

**FACTORS LEADING TO PLAGIARISM AMONG ACEHNESE EFL
STUDENTS IN WRITING ASSIGNMENTS**

THESIS

Submitted by

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**Factors Leading to Plagiarism among Acehnese EFL Students in Writing
Assignments**

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

Banda Aceh, 14 Desember 2023

Saya yang membuat pernyataan,



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Banda Aceh, December 14, 2023

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ABSTRACT

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Keyword : Plagiarism, Writing Assignments, Acehese EFL Students.

Plagiarism is a significant issue in the field of education that many students continue to plagiarize. Plagiarism prevention measures must, therefore, be implemented. This research investigates what leads Acehese students to plagiarize when working on assignments and the levels of plagiarism among Acehese English students, as indicated by Turnitin. This research employed qualitative methods with a case study approach. Interviews and documents were the primary sources of the data. The participants were selected purposively: 6 Acehese students of semester seven and nine at the departments of English language education at two Universities in Banda Aceh (three students from a public Islamic university, under MORA and three from a public university, under MOEC). These students had taken the Introduction to Research Methods course. This research found six factors that cause plagiarism: being unaware of the assignment topics, being unaware of plagiarism, looking for a shortcut, not having adequate writing skills, having low reading interests, and coming across similar assignments online. The level of plagiarism found based on the analysis of six student assignment documents shows two documents with a moderate level of plagiarism and four others with a high level of plagiarism.

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing skills are essential for students; they must develop proper writing skills to succeed academically (Silfiani et al., 2018). Here, Pinter (2006) defines writing as a complex ability that develops from copying familiar words and phrases to understanding text structures and genres, the processes of drafting and editing, and writing for an audience.

In this modern era, technology advances very rapidly. Various internet technologies would enable the students to look for the information or knowledge they need online. Unfortunately, many would consider the internet as providing abundant sources that could help them complete assignments instantly. Some students, unfortunately, copy and paste information from the internet and claim it as their work. This action has become a 'growing problem' (Eret & Gokmenoglu, 2010).

More than 3,600 high school students in the Northeastern United States were interviewed for Wangaard and Stephens's (2011) study, and 95% of them admitted to cheating in some way during their time in high school. In a separate study, Hensley et al. (2013) gathered data from 292 college students in the US and discovered that 14.61% of female respondents and 28.97% of male respondents

both admitted to plagiarizing. This shows that cases of plagiarism are unspecified by gender and age.

Such an act of academic dishonesty is called plagiarism. Many researchers have defined plagiarism. Anney and Mosha (2015) defined plagiarism as stealing other people's work and also eliminating their ownership rights. Saha (2017) also states that plagiarism is stealing another person's intellectual property, which is morally and legally unacceptable. Haitch (2016) argued that plagiarism is commonly called stealing another person's ideas or words. Colnerud and Rosander (2009) further say that plagiarism is synonymous with using a work someone owns as property and not crediting the original owner. According to Kolhar and Alameen (2020), plagiarism is using someone else's ideas, novelties, and writings without citing the original author. Plagiarism is often defined as using another person's words or ideas in writing or speech.

Based on my initial interview with some students of English language education in Aceh, I could conclude that students' lack of ability to quote or paraphrase gave rise to this bad behavior. Besides that, I have also seen some of their writing assignments and found plagiarism with varying percentages (high, medium, and low). Such a preliminary finding has motivated me to conduct an in-depth study to learn more about factors leading to students' plagiaristic behaviors and levels of plagiarism committed by Acehese EFL students.

Although plagiarism is prohibited and not good, research has shown that students still rampantly commit plagiarism. For example, in Indonesia, Hidrawati's

(2017) research reveals that students plagiarize to complete college assignments. They would browse the internet, looking for references from blogs and other online sources to copy. Kholidah and Sari (2022) discovered a similar finding: Pancasila and Citizenship Education Study Program students at IKIP PGRI Bojonegro were engaging in plagiarism. There are three ways to engage in plagiarism: using the internet for browsing, stealing someone else's work and changing the title, and combining sources from blogs.

Plagiarism is not unique to Indonesia but occurs in various countries worldwide. For instance, a German military minister, Karl Theodor zu Gutten, was accused of plagiarism, which led to his resignation. A study by Dias and Bastos (2014) investigated how 170 teachers and 334 high school students in seven European countries feel about plagiarism. They found that both the teachers and students know plagiarism is forbidden and link it to the ease with which content can be accessed online. However, while teachers frequently point to students' lack of skills as a cause, students instead emphasize the pressure to perform well in class, laziness, poor time management, and the desire to avoid detection.

In Malaysia, Zainuddin et al. (2021) have researched plagiarism awareness among university students. Their research identified risk factors for plagiarism in TESL students 33 respondents participated in this quantitative study using two separate Google Forms, and 23 personalized questions were randomly assigned to TESL students. The results indicate the respondents claimed to be quite conscious of plagiarism. The short assessment deadline is the most significant deterrent to plagiarism for TESL students. And according to Fa'iezah (2009), different attitudes

toward plagiarism are identified among Indonesian male and female students. It was discovered that male students plagiarized more often than females. In addition, most Indonesian students plagiarize one or more sentences from external sources, moderately edit them, and then incorporate them into their papers.

Although Muluk et al. (2021) have discussed several factors that cause students in Aceh to commit plagiarism, their research only focuses on plagiarism in their theses. Research examining plagiarism in student assignment writing at Islamic universities (under MORA) and public universities (under MOEC) is still limited. Therefore, it is important to carry out this research to find out the causes and levels of plagiarism committed by students in writing their course assignments so that the results of this study can provide benefits and be used as evaluation material to improve students' academic writing. Unlike previous research, this research was conducted among English language education students from two universities in Aceh to gain a deeper understanding of the phenomenon of plagiarism that occurs among Acehnese students studying at two different universities. These students have completed and worked on the mini-proposal assignment given by the lecturer in the Introduction to Research Method class.

B. Research Questions

This present study aims to answer the following research questions:

1. What are the factors leading these students to plagiarize when working on assignments?
2. What are the levels of plagiarism committed among Acehnese English

students, as indicated by Turnitin?

C. Research Aim

The purposes of this research are:

1. To explore some possible factors causing students to plagiarize when working on their academic assignments.
2. To find out the levels of plagiarism committed among Acehese students studying English.

D. Significance of Study

The findings of this research are expected to be beneficial:

1. The research expectedly provides additional insights into the current body of knowledge on plagiarism among English students.
2. The students would be able to learn the causes of plagiarism, thus enabling them to learn to do academic writing more responsibly.
3. This research can provide an additional overview of the nature of plagiarism students commit when working on assignments so that lecturers take necessary measures to minimize plagiarism actions among students.

E. Research Terminologies

To avoid misunderstandings, several terms used in this research are explained as follows:

1. Plagiarism

According to Belter and Du Pre (2009), plagiarism was a further portion taken from another source without the appropriate citation and quotation marks.

Indonesian Ministry of National Education regulation also defines plagiarism as an

intentional or accidental attempt to gain credit or value for scientific work by quoting a person's scientific work without properly citing the source. Plagiarism is defined by Snow (2006) as the act of using another person's words or ideas without giving them credit. Park (2004) provides a more detailed, student-centered definition of plagiarism, stating that it is the act of appropriating another person's work and passing it off as one's own. According to Leung and Cheng (2017), plagiarism is taking someone else's work and passing it off as the plagiarist's own work in order to deceive others and obtain credit or reward for work that is not your own. It can be concluded that plagiarism is an act of taking or stealing another's idea, sentences, and phrase without specifying quoting marks or references list and claim as their own work.

