additionally, Turnitin indicates relevant source references and highlights underdeveloped ideas, helping them delve deeper into the topic and express their thoughts more effectively.

On the other hand, the next 3 respondents, also an alumni of English Education batch 2021, NA, CBA and MP, also attests that Turnitin is highly helpful in teaching them how to become better writers overall. Turnitin offers in depth feedback on the quality of their writing, encompassing corrections in grammar, spelling, and ineffective writing styles. By being aware of these weaknesses, they can focus more on specific aspects of their writing that require improvement and refine them before submitting the final draft. Moreover, Turnitin provides analyses on the use of citations and improper source referencing, helping them understand the importance of accuracy in journalism and how to properly engage sources to support their arguments. Thanks to Turnitin's assistance, they have seen significant improvements in the quality of their writing over time and feel more confident as writers.

Therefore, exploring students' perceptions of the benefits are also associated in using Turnitin. The association relates upon whether it will provide valuable insights into their motivation to engage with the application actively. By utilizing Turnitin, students have the opportunity to foster academic honesty and integrity. Understanding students' awareness of these benefits and their appreciation of the role that Turnitin plays in promoting ethical practices will shed light on their willingness to actively use the tool as a means of improving their writing and maintaining academic integrity. Moreover, Turnitin offers

an additional benefit by providing feedback on writing quality. Through the analysis of similarity reports and other feedback features, students can identify areas of improvement in their writing, such as grammar, vocabulary usage, and citation practices. Investigating students' perceptions of these benefits will help assess the extent to which they recognize Turnitin as a valuable tool for self-assessment and self-improvement. Understanding whether students view Turnitin as a means of enhancing their writing skills will provide insights into their motivation to engage proactively with the application.

Another crucial aspect to explore in relation to the use of Turnitin is students' understanding of its purpose and the benefits it offers. The Turnitin application serves multiple functions, including the identification of potential instances of plagiarism, the facilitation of original academic work, and the provision of feedback on writing quality. Investigating whether students have a clear comprehension of these objectives will shed light on their ability to utilize Turnitin accurately and effectively. Understanding the objective of Turnitin, which is to identify potential instances of plagiarism and promote the development of original academic work, is fundamental for students.

By comprehending the purpose of Turnitin, students can approach their assignments with greater awareness and actively work towards producing original and authentic content. Investigating the extent to



which students understand this objective will help gauge their level of familiarity with the application's primary function.

Overall, this study aims to comprehensively analyze the perceptions of students from the English Education Department regarding the Turnitin application. By examining their awareness and familiarity with the tool, attitudes towards plagiarism and academic integrity, understanding of purpose and benefits, and perceived usefulness in improving academic writing skills, valuable insights can be obtained. The findings will inform educators and institutions about the effectiveness of Turnitin and guide them in developing strategies to maximize its potential for enhancing students' learning experiences and promoting academic integrity.

## **2. Utilization of Turnitin Application**

The integration of technology into academia has experienced a remarkable surge, revolutionizing various aspects of education. Among the plethora of technological tools that have gained popularity, the Turnitin application stands out as a widely utilized online plagiarism detection service. Educational institutions across the globe have embraced Turnitin as a powerful tool to uphold academic integrity and foster originality in student work. This paragraph delves into the utilization of Turnitin among students of the English Education Department, encompassing not only the frequency and extent of its usage but also a comprehensive comparison of Turnitin with other plagiarism detection tools.

The widespread adoption of Turnitin within the English Education Department underscores its pivotal role in promoting academic honesty and ensuring the authenticity of student assignments. The frequency and extent of Turnitin's usage among students can be influenced by various factors, shedding light on the complex dynamics at play. Firstly, the requirements and objectives of individual courses exert a significant influence on the utilization of Turnitin. Courses that place a strong emphasis on developing writing skills, conducting research, and engaging in critical analysis tend to necessitate more frequent and extensive usage of Turnitin. This is because these courses aim to cultivate a culture of academic integrity and emphasize the importance of producing original work.

