CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In the ever-evolving world of education, academic integrity has become the first pillar in the dissemination of knowledge and intellectual development. The quest for knowledge not only requires us to be committed to exploration and discovery, but also to abide by strict ethical standards, especially in the context of writing. Writing has great significance in the language acquisition journey of English as a Foreign Language (EFL) learners (Silfiani, Aziz & Daud, 2018). Therefore, it is important for English language learners to have good skills in writing in order to become learners with integrity and be able to create quality writing.

Mustafa (2016) has pointed out that at the university level, students usually need to acquire academic writing skills. Nevertheless, EFL learners are often faced with various challenges when it comes to academic writing, such as limited vocabulary, grammar difficulties, lack of motivation, laziness, and problems with referencing. In relation to this scenario, Flowerdew and Li (2007) have stated that novice or second language researchers are more likely to commit plagiarism.

Writing is one of the key skills that form the basis of academic activities. However, limited resources and lack of integrity in writing have led to

plagiarism, which is the act of presenting someone else's work, ideas, or words as one's own without giving proper attribution. Plagiarism is a serious problem that pervades the academic world, and challenges the basic principles of education with integrity.

Plagiarism is the act of using someone else's work, words, or ideas without giving proper credit. It is considered a form of theft and a violation of honesty in the academic community (Academe, 75: 47-48, in Lukman et al, 2017). Plagiarism can be intentional or unintentional, and can take many forms, including word-for-word plagiarism. This occurs when a student copies word for word from a source without using quotation marks or giving credit to the author. There is also plagiarism that occurs when a student rewrites someone else's idea in their own words without giving credit to the original author, this kind of action is called paraphrasing plagiarism. Then there is plagiarism called patchwork plagiarism. This happens when a student takes ideas or passages from multiple sources and combines them into a new work without proper citation.

Akbar and Picard (2019) have furnished the English interpretation of plagiarism as defined in Indonesia's Regulation. This definition states that "Plagiarism refers to deliberate or unintentional actions aimed at obtaining or seeking credit or marks for a scholarly work by incorporating others' work, whether in part or in whole, and presenting it as one's own without proper and suitable attribution to the source." Based on these definitions, it can be deduced that instances of plagiarism within the academic sphere are classified as both academic misconduct and potential copyright infringements.

In today's era, where knowledge is only a click away, the temptation to borrow or copy the work of others is ever stronger. Therefore, educators, educational institutions, and researchers are faced with an urgent need to understand and address the complex dimensions of plagiarism.

Babaii & Nejadghanbar (2017) discovered that a lack of awareness regarding plagiarism and inadequate academic writing skills are two factors contributing to students' engagement in plagiarism. It appears that students may possess limited knowledge or even no knowledge at all about plagiarism and its definition, leading them to inadvertently engage in it. Conversely, having a clear understanding of plagiarism and possessing the necessary academic writing skills, such as summarization and paraphrasing, is crucial for avoiding plagiarism. Insufficient proficiency in academic writing could, therefore, make students more susceptible to plagiarism, as they may encounter challenges in employing these techniques. These factors are interconnected, ultimately resulting in students resorting to plagiarism behaviors.

Plagiarism is a serious problem in the academic world, especially at universities. Even though universities usually take certain precautions, this problem is still common on campus, causing experts and researchers to look for new ways to combat this unwanted behavior (Cronan, Mullins, & Douglas, 2018). Some recent innovative technology solutions (e.g., Turnitin & iThenticate) were created with the aim of improving academic integrity by checking document content for the originality of an author's work and comparing the similarity of the text to documents hosted on other websites and databases with application engine as a way to detect plagiarism (Balbay & Kilis, 2019; Bruton & Childers, 2016).

Recently plagiarism rates appear to have decreased, thanks in part to the potential of such detection software (Curtis & Vardanega, 2016).

Despite the availability of various tools for students to check their assignments, students have not been actively engaged in the plagiarism prevention process. However, by encouraging students to participate in plagiarism checking, they become more conscious of the need to review their work before submitting it. This approach aligns with the findings of Chanock (2008), who suggested that plagiarism, often unintentional or unconscious, can be significantly reduced through such student involvement.

Another perspective, based on linguistics, is presented by Pecorari (2008). Plagiarism is a serious issue in the academic community, and it is important to understand its various forms and causes.Traditionally, plagiarism can be identified through written inconsistencies, such as unfocused topics, lack of coherence between paragraphs, and subject-verb disagreements. Pecorari believes that higher education institutions should embed the teaching of academic literacies, such as writing from sources, in mainstream subjects.

Plagiarism cases in Indonesia, involving both lecturers and students, are on the rise (Fitria,2020). These instances of academic misconduct include activities such as diploma trading and copying others' work. This trend is a cause for concern, especially considering the Indonesian government's initiatives to boost the quantity of international publications in Southeast Asia. Indonesia has achieved the second position among ASEAN countries in terms of the quantity of international scientific publications, surpassing Singapore, which now holds the third position (Seftiawan, 2018). Therefore, the government is firmly dedicated to

enhancing the caliber of scientific publications in Indonesia and curtailing plagiarism across all educational levels, with a particular focus on higher education institutions. To combat plagiarism, the government introduced Regulation Number 17 of 2010, issued by the Minister of National Education of the Republic of Indonesia, which delineates the definition of plagiarism and the corresponding penalties for those found guilty of it.