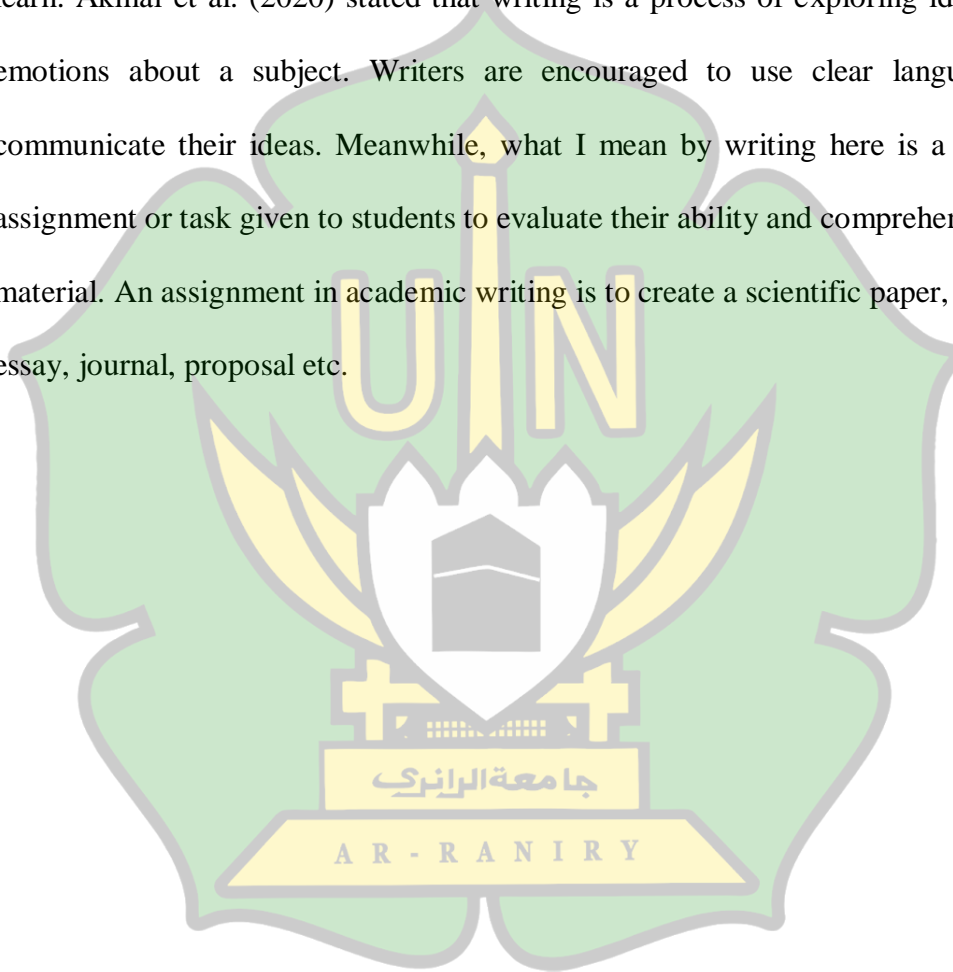
Fish and Hura (2013) have identified several different types of plagiarism. These types include: students sometimes fail to cite their sources when they take words or phrases from others, use other people's sentences, collect other people's documents and recognize it as their own.

2. Acehese EFL students

Acehese refers to students from various regions of Aceh. This research focuses on students from Aceh region who study English at two universities in Aceh, namely an Islamic university and a public university. They include students from the first semester to the last semester. The research focused on seven and nine semester students. These students have done many writing assignments and have taken Research Methods courses.

3. Writing assignment

Many researchers have defined writing. Whate (1986) defines writing as a process of expressing ideas, information, knowing, experiencing and understanding and adds that writing is also used to gain knowledge or information to share and learn. Akmal et al. (2020) stated that writing is a process of exploring ideas and emotions about a subject. Writers are encouraged to use clear language to communicate their ideas. Meanwhile, what I mean by writing here is a writing assignment or task given to students to evaluate their ability and comprehension of material. An assignment in academic writing is to create a scientific paper, such as essay, journal, proposal etc.



CHAPTER II

LITERATURE REVIEW

A. Factors causing students to plagiarize

There has been a lot of study related to plagiarism among students. It could be from various parts of the world. Many studies examine the factors that lead students to plagiarize from various contexts. In European context (e.g., Jereb et al., 2018), their study investigated whether factors influence plagiarism and whether there are differences between German and Slovenian students' factors. A quantitative paper-and-pencil survey discovered that the ease of access to information-communication technology and the internet is the main cause of plagiarism. There are no significant variations in personal aspects such as gender, learning motivation and socialization between German and Slovenian students. From the Malaysian context, Halamy et al. (2023) investigated the variables contributing to plagiarism in higher education. According to their research findings, students were aware of numerous forms of plagiarism, such as copying and pasting from internet sources and presenting work as their own, with the main cause for plagiarism being the students' incapacity to perform thorough research. And in the Indonesian context, a study by Sulaiman and Sulastri (2018) focused on types and factors causing plagiarism in papers. They found that the factors leading to plagiarism are a lack of understanding of how to cite and reference, limited access to referrals, and the students' delay and hastening in completing the task.

Elshafei and Jahangir (2020) examined what factors cause plagiarism among Jazan University students; the key results of this research paper indicate that new technologies and the internet have a clear and important impact on plagiarism. The same thing was also found by Diaz et al. (2021); the qualitative investigation demonstrated that there was a direct correlation between the level of plagiarism and students' internet competence. It was discovered that the level of students' confidence, as well as the factors of connection days per week, level of internet knowledge, connection hours per day, and experience as internet users, had an impact on plagiarism.

Another factor that affects students' plagiarism is a lack of understanding. That can be divided into three understandings: first, the students lack understanding of plagiarism. As found in Nguyen's (2021) study, it was reported that students lack understanding of plagiarism and the skills to avoid it. Second, the students lack writing skills such as understanding how to paraphrase, quote, cite, and reference. As found by Patak et al. (2020), the students lack ability in paraphrasing, have difficulty conveying ideas, and use weak grammar. Thirdly, the students lack understanding of the writing subject or are less familiar with the subject of writing. As found in Babaii & Nejadghanbar's study (2016).

Another factor that leading students to plagiarism is laziness. A study conducted by Abir and Inas (2022) on second-year EFL students' awareness and attitudes about plagiarism revealed that second-year EFL students were aware of the notion of plagiarism and had negative views toward it. However, they keep trying to plagiarize because they are lazy. This was also found in Lailiyah and

Wediantoro (2022) study, that the students' laziness has the motivation for students to plagiarize.

Students lack of interest in reading is also a driving factor in committing plagiarism. Nugraha and Putra (2018) examined the forms of plagiarism and the factors leading to plagiarism among undergraduate students. They found that the students' lack of interest in reading additional references for their research paper, the students wanting to write their papers fast and thickly, and the poor regulation from the institution on the handling of students' plagiarism.

Another study by Amiri and Razmjoo (2016) found that instructors' ignorance of plagiarism, peer pressure, pressure to provide high-quality papers, and ease of plagiarizing are factors leading students to plagiarize. Apart from that, Baqutayan et al. (2019), in their study that also focused on factors affecting plagiarism, found that lack of efficacy in research and report writing is the most reason and the primary factor for plagiarism.

