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SURVEY OF STUDENTS' PLAGIARISM IN ACADEMIC WRITING AT ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU



UIN SUSKA RIAU

BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1445 H/2024 M

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UNIVERSITY OF SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

BY

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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 Faculty : Education and Teacher Training
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Certify that this skripsi entitled **“A Survey of Students’ Plagiarism in Academic Writing at English Education Department of State Islamic University of Sultan Syarif Kasim Riau”** is certainly my own work and it does not consist of other people work, I’m entirely responsible for the content of this skripsi. Other opinion finding include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, March 28th, 2024


Nisa Surgi Lestari
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SUPERVISOR APPROVAL

Thesis entitled "*An Investigating Students' Plagiarism in Academic Writing at English Education Department of State Islamic University of Sultan Syarif Kasim Riau*" by Nisa Surgi Lestari, SIN. 12010420955. It has been accepted and approved to be examined in the meeting of the final examination committee of the undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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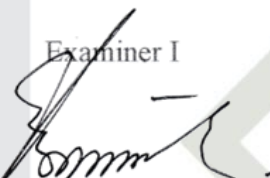
EXAMINER APPROVAL

The thesis "*A Survey of Students' Plagiarism in Academic Writing at English Education Department of State Islamic University of Sultan Syarif Kasim Riau*" by Nisa-Surgi Lestari, SIN. 12010420955. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Ramadhan 22nd, 1445 H/April 2nd, 2024 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

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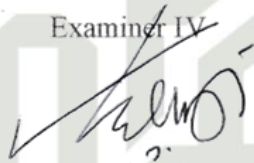
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3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
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Finally, the researcher realized that this thesis still far from perfections.

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Pekanbaru, March 28th, 2024
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ABSTRACT

Nisa Surgi Lestari, (2024): A Survey of Students' Plagiarism in Academic Writing at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

The purpose of this research is to investigate the types of plagiarism and the causes of plagiarism committed by students majoring in English Education. This research is quantitative descriptive. There were 6 students selected for document analysis and 17 students as questionnaire respondents. The students in the sample are 8th semester students who have completed the proposal seminar. Data was analyzed quantitatively. This research was conducted in February 2024 at the Sultan Syarif Kasim State Islamic University, Riau. As a result of document analysis, students plagiarized by copying and pasting other people's work, replacing several words, and changing sentence structures. Also, this research shows several factors that encourage students to commit plagiarism, namely weak writing skills, difficulty expressing ideas, lots of difficult assignments and given in a short time, not wanting to embarrass their family and themselves, and not wanting to look stupid in front of lecturers and peers, difficult to paraphrase, lazy to read, easy internet access, easy to share documents and easy to combine information from various sources. In conclusion, students commit several types of plagiarism, namely copy paste plagiarism, word switch plagiarism, and style plagiarism, and many students agree that academic factors, external factors, personal factors, and technological factors are the causes of students committing plagiarism.



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ABSTRAK

Nisa Surgi Lestari, (2024): Survey Plagiarisme Mahasiswa dalam Penulisan Akademik di Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau.

Tujuan dari penelitian ini adalah untuk menyelidiki jenis plagiarisme dan penyebab melakukan plagiarisme yang dilakukan mahasiswa jurusan Pendidikan Bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kuantitatif. Terdapat 6 mahasiswa dipilih untuk analisis dokumen dan 17 mahasiswa sebagai responden angket. Mahasiswa yang menjadi sampel adalah mahasiswa semester 8 yang telah menyelesaikan seminar proposal. Data dianalisis secara kuantitatif. Penelitian ini dilakukan pada bulan Februari 2024 di Universitas Islam Negeri Sultan Syarif Kasim Riau. Hasil dari analisis dokumen, siswa melakukan plagiat dengan cara menyalin dan menempel karya orang lain, mengganti beberapa kata, dan mengubah struktur kalimat. Selain itu, penelitian ini menunjukkan beberapa faktor yang mendorong mahasiswa melakukan plagiarisme, yaitu lemahnya kemampuan menulis, kesulitan mengungkapkan ide, banyak tugas yang sulit dan diberikan dalam waktu singkat, tidak ingin mempermalukan keluarga dan diri sendiri, serta tidak ingin terlihat bodoh dihadapan dosen dan rekan-rekan, sulit melakukan parafrase, malas membaca, akses internet mudah, mudah berbagi dokumen dan mudah menggabungkan informasi dari berbagai sumber. Kesimpulannya, mahasiswa melakukan beberapa jenis plagiarisme yaitu plagiarisme *copy paste*, plagiarisme *word switch*, dan plagiarisme *style*, dan banyak mahasiswa yang setuju bahwa faktor akademik, faktor eksternal, faktor personal, dan faktor teknologi menjadi penyebab mahasiswa melakukan plagiarisme.

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ملخص

نساء سورغي ليستاري، (٢٠٢٤): مسح انتحال الطلاب في الكتابة الأكاديمية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

هذا البحث يهدف إلى التعرف على أنواع الانتحال وأسبابها التي يرتكبها طلاب قسم تعليم اللغة الإنجليزية. هذا البحث هو بحث وصفي كمي. هناك ١٧ طالبا كمجيبين على الاستبيان وتم اختيار ٦ طلاب لتحليل المستندات. والطلاب في العينة هم طلاب الفصل الدراسي الثامن الذين شاركوا امتحان خطة البحث التكميلي. تم تحليل البيانات كميًا. وتم إجراء هذا البحث في فبراير ٢٠٢٤ في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. تظهر نتائج البحث عدة عوامل تشجع الطلاب على ارتكاب الانتحال، وهي ضعف مهارات الكتابة، وصعوبة التعبير عن الأفكار، والكثير من الواجبات الصعبة التي تعطى في وقت قصير، وعدم الرغبة في إخراج أسرهم وأنفسهم، وعدم الرغبة في الظهور بمظهر الغبي أمام المحاضرين والزملاء، وصعوبة إعادة الصياغة، والاعتماد على القراءة، سهولة الوصول إلى الإنترنت، سهولة مشاركة المستندات وسهولة دمج المعلومات من مصادر مختلفة. وبصرف النظر عن ذلك، نتيجة لتحليل المستندات، قام الطلاب أيضا بالانتحال عن طريق نسخ ولصق أعمال الآخرين، واستبدال عدة كلمات، وتغيير تركيب الجمل. وفي الختام، يتفق العديد من الطلاب على أن العوامل الأكاديمية، والعوامل الخارجية، والعوامل الشخصية، والعوامل التكنولوجية هي أسباب ارتكاب الطلاب للانتحال، ويرتبطون عدة أنواع من الانتحال، وهي انتحال النسخ واللصق، وانتحال تبديل الكلمات، وانتحال الأسلوب.

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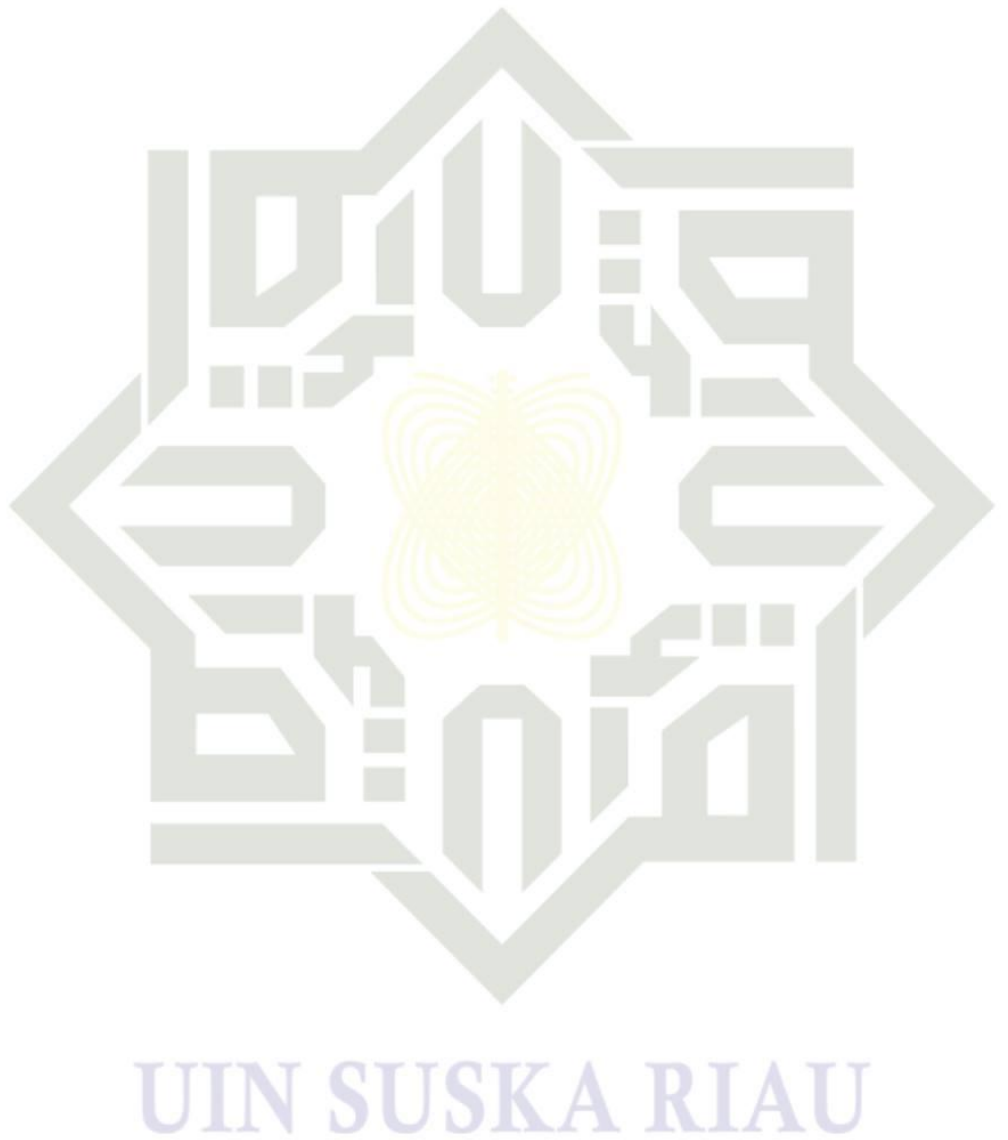
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CHAPTER I