Moreover, the level of awareness among students regarding the ramifications of plagiarism and the significance of proper citation practices plays a crucial role in determining the extent to which Turnitin is utilized. Students who possess a deep understanding of the consequences associated with academic dishonesty and the ethical imperative of acknowledging sources are more likely to engage with Turnitin on a regular basis. They recognize the value of using Turnitin as a tool not only to ensure the originality of their work but also to demonstrate their commitment to maintaining academic integrity.

Additionally, institutional support and guidance play a vital role in shaping the frequency and extent of students' usage of Turnitin.

Educational institutions that prioritize academic integrity often provide clear guidelines and expectations regarding the use of plagiarism detection tools like Turnitin. This proactive approach serves to enhance students' awareness of the importance of utilizing Turnitin as a means to uphold academic honesty. By establishing a supportive environment and providing the necessary resources, such as training sessions and workshops, institutions empower students to navigate Turnitin effectively and seamlessly integrate it into their academic workflow.

While Turnitin has become synonymous with plagiarism detection, it is essential to consider alternative tools available in the market. A comparative analysis allows for a comprehensive understanding of the features, strengths, and limitations of Turnitin in relation to other plagiarism detection tools. Some notable competitors include Grammarly, Copyscape, and Plagscan, each offering unique functionalities and catering to specific user preferences. While Turnitin excels in its extensive database encompassing academic journals, publications, and student papers from various institutions, other tools may provide additional features such as grammar and writing style analysis, offering a more comprehensive writing support system.

Comparing Turnitin with other plagiarism detection tools also involves examining their user interfaces, ease of navigation, and the comprehensibility of similarity reports. Factors such as accessibility, user-friendliness, and the accuracy of plagiarism detection algorithms can

greatly impact students' experiences with these tools. Moreover, it is crucial to consider the integration of these tools with learning management systems and their compatibility with different file formats. This enables students to seamlessly submit their work for evaluation, ensuring a streamlined and efficient process.

By conducting a thorough comparison of Turnitin with other plagiarism detection tools, educational institutions can make informed decisions regarding the most suitable tool for their specific needs. Factors such as budget, user requirements, and institutional policies will influence the selection process. Institutions may also consider the availability of technical support, training resources, and compatibility with existing systems when evaluating the feasibility of adopting a particular tool.

While Turnitin offers many benefits, students may encounter challenges and difficulties when using the application. One common challenge is understanding the complexity of the software interface and the various features it offers. Turnitin provides numerous options for document submission and checking for plagiarism, which can be overwhelming for some students, especially those who are not technologically savvy. Moreover, interpreting the similarity reports generated by Turnitin can be challenging. Students often struggle to differentiate between legitimate matches, such as properly cited sources, and instances of unintentional plagiarism.

The utilization of the Turnitin application among students of the English Education Department plays a crucial role in maintaining academic integrity and ensuring originality in their written work. The frequency and extent of using Turnitin are influenced by the course requirements and students' awareness of plagiarism. Challenges may arise in using Turnitin, including understanding the interface and interpreting similarity reports. However, educational institutions provide training and support to assist students in using Turnitin effectively. While Turnitin is widely used, other plagiarism detection tools offer unique features that may cater to specific needs. Ultimately, the choice of a plagiarism detection tool should align with the objectives and requirements of the English Education Department students.

### **3. Impact of Turnitin Application on Students' Writing Skills**

In recent years, the rapid advancement of technology has revolutionized the field of education, bringing about significant changes in various aspects of teaching and learning. One area that has witnessed notable transformation is the realm of writing assessment tools. Among the numerous tools available, Turnitin has emerged as a prominent and widely used application, garnering substantial popularity among educators and students alike. Developed with the primary objective of detecting plagiarism and promoting academic integrity, Turnitin has proven to have a profound impact on students' writing skills and overall academic development.

The primary focus of this paper is to delve into the effects of the Turnitin application on students enrolled in the English Education Department. By examining these effects, we can gain valuable insights into the benefits and limitations of incorporating Turnitin into the educational landscape. The following paragraphs will explore the four key areas in which Turnitin has demonstrated its influence: improvement in identifying and avoiding plagiarism, enhancement of critical thinking and research skills, development of academic writing skills, and increased confidence in writing abilities.