From all the findings above we can conclude that plagiarism occurs suddenly and is influenced by both internal and external factors, Internal factors include academic skills, pressure, and pride. Whereas external factors include technology and easy access to information from the internet. Even though many studies have examined the factors that cause students to commit plagiarism, there is still a lack of research that simultaneously explores the level of plagiarism committed by students in course assignments. Most of the previous research only focused on one university. Therefore, this research not only examines the factors

that cause plagiarism, but also focuses on the level of plagiarism committed by students to gather in-depth information about the two universities in Aceh.

B. The Levels of Plagiarism

As a writer, someone must ensure and be able to guarantee the authenticity of their writing before it is published. Plagiarism checking of writing is the most important thing because the percentage of plagiarism can show the quality of students' writing. As said by Lukman et al. (2016), if plagiarism is discovered in an article, it may be withdrawn (retraction), canceled (cancellation), removed from the database (removal), or replaced (replacement), particularly in medical publications. According to Turnitin (2018), there are five categories of similarity levels: zero level of similarity (0%), low level (1%-24%), moderate level (25%-49%), high level (50%-74), and very high level of similarity (75%-100%). Besides, many studies have been conducted about the levels or percentage of plagiarism (e.g., Rusadi., 2020; Bayram & Tikman., 2022; Resta et al., 2021; Ismail & Jabri., 2023; Betane., 2010).

Rusadi's (2020) research found that the amount of plagiarism among undergraduate students was high when the Turnitin application was used. According to the 13 samples of thesis documentation examined and checked using the Turnitin tool, eight students scored over 50% (50% - 91%), and only four scored below 50% (28% - 47%). Another study conducted by Bayram and Tikman (2022) determined the level of student-teacher plagiarism during distance education. They found that second-year students had a higher percentage of plagiarism than third-

year students. In their research, Resta et al. (2021) used the cosine similarity method combined with preprocessing and TF-IDF to calculate the level of similarity between the title and abstract of a student's final scientific work. The research results show that the percentage level of similarity between training data and test data documents is 8%, this means that student theses are still unique and do not contain plagiarism. However, research conducted by Ismail and Jabri (2023) showed a significant difference in students' plagiarism level after using plagiarism detection software (Turnitin). The pretest results showed that students plagiarized around 50.88%.

Furthermore, after being introduced to Turnitin and being advised to use the software, the student plagiarism rate dropped to 18.81%. Apart from that, research conducted by Betane (2010) also found differences in the level of plagiarism committed by University of Botswana (UB) students UB students. First, without the students' knowledge, the program was given access to their assignments to assess the degree of plagiarism. The results showed that UB students had a 20.5% average level of plagiarism. The students were then given a brief introduction to the software and informed that the software would be used to check their second assignments. The findings indicated that student plagiarism had decreased by 4.3%.

From the previous findings above, it can be concluded that students plagiarize their writing at different levels, namely low, moderate, high, and varied high levels. Besides that, it also shows that using Turnitin can help reduce plagiarism levels. This is what I use as a standard in students writing work and this is mainly used to answer the second research question.

C. Types of Plagiarism

Many studies classify plagiarism into numerous forms. According to Anney and Mosha's (2016) study, (Ali et al., 2011; Barnbaum, 2006; Clough, 2003) study divided plagiarism into six types or forms. These types include:

- a. Copy and paste plagiarism is defined as verbatim copying of the text from the source without adding quote marks to credit the original authors.
- b. Word switch plagiarism occurs when you take a statement from a source and modify a few words without mentioning the source.
- c. style plagiarism is the act of copying another author's style of reasoning by organizing your thoughts phrase by sentence.
- d. Metaphor plagiarism is a sort of plagiarism in which a person utilizes another person's creative style and then presents it as your own ideas without crediting the actual source of that creative style.
- e. Idea plagiarism is the act of taking someone else's notion or solution and passing it off as your own without giving proper credit.
- f. Authorship plagiarism occurs when a student directly puts his name to another person's work.

Roka (2017) also classified plagiarism into six types or forms:

- a. Intentional or Unintentional

Intentional plagiarism occurs when an author replicates a whole text, paragraph, or data and presents it as his or her own. While, unintentional

plagiarism occurs when the author is either unaware of such study, is oblivious of writing ethics, or is unsure how to cite and thus offers comparable pieces.

b. Text/words or Ideas/data

The most common type of plagiarism is copy-cut-paste or word-for-word, which includes full sentences, paragraphs, tables, and even pictures that are not cited as the original source. Plagiarism also typically takes the form of stealing other people's ideas, arguments, audio or video recordings, thoughts, conclusions, or suggestions and failing to credit them properly.

c. Source

This kind of plagiarism takes citations from prior articles without reading or cross-referencing the bibliography.

d. Mosaic/patch writing

This occurs when a new author exploits the prior article text by altering, rearranging, or rephrasing the words or sentences to give it a new look without crediting the original author.

e. Self-Plagiarism

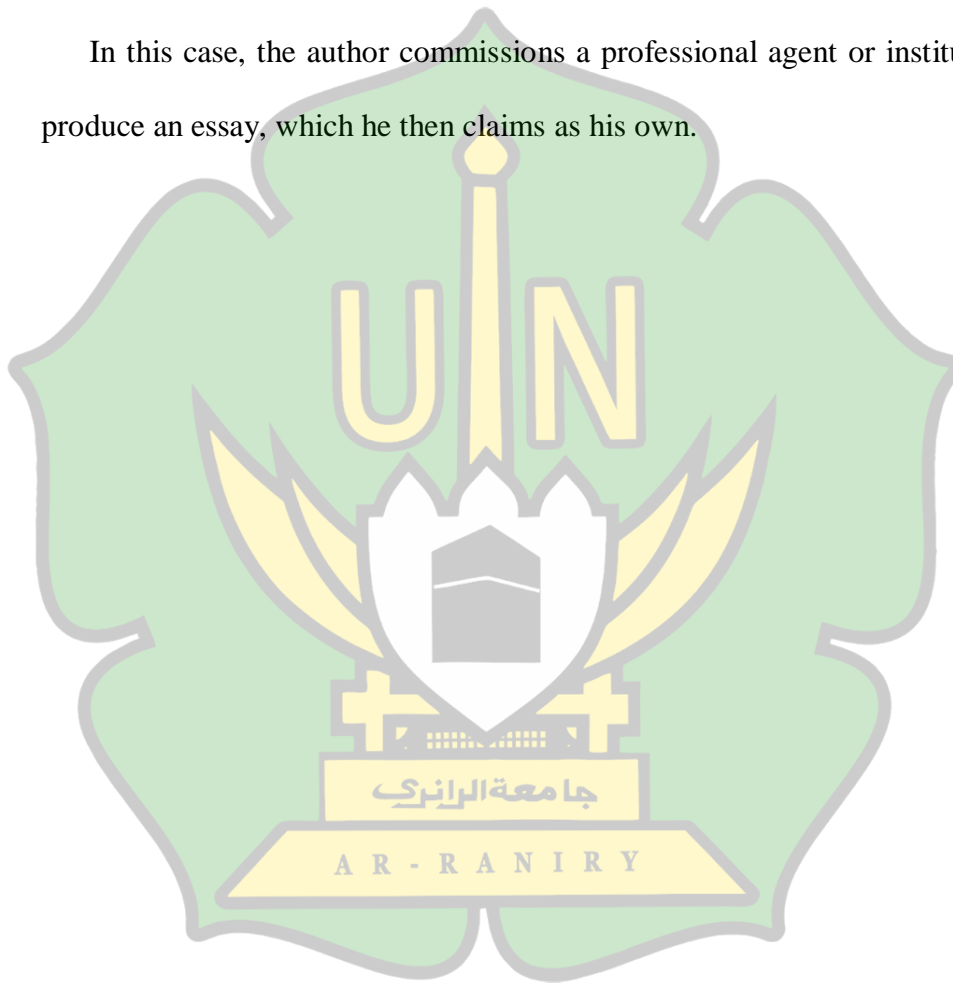
This occurs when an author adds research to a previously published article, book, contributed chapter, or journal and presents it as a new article without crediting the original or obtaining permission from the previous publisher.