INTRODUCTION

A. Background of the Study

For students studying English, mastering writing is a crucial skill. According to Toba et al. (2019), writing is a skill that EFL students should acquire because it is essential for written communication and academic expression. Additionally, writing is a crucial ability for EFL students to acquire in order to produce well-written essays (Silvani, 2018).

Writing proficiency serves as one of the fundamentals to achievement in writing for academic purposes, claim Husin & Nurbayani (2017). However, writing is regarded as the most challenging among the four proficiency levels (Al Darwish & Sadeqi, 2016). According to Hussain (2019), writing presents the biggest obstacle for students when it comes to English language proficiency because it requires a certain style, structure, and vocabulary.

Additionally, EFL students' writing abilities were impacted by their writing challenges (Toba et al, 2019). It is clear that students who struggle with writing or who lack writing skills will have trouble producing quality academic writing.

Additionally, various researchers have identified a challenges faced by EFL students in academic writing. Rahmatunisa (2014) notes that Indonesian EFL students had challenges in linguistic, cognitive, and psychological in academic writing. Academic writing differs significantly from general writing in its purpose, audience, text structures, and language conventions (Zhang, 2018). So that makes it particularly difficult for EFL students.

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For the students in their final year of undergraduate studies, writing a thesis represents a formidable task. As a form of academic writing, thesis writing necessitates a comprehensive understanding of various aspects such as content, structure, vocabulary, grammar, and writing mechanics (Prihatmi, 2017). Zulfikar (2020) also acknowledges that writing a thesis poses considerable complexity and challenges for most students, often resulting in difficulties completing the task within the expected timeframes.

There is a connection between students' writing challenges and plagiarism. Students who carry out plagiarism do so for a variety of reasons, including a lack of vocabulary, difficulty applying their knowledge of grammar rules to their writing, and difficulty putting their concepts into writing (Al Darwish & Sadeqi, 2016). The difficulties that cause people to commit plagiarism include not knowing how to properly cite and reference ideas and theories according to academic writing guidelines (MacLennan, 2018).

Additionally, their factor laziness, for example also promotes plagiarism among EFL students (Al Darwish & Sadeqi, 2016). They concurred that using plagiarism is a simple approach to finishing writing assignments since it saves them time and eliminates the need to fight to explain their ideas. Anney and Mosha (2015) also observed the same discovering, but they noted other variables, such as access to the internet, a lack of literature, and inadequate academic writing abilities, were important contributors to students' plagiarized.

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Based on the explanation above, plagiarism is one of the mistakes that often occur, which is caused by various things. There are many research reporting plagiarism in academic writing. The first study was on student's perception of plagiarism in English academic writing (Agustina et al., 2017; Silfiani, Aziz, & Daud., 2018). The second study on the form and the motivation for performing plagiarism in higher education (Sariffuddin et al., 2017; Darwish and Sadeqi., 2016). The third study on the analysis of undergraduate students' plagiarism in academic papers (Nugraha. R, 2018).

Several existing studies, only examine one, between the factors of plagiarism, the type of plagiarism used or students perspective about plagiarism. The research used a mix method, quantitative and document analysis. So the researcher wants to examine the factors and types of plagiarism by using a quantitative method (document analysis and questioner) to obtain deeper data.

Many researchers have investigated various manifestations of plagiarism in their research. Parfitt (2012) describes the common types of plagiarism, categorizing them as intentional and unintentional. He stated that students often commit unintentional plagiarism due to a lack of understanding of documentation protocols. On the other hand, Anney & Mosha (2015) expanded the concept of plagiarism into six different forms, namely copy and paste plagiarism, word switching plagiarism, style plagiarism, metaphor plagiarism, idea plagiarism, and authorship plagiarism.

Department of English Education has a writing class, starting from the second semester until the fourth semester. Starting from paragraph writing,

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essay writing, and academic writing. All of these classes are followed so that students can write academic writing well. Then, the end of the writing class is academic writing. According to the academic writing syllabus, this course is designed to develop students' English linguistic competence, especially in writing academic assignments. It is directed to provide the students with the knowledge and skills of writing English for Academic Purposes (EAP)-writing a research outline, a research proposal, and or even writing a research report based on the current norms of professional academic writers do on this beneficial and delighted job.

Based on the results of interviews with several English language education students, they admitted that they committed plagiarism even though they had taken a writing class. The reasons that cause them to plagiarize are difficulty in expressing ideas, difficulty in paraphrasing, and easy internet access.

This research aims to offer insight into plagiarism among EFL students. In addition, it is hoped to enrich students' understanding of plagiarism and increase their awareness of the importance of avoiding plagiarism in academic writing. The researcher intends to investigate the types of plagiarism observed in the writing of English Language Education students, as well as the contributing factors behind their involvement in plagiarism.

Based on these objectives, the researcher wants to conduct this study at Department of English Educacion of UIN Suska Riau under the title “A **SURVEY OF STUDENTS’ PLAGIARISM IN ACADEMIC WRITING AT ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**”.

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B. Problem

1. Identification of the Problem

There are several problems with students' writing which causes them to commit plagiarism in carrying out their duties in academic writing even though they have taken writing classes. First, the lack of vocabulary, students feel lazy in writing, and students easily access the internet which triggers them to commit plagiarism and students agree that plagiarism is an easy way to complete their writing assignments. Finally, many students commit plagiarism in completing writing assignments. In this case, the researcher wants to raise the problem of plagiarism, the type of plagiarism used, and the factors that cause students to commit plagiarism.

2. Limitation of the Problem.

After identifying several existing problems and phenomena, the researcher just focused on student plagiarism in academic writing.

3. Formulation of the Problem

Based on the previous background, the researcher formulates the research questions as follows:

- a. What are the types of plagiarism committed by English Education students in academic writing?
- b. What are the factors that encourage students commit plagiarism in academic writing?

C. Objectives and Significance of the Research

1. The Objectives of the Research

- a. To describe the types of plagiarism committed by English education students in academic writing.

- b. To describe the factors that cause English education students to commit plagiarism in academic writing.

2. The Significances of the Research

The result of this study was expected to provide a better or higher level of students' achievement in writing, especially in proposal writing. Furthermore, this study was useful for the implication of plagiarism in academic writing.

By identifying the factors contributing to plagiarism and elucidating the types of plagiarism prevalent among students, this study aims to enhance their awareness of the importance of avoiding plagiarism in academic writing. Consequently, students' writing quality is expected to improve as they gain a deeper understanding of academic integrity principles.

Also, this research is poised to assist lecturers in increasing their awareness of effective strategies for educating students about plagiarism avoidance, thereby fostering a culture of academic integrity within the university community.

Moreover, the researcher anticipates personal benefits from this study, particularly in terms of enhancing her own knowledge about plagiarism and refining her practices to avoid plagiarism in academic writing. By gaining insights from the findings, the researcher aims to improve her writing quality and uphold ethical standards in academic research and writing.

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D. Definition of the Term

1. Plagiarism

Plagiarism refers to the unethical act of appropriating other individuals' ideas, thoughts, or works without proper attribution, either to claim them as one's own or to utilize them without acknowledging the original source, leading to misconceptions or misinterpretations regarding the origin of ideas, thoughts, or works (Soelistyo, 2018). So, plagiarism is the act of using someone else's ideas or work in writing without giving credit to the original author.

2. Academic Writing

According to Akhadiyah et al. (2019), writing is characterized as a reflective activity that calls for adequate time to consider a particular subject as well as to evaluate and categorize any prior information. The goal of academic writing instruction for university students is to get them ready for their final thesis. So, academic writing is a process of learning that involves expressing ideas, opinions, and producing tasks in an educational setting where the writer is completing his studies.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Plagiarism

a. Definition of Plagiarism

The several terms used in this context have been succinctly outlined by Kumar et al. The word comes from the Latin word "plagiare," which means "to steal or kidnap." The act of using someone else's writing and passing it off as one's own is known as plagiarism (Khadilkhar, 2018). Because of this, plagiarism is a significant offense, particularly in today's culture where creativity is highly valued (Shin, 2019).