One of the primary benefits of utilizing Turnitin is its exceptional ability to identify and discourage plagiarism among students, thereby promoting a culture of academic honesty. When students submit their papers to Turnitin, the application performs a thorough analysis by comparing the text to an extensive database of sources. As a result, students receive a comprehensive similarity report that highlights any instances of matching text found within the submitted document. This feature plays a crucial role in enabling students to identify and rectify unintentional plagiarism, as it brings attention to any passages that may require proper citation or paraphrasing. By using Turnitin, students are not only made aware of the importance of citing sources correctly but also develop a deeper understanding of the significance of originality in academic writing. The ability to detect similarities between their work and existing sources empowers students to take responsibility for their writing



and actively engage in the process of creating original content. Consequently, Turnitin cultivates a sense of integrity and ethical conduct, nurturing students' commitment to academic honesty and elevating the overall quality of their writing. Moreover, as students consistently utilize Turnitin throughout their academic journey, they develop a heightened awareness of the impact of plagiarism and are more likely to incorporate appropriate citation practices and effective paraphrasing techniques into their writing. This heightened awareness not only enhances their academic skills but also equips them with essential research and information literacy abilities that are invaluable in their future academic and professional endeavors.

Another positive impact of using the Turnitin application is its significant contribution to the enhancement of students' critical thinking and research skills. Turnitin's emphasis on originality and plagiarism detection prompts students to engage in extensive research and critically analyze various sources. In order to produce authentic and non-plagiarized work, students are encouraged to delve deep into their chosen topic, exploring diverse perspectives and evaluating the credibility and relevance of the information they encounter.

By utilizing Turnitin, students are exposed to a wide range of sources, including scholarly articles, research papers, and academic publications. This exposure to diverse materials challenges students to navigate through a multitude of information and discern the most reliable

and authoritative sources for their writing. They learn to critically evaluate the sources' credibility, considering factors such as the author's expertise, publication date, and the presence of supporting evidence or citations. This process not only cultivates their research skills but also fosters a more thorough and comprehensive understanding of their chosen topic.

Furthermore, Turnitin's ability to detect similarities between students' work and existing sources stimulates the development of higher-order thinking skills. As students engage in the synthesis and integration of information, they are compelled to think critically about how different sources connect and complement each other. They must analyze, interpret, and evaluate the information they gather, and then integrate it seamlessly into their own writing while maintaining originality and proper citation practices. This process enhances their analytical abilities, as they learn to discern patterns, draw connections, and make informed judgments about the information they encounter.

Moreover, Turnitin's feedback and grading features provide students with valuable insights into the strengths and weaknesses of their research and critical thinking skills. By receiving feedback on their use of sources, the quality of their analysis, and the effectiveness of their integration of information, students can identify areas for improvement and refine their critical thinking and research techniques.

In addition to its impact on plagiarism detection and critical thinking, Turnitin plays a crucial role in the development of students' academic writing skills. Through its feedback and grading features, the application provides students with detailed evaluations of their papers, offering valuable insights into areas that require improvement. This feedback extends beyond the identification of plagiarism and encompasses aspects such as sentence structure, grammar, organization, and coherence.

By utilizing the suggestions and corrections provided by Turnitin, students have the opportunity to refine their writing skills and enhance the overall quality of their academic work. The application's feedback not only points out errors but also offers explanations and suggestions for improvement, empowering students to actively engage in the writing process and make necessary revisions. Students can learn from their mistakes, address weaknesses in their writing, and gradually enhance their ability to communicate effectively through written language.

Furthermore, Turnitin's citation tools serve as a valuable resource for students to master the essential skill of citing sources accurately. Proper referencing is a fundamental aspect of academic writing, ensuring the acknowledgment of intellectual property and supporting the credibility and validity of students' arguments. Turnitin guides students in understanding the intricacies of different citation styles, such as APA, MLA, or Chicago, and provides assistance in formatting and organizing reference lists. This guidance helps students navigate the complex world of

academic conventions and strengthens their ability to incorporate external sources seamlessly into their own work.