f. Ghostwriting

In this case, the key contributor is not acknowledged, or someone who did not contribute is given credit.

g. Collisional

In this case, the author commissions a professional agent or institution to produce an essay, which he then claims as his own.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study investigates factors that lead Acehese students to plagiarize when doing assignments. In investigating factors, the qualitative technique can help me in this research. As stated by Bryman (2012), researchers using a qualitative approach are less concerned with describing a phenomenon and are instead investigating a topic that is little known.

The case study approach is used to understand the phenomenon that was selected for research. This research focuses intensively on one particular object studied as a case. I use this approach because I want to gain an in-depth understanding of the factors leading Acehese students to plagiarism when doing their assignments and the levels of plagiarism that occurs among Acehese students.

B. Participants

I carried out purposive sampling for this study. According to Creswell and Clark (2018), Purposive sampling refers to the deliberate choice by the researcher of participants who have direct experience of the primary phenomenon or central idea in the investigation. I used purposive sampling because my respondents were selected based on criteria. They must be Acehese students who study English

language education at an Islamic university and a public university in Aceh, and they must have taken Introduction to Research Methods class.

The participants in this study were six Acehese students of semester seven and nine at the departments of English language education at two Universities in Banda Aceh (3 students from a public Islamic university, under MORA and 3 from a public university, under MOEC) and they must have taken Introduction to Research Methods class. I chose them because I believe they have received adequate instruction on academic writing and done many writing assignments.

C. Source of Data

The data was primarily derived from in-depth interviews with the participants. Students' academic work is used as an additional data source.

D. The technique of data collection

1. Interview

I used the interview to collect data. Craswell (2012) states that the researcher conducts telephone, in-person, or focus groups with six to eight interviewees each while doing qualitative interviews. These interviews aim to obtain the participants' ideas and opinions and consist of several unstructured, frequently open-ended questions.

I briefly explained the study's background, objectives, significance, research process, and participant confidentiality protections to each participant before the interview began. Additionally, the participant's permission was obtained before using a voice recorder to document the entire interview process.

2. Documents

The academic writing students' work that I analyzed involved mini-research proposals because eight-semester students are believed to have completed and worked on the mini-proposal assignment given by the lecturer in the Introduction to Research Method class when in semester six. I used Turnitin to detect plagiarism. Turnitin is a tool used to detect the similarity of scientific work whether someone is included in the act of plagiarism or not (Manunggal & Christiani, 2018).

Firstly, I asked the participant's permission to submit their academic work. Then, I uploaded the document to Turnitin to determine the plagiarism level.

E. The technique of data analysis

In this research, interviews were conducted to answer the first research question relating to the factors that cause Acehese students to plagiarize on their writing assignments. I used interviews to find in-depth information regarding these factors, as Craswell (2012) said that, interviews provide more detailed information that can be collected than observations. Then, the interview results were analyzed using thematic analysis. The procedures for thematic analysis are: First, I need to familiarize myself with the data and identify possible objects of interest. Second, I created the initial code. Third, I search for topics and explore potential topics. Fourth, I define and name the topic. Fifth, I explain it narratively (Braun & Clarke, 2012). Meanwhile, the student academic works or student assignment documents are analyzed to answer the second research question because the second research

question is related to the percentage or level of plagiarism committed by students, this can be measured using the plagiarism detection software, called Turnitin



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the major themes. The presentation of the findings is in the order of the research questions. Interview data was particularly used to answer the first research question. The documents were to answer the second research question.

A. Findings

1. Factors leading Acehnese EFL students to commit plagiarism

There are apparently many reasons why students commit plagiarism. In the context of this present research, the data analysis suggests the major themes as follows:

1.1. Being unaware of the assignment topics

In writing, a person must first understand what topic to discuss. If we do not understand the topic, it will be very difficult for us to write. This could be one reason why someone commits plagiarism. According to Indah (2017), topic familiarity, which affects reading ability, also contributes to writers' ability to write. Based on their problematization method when writing argumentative essays, the writer's critical thinking is conveyed differently as a result of their background knowledge. It can be inferred that a writer's ability to produce quality writing will increase with their level of expertise or awareness of what they are writing about. This theme is evidenced in the following quote from a student of the Islamic university. She asserts, "Students commit plagiarism because they don't know the writing

assignment's title. So, they are looking for some ideas on the web or in people's writings." [Interview, PN, September 9, 2023]. Students are likely to plagiarize when they do not fully understand what the assignment is all about. AD said, "The reason students commit plagiarism is because they don't understand the topic or material they want to discuss or write about." [Interviewed, AD, September 8, 2023]

The findings suggest that a lack of understanding of the topic to be written is the cause of students committing plagiarism on their writing assignments.

1.2. Being unaware of plagiarism.

Another reason why students commit plagiarism is that they do not clearly understand what constitutes plagiarism. Basically, all participants interviewed in this research knew that plagiarism is the act of taking, stealing, or copying other people's work, whether ideas, sentences, or words, without including the citation. As AMR said that "I think plagiarism is something that not good at all, I mean we know that plagiarism is taking someone else's work, idea or opinion and passing as our own work." [Interviewed, AMR, September 13, 2023]

NFO also said the same thing: "I thought plagiarism is taking someone's sentence, is it idea, information or word without making citation with the real author's name." [Interviewed, NFO, September 9, 2023]. But at the same time NFO said that:

"I don't know if it's plagiarism or not, but actually, my purpose for reading other people's writing is to gain knowledge because sometimes I get the writing

assignment, for example, an essay with a title that I even knew before. So, I read other people's writings to gain knowledge because I don't know what to write. But I don't copy and paste. I just take some ideas, then I write them down in my own words and paraphrase them." [Interviewed, NFO, September 9, 2023]

Besides that, LNS, a public university student, said that: "I don't think the way I handle my difficulty in writing assignments is an act of plagiarism, because I still try to write on my own after reading from the source that I got. And if I have difficulty, I use paraphrase tools on the internet to help me with the assignment." [Interviewed, LNS, September 11, 2023]

This was also said by AD, who said that they thought that when they paraphrased the ideas they had taken from other people's writing in their own language, they had avoided plagiarism even though they had not cited it. She said, "It is also very likely that students do not understand plagiarism. Because I myself thought that we had avoided plagiarism, but it turned out that our actions still included plagiarism even though we had paraphrased the original writing." [Interviewed, AD, September 8, 2023]

They argue that plagiarism is the act of taking someone else's work without providing a citation. They think that taking other people's ideas and paraphrasing them into their own words is not an act of plagiarism. However, Jones (2011) stated that when you just change the wording but not the author's idea, you have eliminated the obvious necessity for quotation marks but still need an explanatory citation/attribution. The idea itself is the intellectual property of the original author and must thus be cited as such. This clearly shows that changing another writer's

ideas into one's own language without providing appropriate and correct citations is an act of plagiarism.