Plagiarism is defined by many authors. According to Anney & Mosha (2015), plagiarism is defined as using someone else's intellectual property without giving credit to the original creator. According to Leung and Cheng (2017), plagiarism also entails taking credit for work that is not your own by passing off someone else's creations as your own in order to trick others and get paid for them.

Plagiarism has been defined by a number of authors (Bensal, Miraflores, Tan, 2013; Fish & Hura, 2013; Helgesson & Eriksson, 2014) as the reckless, inadvertent, or intentional use of another person's intellectual work (such as texts, ideas, or results) for one's own gain without giving due credit to the original author. Furthermore,

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it is believed that plagiarism is becoming a bigger issue in this technological age, as students are making use of technology to copy another person's work and put it in as their own (Eret & Ok, 2014; Hu & Lei, 2015).

The researcher made the conclusion that plagiarism is the act of using someone else's ideas or work in writing without giving credit to the original author, based on the explanation provided above.

b. Plagiarism as a Factor in Academic Dishonesty

According to Harris (2017), plagiarism is one of the more significant types of academic dishonesty. In the same way, Ligi (2014) defined academic dishonesty as comprising four elements: cheating, fabrication, plagiarism, and facilitating academic dishonesty.

- 1) Cheating: refers to the deliberate use of unapproved information to pass exams or complete academic exercises.
- 2) Fabrication: Willfully fabricating data or references for any kind of academic assignment.
- 3) Plagiarism: Willfully taking another person's words or images, passing it off as one's own, and failing to give credit where credit is due.
- 4) Facilitating academic dishonestly: Intentionally aiding or attempting to aid someone else in engaging in academic dishonesty.

As stated by Ligi (2014), using or attempting to use authorized resources, information, or study aids in any academic assignment is

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considered cheating. Academic exercises encompass any type of work that is turned in for hours or credit. Therefore, using script notes, copying during tests, and working together without permission on assignments completed outside of class are all considered forms of cheating. For example, fabricating sources for a paper's bibliography or manipulating the outcomes of a lab experiment fall under the category of fabrication, which is defined as the deliberate and unapproved falsification or invention of any information or citation in an academic activity (Ligi, 2014).

He added on to define plagiarism as the willful adoption or duplication of another person's thoughts, phrases, or writings as one's own without giving credit where credit is due. Therefore, turning in a paper that was authored by another student, purchasing a paper from a commercial source, and improperly attributing quotes used in a paper are all considered forms of plagiarism (Ligi, 2014).

Based on the previously provided explanation, the researcher determined that plagiarism is one of the dishonest practices engaged in by students, where they appropriate ideas or sentences from other writers without giving credit to the original author for the project.

c. Types of Plagiarism

Different authors have classified plagiarism into different categories. Parfitt (2012) distinguished between intentional and unintentional plagiarism. Students commit unintentional plagiarism because they are unaware of the conventions around documentation.

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Both intentional and unintentional plagiarism occurs (Teeter, 2015; Darwish & Sadeqi, 2016). Teeter explained that students' unintentional academic plagiarism is caused by their lack of experience paraphrasing and their ambiguity about the acknowledged source material.

The following list includes the five most typical forms of plagiarism, including an example from Streefkerk, (2018):

1) Global Plagiarism: copying a whole document

The act of passing off a whole text written by someone else as your own is known as global plagiarism. Global plagiarism occurs, for instance, when you pay someone else to produce an essay or assignment for you or when you copy text from the internet and turn it in as your own. This is the most serious kind of plagiarism because it is blatantly and intentionally lying about who wrote a piece of writing, and it can have major repercussions.

2) Verbatim Plagiarism: Direct word copying

Sometimes referred to as direct plagiarism, is when you take a person else's phrases and insert them into your writing without giving them acknowledgment. This text may be a precise copy of the source or it may have been significantly modified. Even if you remove or modify a few words, it still qualifies as verbatim plagiarism if the structure and much of the text are the same as in the original source. It's appropriate and allowed to cite other people's words in academic writing. All you have to do to prevent verbatim plagiarism is cite the original source by enclosing

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the text that was copied in quote marks and adding a citation in the text.

3) Paraphrasing Ideas: Paraphrase Plagiarism

To paraphrase is to put a passage from a text in your own words. Plagiarism usually occurs when someone paraphrases without giving a reference. Similar to quotation, paraphrasing is an acceptable technique to include other people's views in your own words. Plagiarism occurs only whenever you present ideas from an original in your own words. Acknowledge the source material when paraphrasing content, the way you do while citing, to prevent plagiarism. Plagiarism involving paraphrase also occurs when you translate a work from another language without giving credit to the source. Even though translated content is written in a foreign language, it still employs someone else's ideas, thus it should always be cited.

4) Patchwork Plagiarism: Stitching several sources

Patchwork plagiarism, also known as mosaic plagiarism, is the act of taking ideas, paragraphs, and words from multiple places and combining them to produce a new work. In order to put the copied material in common you may need to reword some portions significantly but retain the majority of the initial sentences and general structure. You may also need to add your own phrases there as well. To prevent plagiarism, always cite the original source if you copy or cite someone. Even though this kind of plagiarism

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can be more subtle and takes more work than simply copying and pasting text from a single source, plagiarism checkers like Turnitin can still identify it with ease.

5) Self-plagiarism: Plagiarizing your own work

Reusing content that someone previously handed in or produced is known as self-plagiarism. Presenting a paper or set of data as original when you have already received credit for the effort is academically dishonest. The gravest kind of self-plagiarism is submitting a paper you have previously turned in for credit to a different class. It is always considered self-plagiarism to do this unless you receive authorization to do so explicitly. It is also possible to commit self-plagiarism if you copy terms, concepts, or information from earlier work. As you obtain authority and properly acknowledge your earlier work to indicate where thoughts and paragraphs originated, rewriting existing ideas and passages is not considered plagiarism.

Ali et al. (2011), referenced by Anney and Mosha (2015), classified plagiarism into six distinct kinds, which are as follows:

1) Copy and Paste Plagiarism

Verbatim copying text directly from the source without acknowledging the original writers.

2) Word Switch Plagiarism

Modifying a sentence and changing a few words without giving credit to the original author.

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3) Style Plagiarism

Take someone else's sentence and paste it into your own while omitting the citation.

4) Metaphor Plagiarism

Presenting views using someone else's creative manner without giving due credit to the original author.

5) Idea Plagiarism

Appropriating a concept and passing it off as your own.

6) Plagiarism of Authorship

This type of plagiarism involves a student actually putting his name on another person's work. Stealing a piece of work and putting your name on it.

Copy and paste plagiarism, according to Ali et al. (2016), is when someone copies a text from a source exactly as it is without giving reference to the original writer. Word switch plagiarism, on the other hand, is a type of plagiarism when a writer modifies a few words in a sentence without citing their source. This type of plagiarism differs from style plagiarism in that it involves paraphrasing the thinking of another author and organizing your ideas sentence by phrase without giving reference to the original writers (Anney & Mosha, 2016). They continued to define metaphor plagiarism, which is the act of presenting one's thoughts in a way that appropriates another person's creative style without giving due credit to the original author.

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Authorship plagiarism is when a student directly signs someone else's work (Anney & Mosha, 2016). Idea plagiarism is the act of adopting someone else's concept or solution and using it as your own original work without giving due credit to the original author.

MacLennan (2018) identifies three categories of plagiarism that graduate and undergraduate students engage in:

- 1) 36% of undergraduates and 24% of graduate students

This kind of paraphrase involves taking a few phrases from an online source and not adding citations.

- 2) Of students, 38% are undergraduates and 25% are graduate students

This is basically copying and paraphrasing a few phrases from the textual source without adding citations.

- 3) Of undergraduate students 14% and graduate students 4%

This kind of plagiarism involves taking something, almost verbatim, from a written source without giving credit.

According to Fish and Hura (2013), there are four different kinds of plagiarism:

- 1) Taking concepts from another author's work and passing it off as one's own without providing credit.
- 2) Taking passages from an author's work, marking it as original, and failing to give credit to the original author.
- 3) Plagiarizing paragraphs or sentences from another author without giving credit to the original author and passing it off as their own.

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- 4) Turning in a document that is entirely someone else's creation and signing your name to it.

In contrast, Turnitin (2012) categorized eleven categories of student plagiarism:

- 1) Clone: the act of turning in someone else's writing verbatim.
- 2) CTRL-C: a written composition that includes substantial passages from a single source that have not been altered.
- 3) Find-replace: the process of altering words and phrases in a document while keeping the main ideas from the source.
- 4) Remix: the process of skillfully paraphrasing text from other sources so that it flows naturally.
- 5) Recycle is the practice of freely quoting from one's own prior work without giving credit.
- 6) Hybrid: the practice of including copied passages in a paper that lack reference with properly cited sources.
- 7) Mashu: a manuscript consisting of a combination of duplicated text from multiple sources without appropriate reference.
- 8) A 404 error is a written item that contains citations to erroneous or nonexistent source information.
- 9) Aggregator: Although the "aggregator" has accurate citations, there is hardly any unique work in the text.
- 10) Retweet: Although this work properly cites sources, it overly depends on the original structure and/or language of the material.