Several studies conducted in Indonesia found that the unfamiliarity of writing and the absence of sanctions made prone to plagiarism. In a study conducted by Adiningrum and Kutieleh in 2015, Indonesian students studying at various universities in Australia were examined. The findings from group discussions revealed that some participants felt that students previous academic experiences in Indonesia did not emphasize the importance of writing quality or addressing plagiarism concerns. Furthermore, they noted that although they were taught about citation guidelines when composing scientific papers, there were no significant penalties in place for violations, which contributed to a higher likelihood of plagiarism occurrences.

In (Agustina and Raharjo's, 2017) research, students find themselves compelled to engage in plagiarism due to the overwhelming number of tasks they must complete, which leaves them with insufficient time to thoroughly comprehend every aspect of the assigned material. Additionally, there is a strong desire among these students to achieve high grades for each assignment. (Keck, 2014) contends that inexperienced researchers often resort to replicating content from original sources.

Responding to various future problems and challenges that will be faced by Indonesia in the education and employment sectors, the government is developing a qualification framework at the national level then given the name Indonesian National Qualifications Framework or abbreviated as KKNI. KKNI is regulated in the Presidential Regulation of the Republic of Indonesia Number 8 of 2012.

The basic principle of the KKNI is the evaluation of an individual's performance in terms of/1scientific knowledge, expertise, and skills in students. This assessment relates to educational outcomes achieved through formal education, training, or practical experience equivalent to qualification standards for a particular level.. n the context of the educational process, learning outcomes are the final result or cumulative product in terms of knowledge, expertise and skills obtained by a person through formal, informal or non-formal education.. In a broader context, learning achievement can also be described as the end result of a process aimed at enhancing an individual's competency or career progression while students are actively employed. This fundamental principle is in line with the approach adopted by many other countries in the development of students respective qualification frameworks.

Unfortunately, that many students at the Universitas Negeri Medan (UNIMED) engage in plagiarism while completing KKNI assignments, especially for CBR and CJR tasks. Typically, students commit plagiarism by copying assignments from friends in other classes or by taking assignments from senior students who have previously completed CBR and CJR tasks.

Due to the issue of plagiarism, the researcher is interested in analyzing plagiarism occurrences at the Universitas Negeri Medan (UNIMED), especially those committed by students majoring in English Education with student IDs in the year 2021. The aim of this study is to analyze the factors contributing to plagiarism that occur when writing CBR and CJR assignments in the KKNI (Indonesian National Qualification Framework) by English Education students at the Universitas Negeri Medan. By analyzing the factors that lead to plagiarism in these assignments, the researcher aim to explain the underlying causes and identify potential solutions to reduce this problem.

Understanding plagiarism factors in CBR and CJR assignments is not only important for maintaining academic integrity but also for fostering a culture of authenticity and responsible scholarship. We hope the findings from this research will provide valuable insight into the challenges faced by students and educators and pave the way for effective strategies to address plagiarism while promoting more authentic and meaningful learning experiences.

The results of this research will not only provide benefits to Medan State University, but also have the potential to provide important insights for educators, educational institutions and policy makers at the national level. This research will help understand the challenges faced by students in maintaining integrity in writing and contribute to the development of more effective strategies for promoting a culture of honest and original writing in the context of English education in Indonesia.

Thus, this research can be considered a call to understand that the fight against plagiarism is not just about law enforcement, but also about education,

awareness, and commitment to upholding the principles underlying knowledge creation. It is a journey to maintain authenticity in the pursuit of knowledge and ensure that education serves as a platform for character development, discovery, and true scientific growth.

1.2 The Problems of the Study

The main problems that will be explained in this research are below

1. What types of plagiarism are used by English Education students of class 2021 when doing CBR and CJR assignments?

2. What factors are of students do plagiarism in completing CBR and CJR assigment?

1.3 The Objectives of the Study

Based on the issue above, this study is conducted with the following objectives:

1. To identify the types of plagiarism are used by English Education students when doing CBR and CJR

2. To analyze the factors of students do plagiarism when completing KKNI assigment among English Education students at Universitas Negeri Medan.

1.4 The Scope of the Study

This study focuses on analyzing the factors and types of plagiarism when writing CBR and CJR while completing KKNI assignments. The informants in this study are students with student ID 2021 majoring in English Education at Universitas Negeri Medan.

1.5 The Significances of the Study

1. Theoretical Contributions:

a. Enhanced Understanding of Plagiarism Factors

This study contributes theoretically by deepening our understanding of the factors that drive plagiarism specifically in the context of CBR and CJR assignments within KKNI. It provides insights into the motivations, challenges, and reasons behind students' engagement in plagiarism.

b. Theoretical Framework Development

The research may contribute to the development of a theoretical framework that can be applied to analyze plagiarism in academic writing, which can be beneficial for future research in the field of education.

c. Academic Integrity Theory

The study's findings can inform and expand upon existing theories related to academic integrity, shedding light on how these theories apply to real-world educational contexts.

2. Practical Contributions:

a. Students

This research is expected to be useful for students, especially students of English Education at Medan State University especially for English Education students of Medan State University. By knowing the factors that cause them to commit plagiarism and the types of plagiarism they will increase their awareness to avoid plagiarism in academic writing. The strategies in overcoming plagiarism revealed in the research will improve the quality of each student's writing.

b. Lecturers

As educators, lecturers are responsible for educating their students about plagiarism as it is one of the acts of academic dishonesty. This research is expected to be useful in increasing lecturers' awareness so that they can provide direction to students to avoid plagiarism students to avoid plagiarism, especially in writing CBR and CJR assignments in fulfilling the six KKNI tasks that apply at Universitas Negeri Medan.

c. Researcher

Researcher hope that this research will be useful for herself, particulary in increasing knowledge about plagiarism and avoiding the practice of plagiarism in academic writing. Therefore researcher can improve the quality of/1writing.