1.3.Looking for a shortcuts

In the world of education, negative attitudes have a negative impact on students. One example of a negative attitude is laziness. According to Bisik (2022) Laziness is the negative behavior of individuals who are reluctant to take action or do not like to act and prefer to remain silent. While Madsen (2018) defines laziness as a negative term that refers to people who do not show effort in accordance with their abilities and the level of difficulty of the task in question. This means that various factors can make students to be lazy. One of them doesn't want to try harder, so when they feel there are difficulties they will give up and don't want to try harder. Because this laziness causes them to look for shortcuts to overcome these problems and difficulties, one of which is by cheating.

Based on the interviews I have conducted, students' laziness in doing their assignments is also a factor that causes students to commit plagiarism. PN stated that "the laziness factor can be the reason why students commit plagiarism, maybe because they are too lazy to look for other theories or paraphrase, so they directly copy other people's work in writing." [Interviewed, PN, September 8, 2023]

However, LSN said that students wanted to complete their assignments quickly, so they chose to plagiarize. "In my opinion, the reason students plagiarize is because they want to complete their assignments quickly." [Interviewed, LSN, September 11, 2023]

RSU, an English student at Islamic University she said “they are lazy about doing their assignments, so they always put off doing them so that when they are due to submit their assignments, they don’t have enough time, so they commit plagiarism but we can say that they are too lazy to do their tasks, so there’s not enough time.” [Interviewed, RSU, September 8, 2023]

1.4. Not having adequate writing skills

In writing, not only knowledge or ideas are needed, but the correct choice of vocabulary to support arguments, grammar, and writing citations are also important things to pay attention to. Tasya (2022) said writing is an important textual form that contains the author’s concept and serve a purpose. So, writers must also utilize appropriate vocabulary, grammar, and text formation so that the reader will understand the message. Then, by choosing the right vocabulary and grammar can help readers understand the message conveyed by the author. This is related to what the Participant AMR a public university student said:

“They found it difficult to write in a proper way. I mean, the students don’t know how to integrate the information from research into their assignments; they may have limited vocabulary mastery. So, that they can’t write using formal and higher vocabulary or higher language (higher sentences), and also the common one is that the students maybe don’t know how to present their argument or support avidity, and students may have problems with grammar or with citations.” [Interviewed, AMR, September 13, 2023]

LSN also said the same thing; she said, “students plagiarize also because they have difficulty writing in English. It seems like they don’t have much vocabulary, and they are afraid that the words they choose are not appropriate.” [Interviewed, LSN, September 8, 2023]

1.5. Having low reading interests

Reading is a bridge to knowledge, and reading can help someone in writing. Krashen (2016) said that someone learns to write not by writing, but by reading. This means that reading and writing are essentially related to each other both simultaneously and longitudinally. Krashen (1984) states that reading is a very appropriate thing to do to develop writing skills because it is generally assumed that reading a passage will be useful. Serves as the primary model by which writing skills can be learned. This proves that reading is a very important thing because by reading a person gets various sources of information and knowledge which can open their insight into various things such as science, economics, social, cultural and others. But unfortunately, many students are less interested in reading and even prefer to commit plagiarism because they feel lazy about reading and want to finish their assignments instantly. As AD said “they also don’t want to learn from other people’s work. They don’t want to read, so they just want to do something instantly by copying and pasting other people’s work.” [interviewed, AD, September 8, 2023] RSU said that students’ interest in reading was the biggest reason why they plagiarized. [interviewed, RSU, September 8, 2023]

1.6. Coming across similar assignments online

Assignments are one of the important things in the learning process. The assignments given by the lecturer must be original, or the assignments given by the lecturer are truly created by him or herself, and the task given can develop critical thinking towards their students. If the assignment given is a general assignment or

available on the internet, students will easily cheat when they want to complete it. Based on the results of the interview, PN said that “another reason why student plagiarism because sometimes students find the question with answer on the internet that relates to their assignment so they will use the answer to complete their assignment” [Interviewed, PN, September 8, 2023]. LSN also said that “I once found a task on internet that was the same as my assignment, and I think that is one of another factors for students to commit plagiarism, sometimes students believe in answers on Google more than their own answers.” [Interviewed, LSN, September 11, 2023].

From the interview above, it can be concluded that one of the factors that students commit plagiarism is because students find the same questions with answers on the internet.

2. The levels of plagiarism in Acehese EFL students’ writing assignments

To find out what percentage or level of plagiarism students commit when carrying out writing assignments, I use Turnitin to analyze students’ academic work. The following is the percentage or level of plagiarism found in student writing assignments, namely:

1. High levels of plagiarism

Documents that are classified as high level of plagiarism are documents that have a level of similarity to other sources with a similarity percentage of around 50% to 74%.

Table 4.1

Percentage of plagiarism in PN assignment documents:

Proposal to Research Method

ORIGINALITY REPORT

	71 %	69%	20%	38%
	SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
	PRIMARY SOURCES			
1	repository.ar-raniry.ac.id Internet Source			22%
2	ejournal.unib.ac.id Internet Source			13%
3	core.ac.uk Internet Source			8%
4	jurnal.ugn.ac.id Internet Source			7%
5	Submitted to Syiah Kuala University Student Paper			4%
6	Submitted to University of Mindanao Student Paper			3%
7	ewritingtutors.wordpress.com Internet Source			3%
8	media.proquest.com Internet Source			3%
9	Submitted to Universitas Bengkulu Student Paper			2%
10	Submitted to IAIN Batusangkar Student Paper			2%
11	etheses.uin-malang.ac.id Internet Source			1%
12	eprints.walisongo.ac.id Internet Source			1%
13	Submitted to IAIN Kudus Student Paper			1%
14	Submitted to University of Western Sydney Student Paper			1%

15	bdkaceh.kemenag.go.id Internet Source	1%
16	eprints.unram.ac.id Internet Source	<1%
17	repository.iainpalopo.ac.id Internet Source	<1%

Table 4.1 shows that in PN assignment documents there is a 71% level of plagiarism, recorded from internet sources there is 69%, from publications 20% and from student papers 38%, it is classified as high levels of plagiarism.