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Based on the previously provided reasons, the researcher came to the conclusion that plagiarism may be classified into many forms, including word-switch, copy-and-paste, style, metaphor, concept, and authorship plagiarism.

d. Factors contributing to Plagiarism

Anney and Mosha (2015) indicate that there are four primary factors that lead students to be involved in plagiarism in written works:

1) The shortage of books

Students who lack resources tend to plagiarize. Based on the results of their studies, nearly all of the participants asserted that if their university's library does not have enough books to meet the demands of the students, they will obtain the materials from other sources, such as the Internet, where they will copy and paste other people's writing and pass it off as their own.

2) Weaknesses in academic writing

Lack of resources is just one factor contributing to plagiarism; another is a lack of awareness about how to properly credit information sources. Students unwittingly plagiarized as a result of it. Students occasionally utilize someone else's materials without citing them since they do not know citations.

3) Laziness on the part of students

Students are encouraged to plagiarize because, in addition to lacking knowledge and resources, they lack the motivation to visit the library in order to obtain information. They don't want to

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work hard because all they need is marks, thus they are too lazy to read literature.

4) The Internet

Students' behavior is heavily influenced by the internet in this era of technology. The internet was the primary source of plagiarism that students chose to use in their writing (Anney & Mosha, 2015). For kids, copying and pasting the necessary resources from the internet is a simple task.

Furthermore, Greenberger, Holbeek, Steele, and Dyer (2016) discovered that plagiarism among students is primarily caused by two factors:

1) Inadequate paraphrase

One of the abilities required for academic writing is the ability to paraphrase. Lack of vocabulary development could be a cause of poor paraphrasing. This shortcoming may lead to inadvertent plagiarism on the part of the student. Ramayana (2019) states that students struggle to paraphrase an English text because they lack vocabulary, paraphrasing expertise, and an awareness of the paraphrasing criteria, in addition to having to change the structures of words, concepts, sentence constructions, and word order.

2) Incorrect reference

According to Anney and Mosha (2015), improper formatting of direct quotes and other mistakes with in-text citation and reference formatting are additional factors that encourage students to commit

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plagiarism. Leung and Cheng (2017) have noted that for some EFL students, the English academic writing task presents a challenging paraphrasing problem. Some pupils might not understand the difference between paraphrasing a text in their own words and leaving the original intact. Similarly, a significant proportion of plagiarism is unintentionally done, according to Harris (2017), just because the writer does not follow the guidelines or citation styles.

Additionally, Ligi (2014) said that there are two types of factors which are individual and institutional factors that lead students to engage in academic dishonesty.

1) Individual factors

Individual reasons include a student's behavior or their incapacity to complete specific assignments on time. Examples of such motivations include the desire for higher grades, time constraints, a lack of interest in the subject, and the belief that one cannot finish the assignment (Rezanejad & Rezaei, 2013).

2) Institutional Factors

Neutralization strategies have a close correlation with the institutional variables that encourage academic dishonesty. According to Rezaei and Rezanejad (2013), students tend to shift the responsibility for their dishonest behavior from themselves to other people or their colleagues.

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According to MacLennan (2018), students' ability to avoid plagiarism is hampered by their inability to integrate knowledge, know when to cite, and properly style citations and references.

1) Knowing when to use citations

Knowing when to credit sources in academic writing is one of the biggest problems facing students. They don't understand the difference between citing ideas, theories, and concepts and actual quotes.

2) Synthesis of information

When writing for academic purposes, students' prior knowledge is crucial. According to MacLennan's research findings, several participants reported that analyzing new topics was extremely challenging. They said that one particularly difficult aspect of the process was the literature review. The hardest step is deciding which elements are crucial, selecting just a few, sorting through a ton of data, and then expressing it in our own words.

3) Formatting citations and references

It was also noted that many students found the mechanics of the American Psychological Association (APA) style information to be extremely difficult. It was discovered that while some students made an effort to respect ethical ideals by not plagiarizing, they lacked a solid understanding of proper citation techniques.

Students' uneasiness with a foreign language likely has a role in their plagiarism (Darwish & Sadeqi, 2016). EFL students simply hear and

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read English in their English classes, in contrast to ESL students who can draw from a vast reservoir of implicit English knowledge when they write.

Harris (2012) mentioned a few of the important factors, such as:

1) Students' awareness regarding plagiarism

A lot of pupils are ignorant about plagiarism. If they are aware of anything at all, it's usually through myths and urban legends. They believe that anything on the internet is free to use and can be duplicated without giving credit. Although many other students are aware of plagiarism, they do not view it as improper. Students' opinions are supported by the idea that copying or stealing a few words from sources is acceptable writing practice and is referred to as "patchwriting."

2) Inadequate planning and time management abilities

Some pupils struggle with time management. Some simply procrastinate, while others lack the understanding of how much work goes into producing a quality research paper, so they run out of time as the deadline approaches. As a result, when they are pressed for time and haven't started the task, they are encouraged to replicate a paper.

3) Poor composition skills

Plagiarism is something that some students do in order to improve their grades. Some students search for a better product out of fear of receiving a poor grade and performing poorly. Unfortunately, these students are among the least qualified to evaluate a quality paper, and they frequently submit poorly duplicated work. Some strategies to

assist these students in avoiding plagiarism include highlighting the low quality of many online papers and stressing the importance of the learning process.

Hussain, Al-Shaibani, and Mahfoodh (2017) divide the causes of student plagiarism into five primary categories based on what the literature in the field has stated on the following: academic, technological, personal, institutional, and external.

1) Factors related to institutions

- a. Educational framework (methodologies and instructional techniques).
- b. Traditional pedagogical approaches.
- c. An unclear policy regarding academic misconduct and its consequences.

2) Factors related to academic

- a. The complexity and type of assignments given to students.
- b. The kind and level of difficulty of the duties assigned or the assignment itself.
- c. Course subject content.
- d. Not knowing what the tasks or assignments are about.
- e. Language proficiency (e.g., the student's weak writing abilities).

3) External Factors

- a. Conduct among peers.
- b. Ethnicity and cultural influences.
- c. Pressure from the group.

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d. A parental pressure point.

4) Personal Factors

- a. Students believe that lecturers are uninterested in correcting their own work and are indifferent to it.
- b. The impression among students is that lecturers lack expertise on plagiarism.
- c. The idea among students is that homework is boring.
- d. Ineffective managing time.
- e. Tough to come up idea.

5) Technological Factors

- a. The ease of obtaining information online.
- b. Copying via ICT and the Internet is simple.
- c. The availability of plagiarism-detecting tools to students.

Based on the aforementioned explanation, the researcher concluded that a variety of factors, such as a lack of books, a lack of academic writing skills, students' laziness, the abundance of easily copied and pasted online sources, and a lack of time management, influence students to commit plagiarism.

2. Academic Writing

a. Definition of Academic Writing

Academic writing is a disciplined style of writing that is distinguished by arguments supported by facts, exact word choice, logical structure, and an objective tone. Academic writing emphasizes the use of logic and facts, and it is intended to convey difficult ideas

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and concepts in a clear and succinct manner. The necessity of writers accepting accountability for their ideas and arguments, as well as the significance of accurate source citation and referencing in academic writing (Brown, 2007).

Academic writing differs from informal writing in that it follows specific guidelines for paper layout and word choice that help express ideas clearly. There are certain contexts in which certain word and phrase combinations are required. Different goals are served by formal and informal communication; for example, writing in an academic or scientific context will differ greatly from writing a letter to a friend or loved one (Broadhacker, 2016). "Writing that is explicitly argumentative, analytic, and carefully researched, with a deep commitment to evidence, logical reasoning, and a clear, concise writing style" is the definition of academic writing (Rosenwasser & Stephen, 2009).

Sukei, Emzir, and Akhadiyah (2019) assert that there are two benefits to EFL writing. In the beginning, it encourages pupils to reflect, arrange their thoughts, and grow in their capacity for summarization, analysis, and critique. Second, it improves the way that pupils acquire, utilize, and consider the English language. Sadly, writing is a skill that calls for a complex activity and a social act that reflects the writer's communicative abilities. This makes it challenging to learn and develop, particularly in an EFL context because writing

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involves a variety of components, including procedures, grammar, vocabulary, and genre variations (Sukesu, Emizir, & Alkadiyah, 2019).

Kwak (2017) expanded on the idea that writing is regarded as a transferable skill. He went on to say that studying writing entails copying sample texts in order to build your understanding of syntax, punctuation, and sentence structure. Additionally, he emphasized that academic writing standards include recreating a suitable text style rather than educating students for an uncertain and unpredictable future.

Zhang (2018) agreed, stating that writing is thought of as the development of a habit in which students grasp language skills to construct grammatically correct sentences by adhering to a specific framework. According to the communicative approach, it is crucial for pupils to actively build ideas when they are writing.

Next, according to Husin and Nurbayani (2017), writing proficiency is considered to be a critical component of academic writing success. According to Sulisworo, Rahayu, and Akhsan (2016), a student's proficiency in writing is a sign of a good learning process for their education and future.

Based on the previously provided explanations, the researcher concluded that academic writing is a process of learning that involves expressing ideas, opinions, and producing tasks in an educational setting where the writer is completing his studies.

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b. Types of Academic Writing

Hussain (2019) distinguishes between many forms of academic writing.

