

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results and discussion, it can be concluded that students who have awareness of plagiarism do not make them stop plagiarizing. All students in this study think that plagiarism is wrong because it is an act of stealing other people's work. However, it does not exclude the possibility that they still commit plagiarism when doing CBR and CJR assignments until this semester, namely semester 6. Participants who have a minimum ipk of 3.6 who are participants in this study also illustrate that students who have high ipk have high responsibility for their assignments. This is evidenced by the percentage of text similarity in their CBR and CJR assignments that did not exceed 30%, which is the limit of plagiarism commonly set in some universities (Habibzadeh, 2023).

Although faced with various barriers, the problems in this study have been answered well. Problems about the factors that cause plagiarism and the types of plagiarism used by English Education students when doing CBR and CJR assignments, can be revealed by the answers given by the participants in the questionnaire given through googleform. Although not all participants were able to provide the CBR and CJR assignments requested for analysis, the data collected from the questionnaire provided a clear picture of the problem of types of plagiarism. The results of the questionnaire show interesting patterns regarding the types of plagiarism that often occur in CBR and CJR assignments. Some of the CBR and CJR assignments that were collected and analyzed also helped to

explain that the participants already knew how to plagiarize so that the percentage of text similarity in their assignments was not high.

It is important to remember that this study has limitations. The research sample was limited to students from the English education department at Universitas Negeri Medan, so the findings cannot be directly generalized to other student populations. Furthermore, future research can expand the scope by involving students from different disciplines or different educational institutions, as well as integrating qualitative approaches with different methods to gain a deeper understanding of the factors that influence plagiarism behavior as well as the types of plagiarism used when students write academic writing.

5.2 Suggestion

For future research, it is recommended to expand the scope of the study by involving more participants and coordinating better with the lecturers involved. It is important to schedule assignment times uniformly and provide clear directions to lecturers regarding the importance of the availability of CBR and CJR assignments for this study. In addition, researchers can also consider using alternative methods of collecting data, such as interviews or direct observation, to overcome the constraints that may arise in data collection. Thus, future research can provide a deeper understanding of the factors that cause plagiarism among English Education students.