Table 4.2

Percentage of plagiarism in AMR assignment documents:

Meis, S PDF

ORIGINALITY REPORT

71 %	69%	19%	35%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			

1	repository.unja.ac.id Internet Source	29%
2	repository.ar-raniry.ac.id Internet Source	8%
3	Submitted to TechKnowledge Student Paper	4%
4	jim.teknokrat.ac.id Internet Source	4%
5	docplayer.net Internet Source	3%
6	www.coursehero.com Internet Source	3%
7	Submitted to Mancosa Student Paper	3%
8	www.researchgate.net Internet Source	3%
9	ejournal.undiksha.ac.id	2%

	Internet Source	
10	123dok.com Internet Source	1%
11	www.asjp.cerist.dz Internet Source	1%
12	vital.seals.ac.za:8080 Internet Source	1%
13	media.neliti.com Internet Source	1%
14	files.eric.ed.gov Internet Source	1%
15	suarbetang.kemdikbud.go.id Internet Source	1%
16	www.tandfonline.com Internet Source	1%
17	eprints.umm.ac.id Internet Source	<1%
18	Submitted to Flinders University Student Paper	<1%
19	Submitted to Queen Margaret University College, Edinburgh Student Paper	<1%
20	eprints.umpo.ac.id Internet Source	<1%
21	repository.nwu.ac.za Internet Source	<1%
22	Clark, Tom, Foster, Liam, Sloan, Luke. “Bryman’s Social Research Methods 6E XE”, Bryman’s Social Research Methods 6E XE, 2022 Publication	<1%
23	Submitted to Universitas Pendidikan Indonesia Student Paper	<1%
24	Submitted to Intercollege Student Paper	<1%
25	Zahra Shahsavar, Haniyeh Kourepaz. “Postgraduate students’ difficulties in writing their theses literature review”, Cogent Education, 2020 Publication	<1%
26	sophia.stkate.edu Internet Source	<1%

27	www.linguistics-journal.com Internet Source	<1%
28	Submitted to Trinity College Dublin Student Paper	<1%
29	Submitted to Oxford Brookes University Student Paper	<1%
30	es.scribd.com Internet Source	<1%
31	repository.ub.ac.id Internet Source	<1%
32	www.cogentoa.com Internet Source	<1%
33	Cindi Fitri, Wisma Yunita, Zahrida Zahrida. "Fresh Graduate Students Difficulties in Writing Research Articles", Edu-Ling: Journal of English Education and Linguistics, 2021 Publication	<1%
34	Philip M. Podsakoff, Nathan P. Podsakoff, Paresh Mishra, Carly Escue. "Can Early- Career Scholars Conduct Impactful Research? Playing "Small Ball" Versus "Swinging for the Fences"", Academy of Management Learning & Education, 2018 Publication	<1%
35	Submitted to University of Northumbria at Newcastle Student Paper	<1%
36	www.jibc.ca Internet Source	<1%
37	Submitted to University of Leicester Student Paper	<1%
38	e-repository.unsyiah.ac.id Internet Source	<1%
39	ejurnal.teknokrat.ac.id Internet Source	<1%
40	researchspace.ukzn.ac.za Internet Source	<1%

Table 4.2 shows that AMR plagiarizes at a high level, with a plagiarism percentage of 71%, 69% from internet sources, 19% from publications and 35% from student papers.

Table 4.3

Percentage of plagiarism in RSU assignment documents:

PROPOSAL FINAL IRM

ORIGINALITY REPORT

70 % 66% 23% 47%

SIMILARITY INDEX INTERNET SOURCES PUBLICATIONS STUDENT PAPERS

PRIMARY SOURCES

1	ijere.iaescore.com Internet Source	10%
2	www.scribd.com Internet Source	10%
3	repository.ar-raniry.ac.id Internet Source	8%
4	repo.uinsatu.ac.id Internet Source	6%
5	ecampus-fip.umj.ac.id Internet Source	4%
6	digilib.uinsby.ac.id Internet Source	3%
7	acikbilim.yok.gov.tr Internet Source	3%
8	repository.uinjambi.ac.id Internet Source	2%
9	jurnal.unilak.ac.id Internet Source	2%
10	www.coursehero.com Internet Source	2%
11	eprints.ums.ac.id Internet Source	2%
12	ejurnal.stkipjb.ac.id	2%

	Internet Source	
13	Submitted to UIN Sunan Gunung Djati Bandung Student paper	1%
14	journal.uniku.ac.id Internet Source	1%
15	kpu.ca Internet Source	1%
16	Submitted to Valdosta State University Student paper	1%
17	Submitted to Syiah Kuala University Student paper	1%
18	repo.unida.gontor.ac.id Internet Source	1%
19	Murdianto Murdianto, A. `Ainun Zeva Zachari. "Indonesian Muslim Youth and The Korean Pop Wave (Case Study of Ponorogo Muslim Youth Students)", Al-Adabiya: Jurnal Kebudayaan dan Keagamaan, 2022 Publication	1%
20	core.ac.uk Internet Source	1%
21	media.neliti.com Internet Source	1%
22	www.diva-portal.org Internet Source	1%
23	eric.ed.gov Internet Source	1%
	eprints.unm.ac.id Internet Source	1%
25	Submitted to Universitas Negeri Manado Student paper	1%
26	doaj.org Internet Source	1%
27	Submitted to Midlands State University Student paper	<1%
28	Submitted to The Hong Kong Institute of Education	<1%

	Student Paper	
29	jela.stkippasundan.ac.id Internet Source	<1%
30	Submitted to Liberty University Student Paper	<1%
31	qspace.qu.edu.qa Internet Source	<1%
32	repository.unibos.ac.id Internet Source	<1%
33	TARAKÇIOĞLU, Aslı Özlem and TUNÇARSLAN, Hatice Kübra. "The effect of short stories on teaching vocabulary to very young learners (aged 3-4-year): A suggested common syllabus", Hacettepe Üniversitesi, 2014. Publication	<1%
34	library.oapen.org Internet Source	<1%

Table 4.3 indicates that RSU committed high levels of plagiarism with a plagiarism percentage of 70%, 66% from internet sources, 23% from publications, and 47% from student papers.

Table 4.4

Percentage of plagiarism in LNS assignment documents:

Research Proposal L

ORIGINALITY REPORT

62 %	62%	19%	22%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	digilibadmin.unismuh.ac id Internet Source	17%	

2	jurnal.untan.ac.id Internet Source	10%
3	digilib.unila.ac.id Student Paper	8%
4	repository.radenintan.ac.id Internet Source	6%
5	media.neliti.com Internet Source	3%
6	eprints.iain-surakarta.ac.id Internet Source	3%
7	123dok.com Internet Source	3%
8	repo.uinsatu.ac.id Internet Source	2%
9	researchmethodkm3.blogspot.com Internet Source	2%
10	repository.uin-suska.ac.id Internet Source	1%
11	digilib.uinkhas.ac.id Internet Source	1%
12	teachingenglish4all.wordpress.com Internet Source	1%
13	repository.upstegal.ac.id Internet Source	1%
14	www.peterlang.com Internet Source	1%
15	Submitted to Trinity College Dublin Student Paper	1%
16	repository.iainpare.ac.id Internet Source	<1%
17	Submitted to Universitas Muria Kudus Student Paper	<1%
18	Lidia Denta Grace Barus, Herman Herman, Hairun Niswa. "The Effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text", Journal of English Education and Teaching, 2020 Publication	<1%
19	ejournal.unp.ac.id Internet Source	<1%

20	Mutmainah Mutmainah. "The Use of InsideOutside Circle Technique to Improve Student's Writing on Recount Text", Loquen:English Studies Journal, 2017 Publication	<1%
21	repository.ar-raniry.ac.id Internet Source	<1%
22	text-id.123dok.com Internet Source	<1%
23	www.ide.titech.ac.jp Internet Source	<1%
24	www.researchgate.net Internet Source	<1%
25	Sonya Indriany, Merry Prima Dewi. "Causes of Students' Error in Writing Recount Text at 9th Grade SMPN 5 Kec. Kapur IX", EDUMALSYS Journal of Research in Education Management, 2023 Publication	<1%
26	Submitted to UIN Sunan Gunung DJati Bandung Student Paper	<1%
27	etheses.uinsgd.ac.id Internet Source	<1%
28	repository.uhn.ac.id Internet Source	<1%
29	repository.uinsu.ac.id Internet Source	<1%
30	repository.unbari.ac.id Internet Source	<1%
31	umpir.ump.edu.my Internet Source	<1%
32	eprints.walisongo.ac.id Internet Source	<1%

Table 4.4 demonstrates that LNS commits plagiarism which is classified as a high level of plagiarism, with a percentage of 62%. From internet sources there were 62%, from publications 23% and from student papers 47%.