1) Essays

In essence, academic writings present the author's viewpoint. With an average of five paragraphs, it is brief. Essays are given in class as a way for students to practice writing for fun. L2 writers develop their writing abilities by rationally and thoughtfully presenting topics. A literature review is incorporated into this sort of writing. A review of the literature is an assessment of the material that has been read about a certain subject. It is expected of the L2 learner to apply techniques including evaluation, explanation, description, and summarizing.

2) Term Paper

Writing a term paper, which serves as a transitional between an essay and a research paper, basically gets an L2 student ready to write a full-term research paper. A term paper is an indication that an L2 student has understood one or more topics. It is anticipated that the paper will provide data from multiple trustworthy sources, offer the writer's thoughts, and critique current topics. A term paper should, as a general rule, have one to three references each page. In theory, a research paper responds to the author's theoretical inquiries.

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3) Research Paper

A research paper differs from a term paper primarily because it is an academic study. The result of a researcher's study on a certain issue is a research paper. Along with expressing the author's idea, the research report also integrates the thoughts and observations of other people. It is a minimum of eight pages long. It is necessary of the researcher to familiarize himself with prior study on the area of interest. If the author decides to write about a specific circumstance, the piece is referred to as a "case study."

4) Dissertation/Thesis

A dissertation is similar to a scholarly publication. It must be turned in to partially satisfy the requirements for an academic degree. Academic L2 writing is similarly predicated on a theory. In the dissertation or thesis, the author offers hypothetical problems and provides answers. According to Husin and Nurbayani (2017), a thesis is a type of research report that undergraduate students complete at universities in order to obtain their bachelor's degree. These reports must conform to specific guidelines and procedures.

Five types of academic writing are written by students at the university level (Zamrodah, 2016):

- 1) Notes: refers to a written summary of a text or lecture for the individual benefit of a learner.
- 2) Report: an account of an activity completed by students.

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- 3) A project is a piece of research that students conduct on a topic of their choosing, either alone or in groups.
- 4) Essay: An essay is a typical written assignment that typically consists of 1.000–5000 words and is assigned a title by the teacher.
- 5) Dissertation or thesis: The largest writing assignment that students often complete (20,000 words or more), frequently for a higher degree, on a topic of their choosing.
- 6) A paper can refer to any type of academic writing, including essays, reports, presentations, and articles.

c. Academic Writing Difficulties and Plagiarism

According to Fadda (2012), academic writing is the result of mental and cognitive processes. Academic papers are how EFL students demonstrate their pedagogical proficiency. In addition to understanding academic English rules, students should be able to write in the framework of academic genres and distinguish between non-academic and academic writing.

However, teaching academic genre writing to EFL students is not always simple. They had to come up with ideas for their theme and use their own language in their writing, among other difficulties. Some of the EFL students had to deal with the distressing sensation of aimlessly staring at a piece of paper, according to Darwish & Sadeqi (2016). They can't even think or write the words down a paper; consequently, they do plagiarism.

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Al-Badi (2015) adds on to state that students are afraid to utilize their own language because they worry they may make grammatical or other errors. As a result, they could become uncomfortable to summarize or paraphrase other people's writing. Rather, they simply copy and paste someone else's work.

In summary, students have many difficulties when writing for academic purposes, such as coming up with ideas for topics and putting their own words to the writing. As a result of these problems, plagiarism is committed by students.

B. Relevant Research

Many research have addressed and looked at plagiarism because it is a common issue in the field of education. Using a variety of techniques and studies, they defined plagiarism differently, classified it into distinct categories, and identified several contributing factors that caused students to plagiarize in their writing.

First, Darwish and Sadeqi (2016) decided to look into the true reasons why EFL students plagiarize in their writing. In the English Department, this study involved first-year writing students during the Fall 2015–2016 semester. A brief questionnaire and journal were employed. The findings demonstrated that the participants mostly used written plagiarism in order to pass the course and receive good ratings. Furthermore, Darwish & Sadeqi (2016) state that the internet is their primary source of plagiarism.

Second, the study conducted by Silfiani & Aziz Bukhari Daud, n.d. (2018) tried to understand how students felt regarding plagiarism in academic

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writing produced in English and what influences their decision to plagiarize. The phenomena of student plagiarism was described and explained using a descriptive quantitative method. A survey was employed as a tool to gather some information. Three classes of sixth-semester university students at Universitas Islam Negeri (also known as the Islamic National University) Ar-Raniry, Banda Aceh, provided the data. According to the first analysis's findings, plagiarism can take different forms, with students viewing plagiarism as more serious in some cases than others. Examples of plagiarism include copying an author's ideas, phrases, sentences, or entire paper. The secondary results indicated that students claimed that efficiency gains, a lack of understanding, temptation and opportunity, time management, and deterrent regulations were the five main reasons why plagiarism was committed.

Third, the study Investigating Plagiarism: The Form and the Motivation in Performing Plagiarism in High Education by Sariffuddin et al. (2017). A mixed-method approach, or a combination of qualitative and quantitative methods, was the method used. Using the tool turnitin.com to check for plagiarism indicators of the degree of student assignment in common, a quantitative approach was taken. Students who commit significant levels of plagiarism are also subjected to an informal interview process in order to analyze the behavior of plagiarism. The findings show that there are five types of plagiarism among students: copying verbatim, sham paraphrasing, illegal paraphrasing, other plagiarism, and purloining. Illegal paraphrasing techniques involve copying and pasting a literature review without considering the bibliography. Furthermore, there is a strong

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correlation between low academic writing proficiency and the practice of plagiarism.

The last, study was conducted in 2018 and was titled Analyzing the Plagiarism of EFL Undergraduate Students in Writing Academic Papers by Nugraha, R. et al. The purpose of this study is to categorize plagiarism and determine the elements that lead to its appearance in undergraduate research papers. Content analysis is employed as a qualitative strategy in this research. In order to gather data, documents (respondents' papers) were analyzed, and instructors from a private college in Bogor as well as respondents were interviewed. Three types of plagiarism were identified by the research from undergraduate students: 1) Totally Copy-Paste (TCP), which is copying the texts exactly as they were without giving credit to the authors; 2) Totally Copy-Paste from the Mentioned Author (TCP-MA), in which the respondents copied the original texts and pasted them as many pages as they needed without using any paraphrasing; and 3) Copy-Paste and Deleting and/or Changing Few of Original Words (CP- DCFOW), which is nearly identical to TCP but with a few words removed or altered without giving credit to the authors. Additionally, the respondents' lack of understanding of the academic paper procedure, their pragmatic ideas while writing their paper, their lack of confidence in their ability to write original ideas, and their inability to address their ideas within the framework of an English academic paper were all factors that contributed to the emergence of plagiarism.

In summary, there are a few similarities and differences with the several studies mentioned above. The goal of the previous research's equation

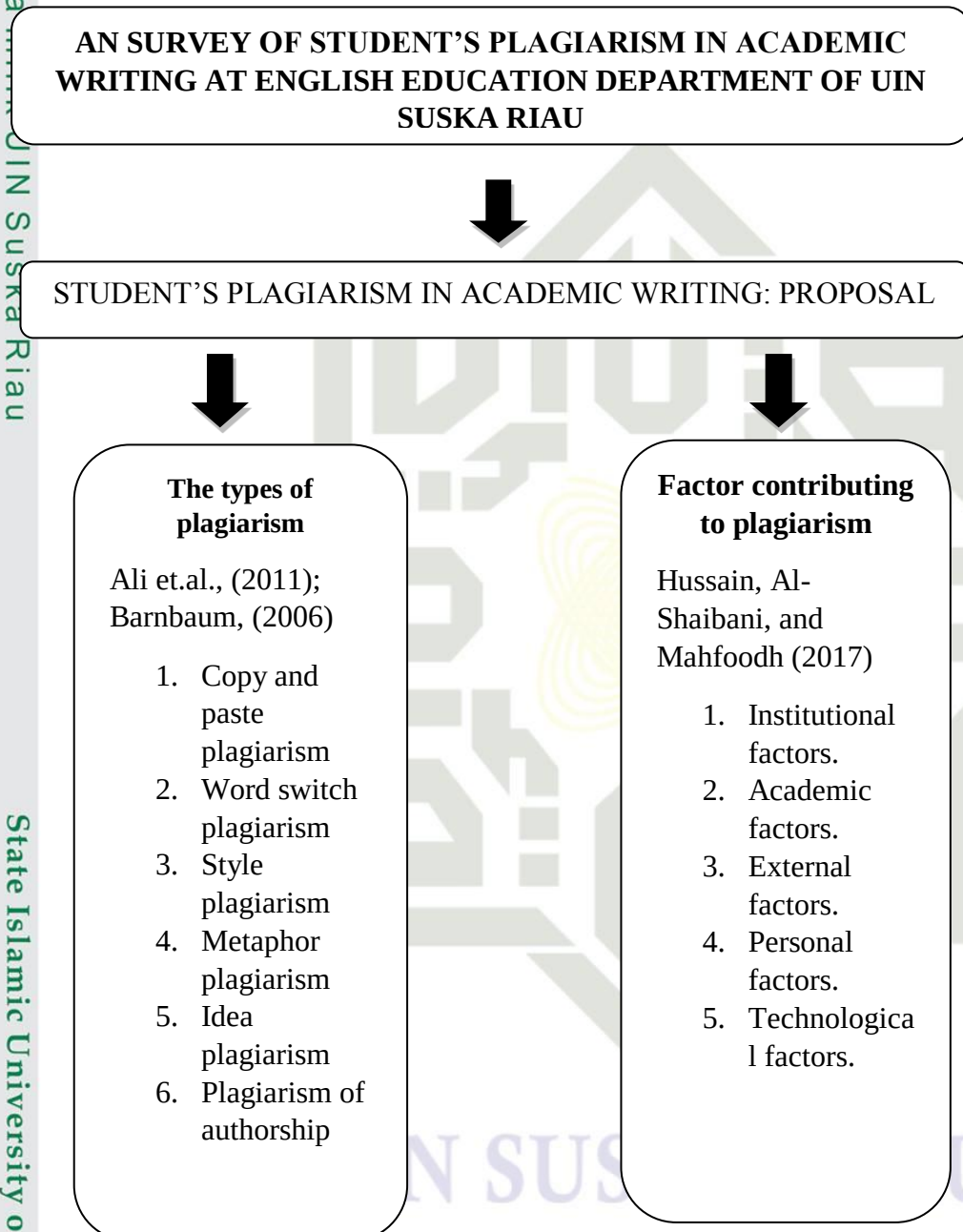
is to identify the contributing elements to students' academic writing plagiarism. The research methodology then makes a difference. The previous study employs content analysis, mixed method, quantitative descriptive, and questionnaire research. The goal of the study is another distinction. The previous study only addresses one issue, specifically the elements or categories of plagiarism that lead to it. The types of plagiarism and the factors that lead students to plagiarize in academic writing, especially proposals will be examined in this study. As a result, the Department of English Education can learn more about the many types of plagiarism and the factors behind them from this research.