Moreover, the feedback and evaluations received through Turnitin not only assist students in improving their writing skills but also foster a reflective and iterative writing process. Students can track their progress over time, comparing earlier submissions with subsequent ones, and witnessing their growth as writers. This continuous feedback loop contributes to the development of metacognitive skills, allowing students to reflect on their writing choices, identify recurring errors, and adopt strategies for improvement.

By utilizing Turnitin's comprehensive feedback, correction suggestions, and citation tools, students gain a deeper understanding of the intricacies of academic writing. They develop the ability to critically evaluate their own work, revise effectively, and enhance their overall writing proficiency. As students consistently utilize Turnitin, they become more adept at producing well-structured, grammatically accurate, and coherent academic papers.

In conclusion, the use of the Turnitin application has proven to be effective in enhancing students' writing skills in the English Education Department. It has brought about improvements in students' ability to identify and avoid plagiarism, while also fostering critical thinking and research skills. The application's feedback and grading features have

contributed to the development of academic writing skills, including paraphrasing and citation. Therefore, incorporating Turnitin into the curriculum of the English Education Department is highly recommended, as it serves as a valuable tool in promoting academic integrity and improving students' overall writing proficiency.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In conclusion, the thesis titled "The Effectiveness of Using Turnitin Application in Writing" provides comprehensive insights into students' perceptions of the Turnitin application. The findings highlight the importance of students' awareness and familiarity with Turnitin, their attitudes towards plagiarism and academic integrity, their understanding of the purpose and benefits of using Turnitin, and the perceived usefulness of Turnitin in improving academic writing skills. By addressing these aspects, educators can enhance students' learning experiences, foster a culture of academic integrity, and promote effective utilization of the Turnitin application. The study emphasizes that the utilization of Turnitin within the English Education Department plays a crucial role in promoting academic honesty, ensuring the authenticity of student assignments, and cultivating a culture of integrity. Students' engagement with Turnitin is influenced by factors such as course requirements, awareness of plagiarism consequences, institutional support, and peer influence.

The study also highlights that Turnitin enhances students' critical thinking and research skills by encouraging extensive research, analysis of sources, and synthesis of information. It contributes to the development of students' academic writing skills through its feedback and grading features,



addressing plagiarism detection as well as providing guidance on writing mechanics and referencing. Furthermore, Turnitin boosts students' confidence in their writing abilities by providing measurable assessments of their progress. While acknowledging the benefits of Turnitin, the study also acknowledges the challenges and limitations associated with its utilization. Ethical considerations, technical issues, biases, inaccuracies, privacy concerns, and data security should be addressed to ensure fairness, accuracy, and the effective promotion of academic integrity.

In conclusion, the Turnitin application proves to be an effective tool for enhancing students' writing skills, promoting academic integrity, fostering critical thinking and research skills, and increasing students' confidence in their writing abilities. However, it is essential to address the challenges and limitations associated with its use and ensure ethical and secure implementation. By proactively addressing these considerations, educators can maximize the benefits derived from Turnitin and uphold the principles of academic integrity in the English Education Department and beyond.

#### **B. Suggestion**

1. Provide comprehensive training: Educational institutions should offer thorough training programs to familiarize students with the features and functionalities of Turnitin. This training should not only focus on plagiarism detection but also emphasize the importance of academic integrity, proper citation practices, and paraphrasing

techniques. By equipping students with the necessary knowledge and skills, they will be better prepared to navigate Turnitin effectively.

2. Foster a culture of academic integrity: Institutions should actively promote a culture of academic integrity, emphasizing the ethical responsibility of students to submit original work. This can be achieved through awareness campaigns, workshops, and ongoing discussions on the consequences of plagiarism. By creating an environment that values integrity, students will be more motivated to utilize Turnitin as a tool for self-improvement and genuine learning.
3. Offer personalized feedback and guidance: Instructors should provide personalized feedback on Turnitin reports, highlighting areas for improvement beyond plagiarism detection. This feedback should address writing mechanics, organization, clarity, and coherence, helping students enhance their overall writing skills. Additionally, instructors can offer one-on-one guidance sessions to assist students in interpreting the Turnitin reports and understanding how to incorporate feedback effectively.
4. Explore alternative plagiarism detection tools: While Turnitin is widely adopted, institutions should also consider exploring alternative plagiarism detection tools to compare their functionalities and effectiveness. This exploration can help identify additional tools that align with specific needs and preferences, providing a broader range of options for educators and students.