2. Moderate level of plagiarism

Moderate level of plagiarism is that the document being tested has a level of similarity to other sources with a similarity percentage of around 25% to 49%.

Table 4.5

Percentage of plagiarism in NFO assignment documents:

Mini Thesis

ORIGINALITY REPORT

38 % **35%** **1%** **7%**
SIMILARITY INDEX INTERNET SOURCES PUBLICATIONS STUDENT PAPERS

PRIMARY SOURCES

1	repository.radenfatah.ac.id Internet Source	12%
2	digilibadmin.unismuh.ac Internet Source	11%
3	www.journal.unublitar.ac.id Internet Source	4%
4	repository.uinbanten.ac.id Internet Source	2%
5	repository.ar-raniry.ac.id Internet Source	2%
6	journal.unublitar.ac.id Internet Source	2%
7	Submitted to Ho Chi Minh University of Technology and Education Student Paper	1%
8	Submitted to United Colleges Group – UCG Student Paper	1%
9	digilib.ikipgriptk.ac.id Internet Source	1%
10	Submitted to UIN Sunan Gunung Djati Bandung Student Paper	1%

11	Sext-id.123dok.com Internet Source	1%
12	www.coursehero.com Internet Source	1%
13	Submitted to Segi University College Student Paper	1%
14	computerresearch.org Internet Source	1%
15	Submitted to Mutah University in Jordan Student Paper	<1

Table 4.5 shows that in the NFO assignment documents there is plagiarism which is categorized as moderate levels, with a percentage of plagiarism of 38%, 35% from internet sources, 1% from publications, and 7% from student papers.

Table 4.6

Percentage of plagiarism in AD assignment documents:

RM. AG..

ORIGINALITY REPORT

39	%	38%	8%	16%
SIMILARITY INDEX		INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES				

1	digilibadmin.unismuh.ac.id Internet Source	6%
2	etheses.uinmataram.ac.id Internet Source	5%
3	repository.uinjambi.ac.id Internet Source	4%
4	repository.unibos.ac.id Internet Source	2%
5	eprints.walisongo.ac.id Internet Source	2%
6	ejurnal.unima.ac.id Internet Source	2%

7	ejournal.unima.ac.id Internet Source	2%
8	Submitted to Universitas Islam Negeri Antasari Banjarmasin Student Paper	2%
9	Submitted to University of Essex Student Paper	2%
10	www.coursehero.com Internet Source	2%
11	repository.umsu.ac.id Internet Source	1%
12	Submitted to UIN Sunan Gunung Dlati Bandung Student Paper	1%
13	Submitted to Universitas Muhammadiyah Makassar Student Paper	1%
14	iceced.unsyiah.ac.id Internet Source	1%
15	jurnal.fkip-uwgm.ac.id Internet Source	1%
16	repository.teknokrat.ac.id Internet Source	1%
17	Lusi Marleni, Nurhidayah Sari, Vitri Angraini Hardi. "Listening Comprehension by using Video in Online Class through WhatsApp", AL- ISHLAH: Jurnal Pendidikan, 2021 Student Paper	1%
18	Submitted to Syiah Kuala University Publication	1%
19	e-theses.iaincurup.ac.id Internet Source	1%
20	digilib.uinsby.ac.id Internet Source	1%
21	repository.iainpalopo.ac.id Internet Source	1%
22	repository.unej.ac.id Internet Source	1%
23	moam.info Internet Source	<1%
24	tampub.uta.fi Internet Source	<1%

25	repositorio.unan.edu.ni Internet Source	<1%
26	rp2u.unsyiah.ac.id Internet Source	<1%
27	Nur Auliyah, Muhammad Ihsan, Dzakiah. “THE EFFECTIVENESS OF USING SILENT WAY METHOD WITH SPELLING GAME IN IMPROVING STUDENTS’ VOCABULARY MASTERY”, <i>Datokarama English Education Journal</i> , 2023 Publication	<1%

Table 4.6 shows that AD committed moderate level of plagiarism in their assignments, with a plagiarism percentage of 39%. 62% from internet sources, 23% from publications and 47% from student papers.

B. Discussion

This research was conducted to investigate the factors leading to plagiarism among Acehese EFL students in writing assignments and the level or percentage of plagiarism is among Acehese EFL students. The discussion of the results of the research is divided into two parts and is in accordance with the research questions.

First, the factors that cause Acehese EFL students to commit plagiarism. Based on interviews, there are several factors affecting Acehese EFL students' plagiarism in their writing assignments. (1) Being unaware of assignment topics. (2) Being unaware of plagiarism. (3) Looking for a shortcut. (4) Not having adequate writing skills. (5) Having low reading interests. And (6) Coming across similar assignments online.

Lack of knowledge or ideas regarding the topic that students will write about is one of the reasons why Acehese EFL students commit plagiarism. Because

when there is no knowledge or ideas, there will be no opinions expressed in writing. This is the same as the findings of Babaii and Nejadghanbar (2016) in their research. they found that 10.44% of Irian students admitted that the reason they plagiarized was because they were less familiar with the subject of writing.

Students not really knowing about plagiarism is also one of the biggest reasons Acehnese EFL students commit plagiarism. Although they basically know that plagiarism is the act of copying or taking other people's work, ideas, words, and sentences without giving a citation to the work, some of them think that if they change an idea from someone else into their own language is not plagiarism, even without a clear citation. Rodhiya et al. (2020) said that the majority of students claim to understand and have been taught about plagiarism. However, it seems that most of them still do not fully understand the various types of plagiarism resulting from unintentional plagiarism by students. This finding is consistent with the findings from research by Silfiani et al. (2018) and Muluk et al. (2021).

The interview results also prove that students plagiarize as a shortcut for their laziness. The laziness referred to here can be being lazy about doing assignments so that you procrastinate doing assignments, being lazy about finding out and also being lazy about developing ideas, thinking and understanding so that you just want to complete writing assignments instantly and quickly. This is also related to the results found in previous research conducted by Lailiyah and Wediantoro (2022). They found that students' laziness and lack of creativity motivated students to plagiarize. (Abir & Inas, 2022; Wediantoro, 2022).

Apart from that, the interview results also showed that a lack of writing skills was the driving force behind committing acts of plagiarism in their writing assignments. The lack of writing skills means they have difficulty expressing their thoughts or arguments in writing. They also lack understanding in choosing the right vocabulary, grammar, and writing clear and precise citations. It is related to research of Patak et al. (2020), several EFL lecturers reported that students had some problems with academic writing and considered writing a challenging language skill. Weak grammar, difficulty conveying ideas, and deficiencies in paraphrasing ability. Fenster (2016) provides suggestions for teaching students to paraphrase appropriately.