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C. Theoretical Framework

Figure II.1
Theoretical Framework



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CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was descriptive method, using quantitative approach. According to (Sugiyono, 2014) descriptive research is research that describes a phenomenon, or event either using quantitative and qualitative data. It aimed to describe the types of plagiarism and students' factors that encourage them to commit plagiarism in academic writing at the English Education department. According to Creswell (2014), quantitative research is notably comprehensive and precise, encapsulating the essence of this methodological approach in social and human sciences. He emphasizes its foundation in testing theoretical constructs using measurable variables and numeric data, a process that inherently relies on statistical analysis to validate or refute predictive generalizations.

Sudijono (1987) stated that the descriptive quantitative method is a method that describes the state of a phenomenon that has been done by the measuring instrument and then, processed in accordance with the function. In other words, descriptive quantitative has to organize and analyze the numeric data, in order to provide a view regularly, concisely, and clear about a phenomenon or event.

Which mean descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data

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collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques.

Deliberating to the objectives of this research, the design of this study is descriptive quantitative research. Look at quantitative research, quantitative descriptive data to describe, explain, predict, or control the phenomena studied in this research regard to a statistic or numerical data (Airasian, Mills, Gay, 2012, p. 7). In this research, the close type of questionnaire could facilitate the respondents and the researcher to acquire data. Also, document analysis is used to determine the type of plagiarism committed by English Education Department students.

B. Time and Location of the Research

This research was conducted in January-March 2024. This research was conducted at the English Education Department, Sultan Syarif Kasim State Islamic University Riau, which is located at H.R Soebrantas Street, Number 155 Simpang Baru, Panam, Pekanbaru.

C. Subject and Object of the Research

1. The Subject of the Research

The subject of this research was the eighth-semester students of the English Education Department, Sultan Syarif Kasim State Islamic University Riau.

2. The Object of the Research

A proposal, a type of academic writing, is the object of this study.

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D. Population and Sample

1. Population

The population is the whole research sample (Arikunto, 2002, p. 108). Eighth semester of the Department of English Education has five classes. The specification of the population in this research can be seem as follows:

Table III.1
The Population of the Research

No	Classes	Total of Students
1	A class	25
2	B class	23
3	C class	27
4	D class	24
5	E class	24
Total of students		123

2. Sample

The samples were selected by the researcher using the purposive sampling technique. Purposive sampling, according to Creswell (2012), requires taking specific factors into consider while choosing a sample. In qualitative research, the researcher employed a sample strategy as outlined by Creswell (2007). Purposive sampling will be used to choose participants and places based on their ability to contribute the most to our understanding of the primary phenomenon. It might be challenging for researchers in certain research settings to identify the best participants who can provide accurate information. In order to get around this issue and gather data from appropriate participants, the researcher employs homogenous sampling.

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Purposive sampling based on certain criteria or traits is called homogeneous sampling, and it is employed when the goal of the study is to fully understand and characterize a given group. A type of purposive sampling known as homogeneous sampling is employed when a researcher wishes to examine an occurrence or trend that is thought to be particular to a group that is impacted. In order to get in-depth information and develop an in-depth understanding of the phenomenon under study, the researcher uses homogenous sampling, a sampling approach that involves choosing individuals who have unique qualities related to the research issue (Yin, 2018).

One class would be included in the category or criteria for excellent achievement in this study, along with the students who completed their seminar proposals. There are 17 total students, of which 15 are female and 2 are male. A total of 17 students will complete a questionnaire as part of a data collection technique to characterize the respondents' data in general. A total of six students, two male and four female will be included in the data collection process for responders, which will be conducted using document analysis.

E. Technique of Collecting Data

1. Document Analysis

Documents can offer background information before a research project is designed, according to Owen (2014). The researcher's only focus in this study is on examining the many forms of plagiarism that students do in their proposals.

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When using documents as a data collection tool, researchers can, in keeping with Creswell (2012):

- 1) Maintain a journal throughout the research endeavor.
- 2) Request that a participant maintain a journal or diary for the duration of the study.
- 3) Get participants' handwritten letters.
- 4) Examine records, official memos, minutes, and archive material, among other public papers.
- 5) Look through biographies and autobiographies.
- 6) As part of a process known as "photo-elicitation," have participants capture pictures or videos.
- 7) Perform audits of charts.
- 8) Examine medical documents

Many higher education institutions utilize Turnitin, a plagiarism detection program (Anney & Mosha, 2015). Similarly, Turnitin is advertised as the best academic plagiarism detector that educators and students use to prevent plagiarism and maintain academic integrity, according to Bensal and Miraflores (2013).

The researcher used multiple steps in the document analysis data collection process. First, the researcher purposefully chose people to participate. Students engaged in English education programs that satisfied the researcher's requirements were the participants. Second, the participants were asked to submit their proposals so that the researcher could use Turnitin to determine whether or not the proposals contained plagiarism.

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2. Questionnaire

In this research, the researcher used a questionnaire to collect data about factors that encourage students to commit plagiarism. According to Zoltan Dorn Yei (2002), a questionnaire is a method of gathering data in which a responder is asked a series of questions. The purpose of the questionnaire is to gain insight into a certain set of people's experiences, beliefs, perceptions, and feelings. The researcher employed questionnaires to collect data regarding the likelihood of plagiarism among students during their learning process. The questionnaire is a method of gathering data in which the responder is given a written question by the researcher and asked for an answer. Three different kinds of questionnaires exist (Creswell, 2012).

- a. A closed-ended inquiry is one in which the participant is given a list of preset response possibilities to select from by the researcher.
- b. Open-ended questions allow participants to provide their own answers by not providing a list of possible answers.
- c. Questions that are semi-closed-ended combine the advantages of open-ended and closed-ended formats. The methodology is posing a closed-ended query and then seeking more information in an open-ended manner.

According to the aforementioned categories of questions, a closed-ended question is one in which the participant is given a list of prepared response possibilities to select from when the researcher poses a question.

Table III. 2
Blueprint Factors that Cause Plagiarism

The Factors that Causes Students Commit Plagiarism						
Indicator	Statement	SA	A	N	D	SD
Institutional Factors	There are no penalties for plagiarizing other's work					
	I am not aware of a university regulation against plagiarism.					
	I do not understand the consequences if I am caught plagiarising others' work.					
	There is no teacher control over plagiarism.					
Academic Factors	My English writing skills are weak.					
	I sometimes have difficulty expressing my ideas.					
	Too many assignments are given in a short amount of time.					
	The assignments given are too difficult.					
External Factors	I do not want to embarrass my family.					
	I do not want to look stupid in front of my lecturer.					
	I do not want to embarrass myself.					
	I do not want to look stupid in front of my peers.					
Personal Factors	I do not know how to cite the work of others					
	I find it difficult to paraphrase someone else's ideas.					
	I am too lazy to read everything that I am expected to read.					
	It is easier to copy someone else's work than to do it myself.					
Technological Factors	I have easy access to new technologies such as Facebook, WhatsApp, Internet.					
	I can easily access research material using the internet.					
	It is easy to share documents, information, and data with my peers.					
	I can easily combine information from multiple sources.					

Adopted from (A. L. Hillermann 2023)

Note: "SA": Strongly Agree; "A": Agree; "N": Neutral; "D": Disagree; "SD": Strongly Disagree.