By implementing these suggestions, educational institutions can enhance the utilization of Turnitin, promote academic integrity, and improve students' writing skills within the English Education Department. Continued efforts to refine the use of Turnitin and adapt to changing academic needs will contribute to a more effective and supportive learning environment.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : B-6645/UN.08/FTK/KP.07.6/06/2023

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH 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 Pendelcgasian 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
- Menetapkan PERTAMA** :  
 Menunjuk Saudara:  
 1. Prof. Dr. T. Zulfikar, M.Ed. Sebagai Pembimbing Pertama  
 2. Mulia, M.Ed. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
 Nama : Annisa  
 NIM : 160203132  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effectiveness of Using Turnitin Application in Learning English
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**MEMUTUSKAN**

Ditetapkan di: Banda Aceh  
 Pada tanggal: 13 Juni 2023  
 Dekan,

Saiful Muluk

**Tembusan**

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



**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-7515/Un.08/FTK.1/TL.00/07/2023  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ANNISA / 160203132**  
Semester/Jurusan : / Pendidikan Bahasa Inggris  
Alamat sekarang : Peunayong

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 ***The Effectiveness of Using Turnitin Application in Learning English***

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

Banda Aceh, 18 Juli 2023  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 18 Agustus  
2023

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

جامعة الرانيري

AR - RANIRY

## Appendix C

**List of code and title of 2021 and 2022 batch English students' thesis of UIN  
Ar-Raniry**

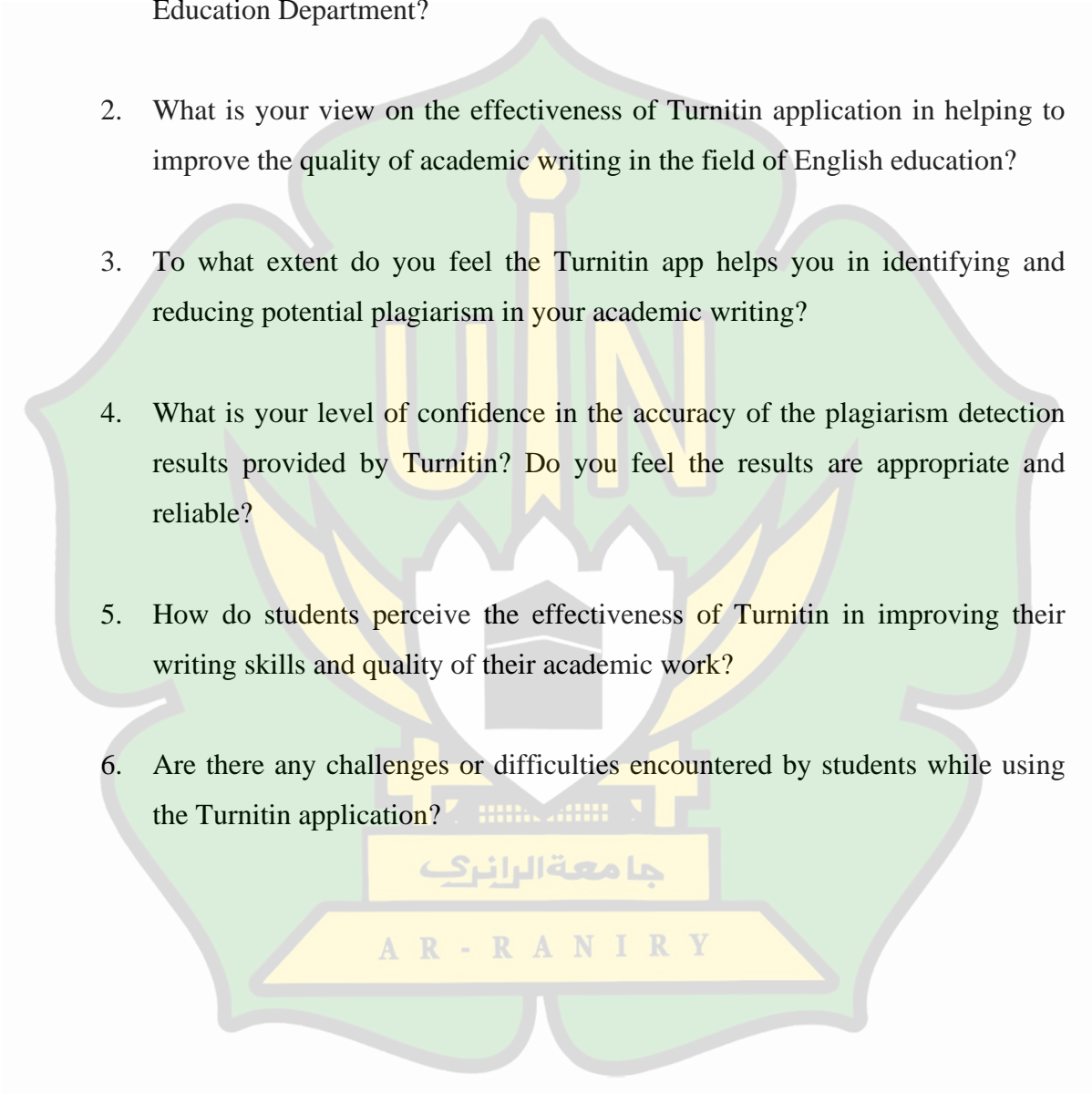
No	Thesis Code	Thesis Title
1	CBA	Investigating Students' Motivation in Learning English at MAN 1 Sigli
2	CR	Challenges in Teaching English at SMPN 1 Bakongan Timur
3	FR	Exploring Students' Plagiarism Practice
4	LF	The EFL Students' Problems in Writing "Literature Review" of Their Thesis
5	MP	An Analysis of Students' Self-Confidence in English Oral Presentations
6	NA	Disruptive Behavior in EFL Classroom and Its Impacts on Classroom Engagement
7	NUH	Gender Tendency Towards The Use of Acehese Taboo Language: A Case Study of University Students
8	RR	The Influence of Personality on English Speaking Skill
9	YU	The Influence of Questioning Strategy on Students' Achievement in Reading (A Case Study at English Language Education Department of UIN Ar-Raniry)
10	ZI	The Online Learning Difficulties for EFL Learners