Then, the reason Acehnese EFL students commit plagiarism is because they lack interest in reading, so they prefer to take other people's work on the internet by copying and pasting as an instant act of plagiarism. Plakans and Gebril (2012) discuss several benefits of reading on writing ability. First, the reading sources used can help students get ideas about the topic. Second, the reading sources can form opinions regarding the topic. Third, the text from the reading source becomes evidence and language support. This quote shows the importance of reading for writer. This finding is related to the findings of Nugraha and Putra (2018) who found that students' laziness in reading more references in their research papers was one of the factors that caused plagiarism.

Lastly, students plagiarize because the originality of assignments given by lecturers or they find the same task on internet with answers that related to their assignments. This shows that lecturers are also a factor that causes plagiarism by

taking assignment questions on the internet. It is related to the findings discovered by Eret and Ok (2014), they found that teachers in Turkey tended to plagiarize material from the internet or using the same assignments in different courses. As Ngo (2016) said that students will plagiarize if they find the solutions to their assignments on the internet or similar sources. These findings indicate that lecturers must create the original assignment and provide assignments that really require students to think and match their own abilities to what they have learned to reduce plagiarism.

Second, the level or percentage of plagiarism committed by Acehnese EFL students when writing assignments. After the student assignment documents are analyzed using Turnitin, the percentage of plagiarism is classified into two levels, namely: moderate level and higher level. In documents with a percentage of plagiarism percentage 25% until 49%, classified as a moderate level of plagiarism and in documents with a plagiarism percentage among 50 to 74%, classified as a higher level of plagiarism.

So, based on the table above, it shows that of the 6 Acehnese EFL students assignment documents, 2 documents have plagiarism levels 38% and 39%. 4 other assignment documents had plagiarism levels among 50% to 74%, namely 71%, 71%, 70% and 62%. From the results of the data analysis of English students' work documents at two universities in Aceh show that the levels of plagiarism carried out by students are higher levels, and it can be concluded that students still commit plagiarize in their writing assignments.

CHAPTER V

IMPLICATIONS, CONCLUSIONS, AND SUGGESTIONS

A. Implications

From the findings of this research, it is clear that university students still commit cases of plagiarism. Students admit that plagiarism is an act of stealing. However, they still commit plagiarism, even at a high level. Increasing awareness of plagiarism can be done by providing an in-depth understanding of plagiarism, its types, penalties and the negative impacts of the act itself.

Actions need to be taken to minimize acts of plagiarism in higher-level education. Overcoming or minimizing acts of plagiarism is not only the responsibility of lecturers, but students are also the first bulwark in reducing plagiarism, with help and encouragement from lecturers as student mentors.

B. Conclusions

This research was conducted to answer research problems: What are the factors that cause plagiarism among Acehese EFL students and what is the level of plagiarism committed by Acehese EFL students.

Based on the results in the previous chapter, several conclusions can be drawn. There are several reasons why Acehese EFL students plagiarize. 1) Being unaware of assignment topics. (2) Being unaware of plagiarism. (3) Looking for a shortcut. (4) Not having adequate writing skills. (5) Having low reading interests. And (6) Coming across similar assignments online. It can be concluded that internal

factors are more dominant than external factors which cause Acehnese EFL students to plagiarize on their writing assignments.

Plagiarism committed by Acehnese EFL students in their assignments. Their writing is classified into two levels, namely high and moderate. The results of the Turnitin analysis carried out on 6 students' writing assignment documents showed that 2 documents had a plagiarism percentage below 50% and 4 other documents had a percentage above 50%.

C. Suggestions

Based on the research results, it is proven that plagiarism still occurs among students. Therefore, this study offers several suggestions:

First, it is proved that Acehnese EFL students must be given a very in-depth understanding of plagiarism, including examples, types, and negative impacts of plagiarism. So, Acehnese EFL students not only know the definition but also know and understand the meaning of plagiarism. Second, give to remind to Acehnese EFL students who did plagiarize and give appropriate penalties for their actions. It is important to do because if the lecturers don't give clear penalties they will ignore plagiarism. Third, it suggested students and lecturers should use plagiarism detection software in used to know the percentage of plagiarism such as Turnitin. Using this software can help them to minimize acts of plagiarism. Fourth, the lecturers should provide students with an understanding of how to paraphrase and cite the sources correctly. Finally, I remind Acehnese EFL students should develop

their insight by reading lots of books, magazines, news and others to develop student knowledge and to help them in writing.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B-6650/UN.08/FTK/KP.07.6/10/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** :
- 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;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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 - 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;
 - 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 Banda Aceh Tanggal
- Menetapkan**
PERTAMA
- MEMUTUSKAN**
- Menunjuk Saudara:
- Dr. Muhammad Nasir, M.Hum
 - Faishal Zakaria, S.Pd.I., M.A., Ph.D
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Miftahul Jannah
NIM : 190203118
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Factors Leading to Plagiarism Among Acehese EFL Students in Writing Assignment
- 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.

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


Sifatul Muluk

Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi FBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- Mahasiswa yang bersangkutan;
- Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Nomor : B-10272/Un.08/FTK.1/TL.00/09/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry
2. Prodi Pendidikan Bahasa Inggris Universitas Syiah Kuala

Assalamu'alaikum Wr.Wb.

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

Nama/NIM : **Miftahul Jannah / 190203118**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Lambuk, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Factors Leading To Plagiarism Among Acehese Students in Writing Assignment**

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

Banda Aceh, 08 September 2023

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 20 Oktober
2023

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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Jln. Saikh Abdur Rauf Kapelma Darussalam Banda Aceh
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SURAT KETERANGAN

Nomor: B-771/Un.08/PBI/Kp.01.2/10/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-10272/Un.08/FTK.I/TL.00/09/2023 tanggal 08 September 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Miftahul Jannah
NIM : 190203118
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

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

"Factors Leading To Plagiarism Among Acehnese Student in Writing Assignment"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Oktober 2023

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

جامعة الرانيري

AR - RANIRY



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SYIAH KUALA
JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Tgk. Hasan Krueng Kalee, Darussalam – Banda Aceh 23111

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Nomor : 534/UN11.1.6./PK.03.08/2023
Lamp : -
Hal : Penelitian Mahasiswa

Yth, Dekan Tarbiyah UIN Ar-Raniry
Dengan Hormat
Di
Banda Aceh

Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas
Syiah Kuala dengan ini menerangkan bahwa:

Nama : Mifthul Jannah
NIM : 190203118
Jurusan/strata : Pendidikan Bahasa Inggris/ S1

Benar yang namanya di atas telah melakukan penelitian di Jurusan Pendidikan Bahasa Inggris
FKIP Universitas Syiah Kuala dalam rangka pengambilan data Skripsi dengan judul : *Factors
Leading To Plagiarism Among Acehnese Students in Writing Assignment.*

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

جامعة الرانيري

AR - RANIRY

Banda Aceh, 02 Oktober 2023

Ketua Jurusan,



Prof. Dr. Asnawi, S.Pd., M.Ed.

NIP. 197411052001121003

Appendix D

Interview

FACTORS LEADING TO PLAGIARISM AMONG ACEHNESE STUDENTS

Name :

Nim :

University :

The date of interview :

List of interview questions

1. Are you familiar with the term plagiarism?
2. What is your understanding of plagiarism?
3. Could you please describe how you handle difficult academic writing assignments?
4. Based on your understanding of plagiarism, do you consider the way you handle your assignment an act of plagiarism?
5. In your perspectives, what are some of the reasons for English students to commit acts of plagiarism?
6. What should be done to students who committed plagiarism?
7. Should pinalties be imposed? How?
8. What do you think the teachers should do to curb plagiarism?