Table III.3
Likert Scale of Questionnaire

Description	Likert-Scale	Likert Scale Percentage
Strongly Agree	1	1.00 – 1.80
Agree	2	1.81 – 2.60
Neutral	3	2.61 – 3.40
Disagree	4	3.41 – 4.20
Strongly Disagree	5	4.21 – 5.00

F. Technique of Data Analysis

There were some steps in analyzing the data. The first step is coding the data. Coding is giving numerical code in five choice answers. The questioner in this research used 5 points Likert Scale known as number 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), and 5 (strongly disagree). The researcher input the participants' answers to each statement. In addition, for participants' coding, Respondent 1 was coded and so on. The second step was doing statistical analysis which was done by measuring the factors that encourage students to commit plagiarism. In this step, the researcher found the percentage using Microsoft Excel.

According to Moleong (2012, p. 248), "Data analysis is a decision that involves utilizing data, organizing data, organizing it into smaller components, integrating it, finding for and finding patterns, identifying what is important and what is learned, and deciding what to convey to other". The purpose of this exercise is to make the data more comprehensible so that a conclusion may be drawn. "Analysis as a process that researchers use to reduce data into a story and its interpretation" is what LeCompte (1999) says.

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Understanding all of the obtained data and being able to apply it independently based on that understanding is the goal of data analysis. "Three stages that must be done in analyzing qualitative research data, namely data reduction, data display, and conclusion taking," are recommended by Miles & Huberman (1992, p. 19). The process of collecting and analyzing qualitative data was done concurrently, which means that these tasks were completed both before and after the data was gathered. The following is how the researcher will describe the data analysis:

1. Data Reduction

The process of searching for, categorizing, and directing research results by concentrating on elements that the researcher deems significant is known as data reduction. In other words, the goal of data reduction is to make the obtained data easier to understand. According to LeCompte and Schensul (1999), "data is processed as data is gathered in the context as soon as possible after the information is collected".

The field data are written into an in-depth report or description, which is then compressed, valued, and organized in categories based on the study's main objectives. When reducing data, the researcher chooses what information to highlight, summarizes or condenses it, concentrates it, and finally removes irrelevant information. The statement "Data reducing occurs constantly throughout qualitative research and is part of the analysis" is made by Miles & Huberman (2009, p. 16).

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2. Data Display

A systematic collection of information that makes it possible to make conclusions and take action is called a data presentation. This data consists of activity-related matrices, schemes, tables, and networks. According to Miles & Huberman (2009:17), after the data is presented, the researcher will be able to comprehend what will happen and take appropriate action, such as data analysis or other activities depending on the research." "The next step is to expose the data when it has been reduced," according to Miles & Huberman (1992:17).

To improve the interpretation of the case and act as a guide for taking action based on understanding and evaluation of the data presentation, data should be presented as a set of organized data with the option to draw conclusions and take action. We will be able to comprehend what is happening and take appropriate action based on the insights gained from the presentations through investigating them. Matrix, graph, a network, chart, and other forms are examples of several presenting forms. Everything is made to bring together data that is organized into a cohesive manner that is simple to access.

3. Drawing Conclusion/Verification

Drawing conclusions is the next and final stage of data analysis after the researcher has achieved the data reduction and data display. Based on the research problem and the theory that will be used, the researcher will make conclusions from the information and investigation results in this research. "Drawing conclusions and verification is the third

step in qualitative data analysis," according to Miles & Huberman (1992:18).

The process of reducing the essence and significance of data into brief, understandable sentences is known as drawing conclusions. After trying to interpret the data, researchers try to draw conclusions. Researchers must look for structures, connections, similarities, and other relationships between the details to be researched and concluded upon before coming to any findings. The summary the information is a procedure that requires a truly responsible person.

The process of answering the research focus by drawing conclusions from data analysis outcomes is known as research. The preliminary findings are still tentative and may be modified in the event that more data collection steps yield weaker evidence. Whenever the researcher comes to the field to gather additional data, the findings drawn at an early stage will have been credible if they are backed by reliable and consistent evidence.

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CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions and offers some suggestions. This chapter is divided into two parts. The first part aims to conclude this research by investigating students' plagiarism in academic writing. The second part presents suggestions.

A. Conclusion

1. For the first research question about the type of plagiarism in academic writing especially proposals, it shows that there are three types of plagiarism that they commit, namely copy and paste plagiarism, word switch plagiarism, and style plagiarism.
2. For the second research question about the factors that cause students to commit plagiarism, the findings showed several factors that cause students to commit plagiarism are academic factors, personal factors, external factors, and technological factors.

B. Suggestion

1. For the students of English Education Department of the State Islamic University of Sultan Syarif Kasim Riau, after knowing the factors and the type of plagiarism from the result of this research, they can avoid plagiarism.
2. For the lecturer, it is suggested to should educate their students well about plagiarism. By knowing the factors that encourage students to commit

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plagiarism, the lecture can offer a solution for their students on how to deal with those factors.

3. For further researcher, this research only explored the factors and the type of plagiarism in academic writing in a small area of English Education. Therefore, if any researcher wants to do the same research topic, there should be more in-depth exploration of student plagiarism in the larger area of English Department students, also add an instrument with the interview so it will be more clear. Also, it is suggested that the researcher follow the study that focuses on different aspects of this research, for example: 1) Focusing on students' knowledge about plagiarism and 2) Students' perception of plagiarism.

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APPENDIX I

Research Instrument

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UIN SUSKA RIAU

Questionnaire on Factors Contributing to Plagiarism

Petunjuk Umum

This survey was conducted to obtain data regarding the factors that cause students to plagiarize, as a final assignment (thesis) in the English Language Education Bachelor's program at Sultan Syarif Kasim University Riau (UIN Suska Riau).

(Survey ini dilakukan untuk memperoleh data mengenai factor yang menyebabkan mahasiswa melakukan plagiat, sebagai tugas akhir (Skripsi) pada program S1 Pendidikan Bahasa Inggris Universitas Sultan Syarif Kasim Riau (UIN Suska Riau).

This questionnaire consists of one part which is a closed questionnaire about the factors that cause students to plagiarize.

(Angket ini terdiri satu bagian yang merupakan angket tertutup tentang factor yang menyebabkan mahasiswa melakukan plagiat).

3. This questionnaire is not a test so there are no right or wrong answers so it will not affect your grades and status on campus. Therefore, fill out this questionnaire according to your true opinions, feelings, and circumstances.

(Angket ini bukanlah tes sehingga tidak ada jawaban yang benar atau yang salah sehingga tidak akan mempengaruhi nilai dan status anda di kampus. Oleh sebab itu, isilah angket ini sesuai dengan pendapat, perasaan dan keadaan anda yang sebenar-benarnya).

Whatever your answer will be a secret that will be read by researchers.

(Apapun jawaban anda akan menjadi rahasia yang akan dibaca oleh peneliti).

Please fill in carefully, because your answers will determine the success of this research and will have implications for language policy and English learning in Indonesia.

(Mohon diisi dengan sungguh-sungguh, karena jawaban anda akan menentukan keberhasilan penelitian ini dan akan berimplikasi pada kebijakan bahasa dan pembelajaran Bahasa Inggris di Indonesia).

Thank you for the help.

(Terimakasih atas bantuannya).

Petunjuk Khusus: Silahkan tandai (ceklis) pada salah satu yang sesuai dengan pendapat, perasaan dan keadaan anda yang sebenar-benarnya.

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SD = Strongly Disagree; **D** = Disagree; **N** = Neutral; **A** = Agree; **SA** = Strongly Agree

Respondent Identity

1. Name :
2. SIN/NIM :
3. Gender :
4. Major :
5. Semester :
6. Class :
7. Phone Number :
8. Proposal Title :

Factors Contributing to Plagiarism		SA	A	N	D	SD
1	There are no penalties for plagiarising others' work. (Tidak ada sanksi jika menjiplak karya orang lain).					
2	I am not aware of a university regulation against plagiarism. (Saya tidak mengetahui adanya peraturan universitas yang melarang plagiarisme).					
3	I do not understand the consequences if I am caught plagiarising others' work. (Saya tidak mengerti konsekuensinya jika saya ketahuan menjiplak karya orang lain).					
4	There is no teacher control over plagiarism. (Tidak ada kontrol guru terhadap plagiarisme).					
5	My English writing skills are weak. (Kemampuan menulis bahasa Inggris saya lemah).					
6	I sometimes have difficulty expressing my ideas. (Saya terkadang kesulitan mengungkapkan ide-ide saya).					
7	Too many assignments are given in a short amount of time. (Terlalu banyak tugas yang diberikan dalam waktu singkat).					
8	The assignments given are too difficult. (Tugas yang diberikan terlalu sulit).					
9	I do not want to embarrass my family.					