## Appendix D

### Interview Questions

1. How is your experience in using Turnitin as a student in the English Education Department?
2. What is your view on the effectiveness of Turnitin application in helping to improve the quality of academic writing in the field of English education?
3. To what extent do you feel the Turnitin app helps you in identifying and reducing potential plagiarism in your academic writing?
4. What is your level of confidence in the accuracy of the plagiarism detection results provided by Turnitin? Do you feel the results are appropriate and reliable?
5. How do students perceive the effectiveness of Turnitin in improving their writing skills and quality of their academic work?
6. Are there any challenges or difficulties encountered by students while using the Turnitin application?



Appendix E

One of the participant's pictures





## AUTOBIOGRAPHY

Name : Annisa  
 Student Number : 160203132  
 Place/Date of Birth : Banda Aceh/18<sup>th</sup> February 1998  
 Gender : Female  
 Religion : Islam  
 Status : Single  
 Occupation : Student  
 Nationality : Indonesia  
 Address : Peunayong  
 Email : annisahazrtl18@gmail.com  
 Phone Number : 085362177418  
 Parents  
     Name of Father : Alm. Syahril  
     Name of Mother : Arfan Novianti  
     Father's : -  
     Occupation :  
     Mother's : Housewife  
     Occupation :  
     Address : Peunayong  
 Education  
     Elementary : SD Negeri 32 Banda Aceh (2004-2010)  
     Junior High School : SMP Negeri 4 Banda Aceh (2010-2013)  
     Senior High School : SMA Negeri 3 Banda Aceh (2013-2016)  
     University : UIN Ar-Raniry Banda Aceh (2016-2023)

Banda Aceh, 25<sup>th</sup> July 2023

Annisa