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10	(Saya tidak ingin mempermalukan keluargaku).					
11	I do not want to look stupid in front of my lecturer. (Saya tidak ingin terlihat bodoh di depan dosen saya).					
12	I do not want to embarrass myself. (Saya tidak ingin mempermalukan diri saya sendiri).					
13	I do not want to look stupid in front of my peers. (Aku tidak ingin terlihat bodoh di depan teman-temanku).					
14	I do not know how to cite the work of others. (Saya tidak tahu cara mengutip karya orang lain).					
15	I find it difficult to paraphrase someone else's ideas. (Saya merasa sulit untuk memparafrasekan ide orang lain).					
16	I am too lazy to read everything that I am expected to read. (Saya terlalu malas untuk membaca semua yang diharapkan untuk saya baca).					
17	It is easier to copy someone else's work than to do it myself. (Lebih mudah menyalin karya orang lain daripada melakukannya sendiri).					
18	I have easy access to new technologies such as Facebook, WhatsApp, Internet. (Saya memiliki akses mudah ke teknologi baru seperti Facebook, WhatsApp, Internet).					
19	I can easily access research material using the internet. (Saya dapat dengan mudah mengakses bahan penelitian melalui internet).					
20	It is easy to share documents, information, and data with my peers. (Sangat mudah untuk berbagi dokumen, informasi, dan data dengan rekan-rekan saya).					
21	I can easily combine information from multiple sources. (Saya dapat dengan mudah menggabungkan informasi dari berbagai sumber).					

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DOCUMENT ANALYSIS

The researcher used multiple steps in the document analysis data collection process. First, the researcher purposefully chose people to participate. Students engaged in English education programs that satisfied the researcher's requirements were the participants. Second, the participants were asked to submit their proposals so that the researcher could use Turnitin to determine whether or not the proposals contained plagiarism.

Plagiarized work	Original Work	Source
	----- (Copied from)	

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APPENDIX II

Students' Result Questionnaire

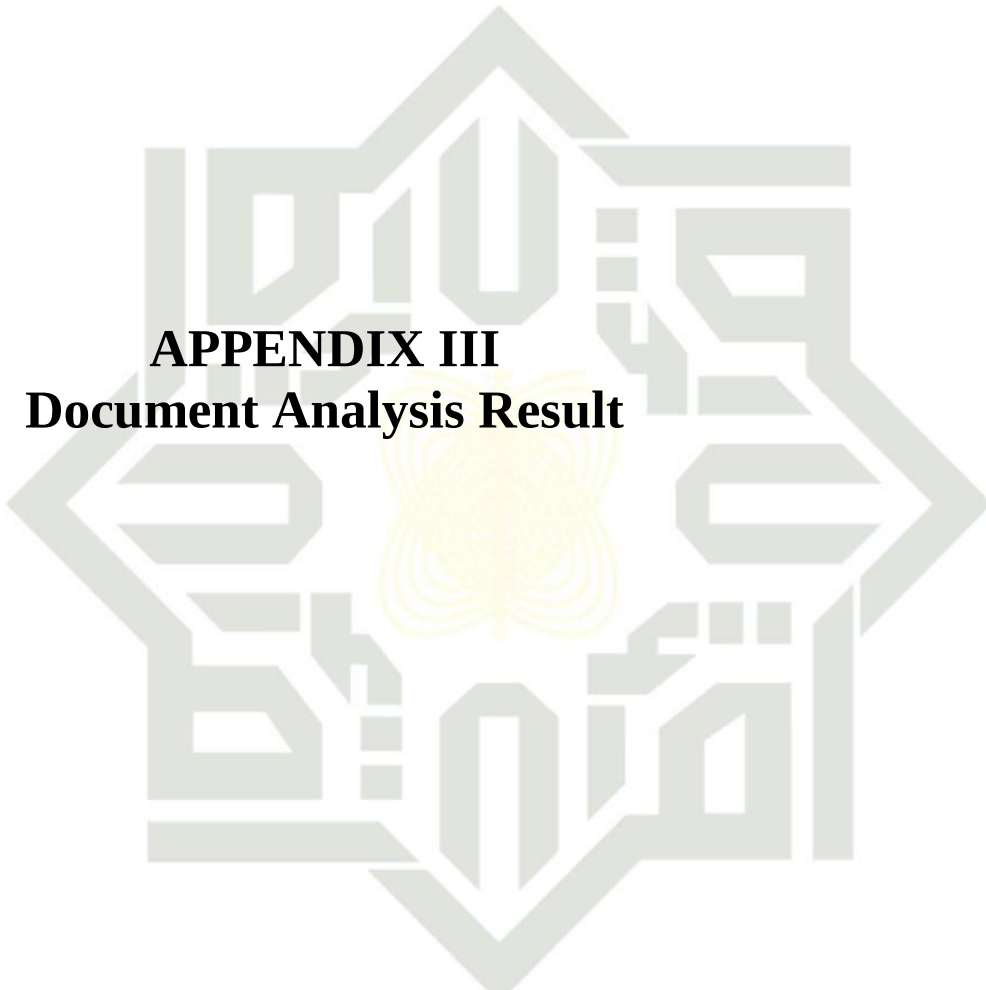
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APPENDIX III

Document Analysis Result

UIN SUSKA RIAU



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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information (Bailey, 2005). So there are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Saihaan, 2008, p. 95). It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003, p. 23). From those theories, it can be concluded that speaking skill is related to communication. speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

In teaching language, speaking skill is the crucial skill for EFL students because it is used in communication (Pranoto & Suprayogi, 2020). Remembering that speaking is crucial thing, speaking is the most important thing and of course it is given great attention to students, especially at school. Nunan (1991) states that for most people, mastering speaking skill is the most important aspect of learning a second or foreign language. Also that speaking is the main skill of the language, because it shows people's language measurement (Shteivi & Hamuda, 2018). Besides, speaking is important for the students to master because it can make the students can communicate easily (Nazara, 2011).

According to Al-fasiafier & Al-Shareef (2018), the common challenges of speaking face by the students are mother and linguistic, for example vocabulary. Therefore, the challenge to learn English without much oral practice is hopeless because, through speaking people are able to articulate their thoughts, opinion, and ideas impulsively and unreservedly. For many learners, the ability to speak is the most essential and important feature of

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studying a foreign language and the success is measured by capacity of carrying out a conversation and exchange of information in that language (Brown & Yule, 2001).

Nowadays, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention on both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.

This challenge mostly from the nature and insufficient frequency of speaking chances in the classroom relative to the wealth of naturally occurring oral communication genres and kinds. Additionally, according to Harmer (2007), students frequently hesitate to speak up they don't like to express themselves in front of others and are bashful. Which makes them reluctant to talk, especially when asked for personal information or their opinions. Pupils frequently worry that if they speak poorly, they will look foolish in front of their peers. In actuality, choosing the best-spoken discourse forms for in-class practice in a given language course can be quite challenging. Furthermore, Thornbury (2007) mentions that the choice needs to be made appropriately in order to utilize the regular speaking practice in the classroom to go beyond.

Additionally, Ur (1995, p. 121) mentions a few issues with teaching speaking, such as inhibition the fear of making mistakes, seeming foolish, receiving criticism, and shyness; nothing to say: Students struggle to formulate thoughts, find reasons to talk, or make pertinent remarks; low or inconsistent involvement, mother tongue use is especially prevalent in less motivated or disciplined classrooms when students find it simpler or more natural to express themselves in their own tongue. This is frequently brought on by some students' inclination to dominate the group.

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previous research. Which according to the author of this research needs to be done more research at SMK Multi Mekanik Masmur Pekanbaru.

Some researchers have pointed that speaking English is generally challenging for students. Based on the studies that have been done by (Holandyah et al., 2022) the researchers are also wanted to know the students' in speaking english, with the title of the research "Speaking challenges in a life skill program for islamic boarding school students: A case study". Also from (Geria, 2022) she discuss about explaining speaking skill challenges faced by English as foreign language students in Indonesia, with the title of the research "Challenges faced students in speaking English in Indonesia". And also (Azlina & Saraswathy, 2021) in their study presents a comprehensive overview of bulished studies of the challenges of ESL learners in speaking English, with the title "ESL learners' challenges in speaking English in Malaysian classroom". Then from (Quyen et al., 2018) their study also discuss about investigate challenges of speaking skills faced by English-majored freshmen in a Vietnamese university, with the title "Challenges to speaking skills encountered by English-major students: A story of one Vietnamese university in the Mekong Delta". And than from (Nasim et al., 2022) which is in their study was conducted on Challenges faced bt the secondary level students in speaking English in district Kohat, with the title "An investigation into the challenges faced by the secondary level students in speaking English in district Kohat KPK Pakistan". And last from (Omar, 2023) which is from his study discuss about the difficulties students' in EFL speaking classroom and the causes of the challenges in Iraq, with the title "Students' challenges in EFL speaking classrooms".

Over time, in this reseach the researcher will focus on students' challenges in speaking English, students from SMK Multi Mekanik Masmur Pekanbaru, exactly on the tenth grade students which will be differentiate with the previous study. This research is to extend the result of the previous research, especially for students' in speaking English at vocational school in Pekanbaru. From having known the existing speaking challenges faced by the

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ideas and feelings with others (Nunan, 2003). According to Brown (2007, p. 237), states that speaking is social contact in interactive language functions is an importance key and in which it is not what the learning say that counts but how learning say it what learning convey with body language, gestures, eye contact, physical distance and other nonverbal message. It means that speaking is activity human in interactive language to say something or convey message with body language, gesture not with oral language. However, in this research, refers to the students' challenges in speaking English, especially in the English class at SMK Multi Mekanik Masmur Pekanbaru.

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2. Challenge

Challenge is used to indicate a 'level' which students believe that they will be successful if they make a sufficient effort (Calikoglu, 2019). Learners have difficulty which is become a challenges to expressing themselves because they are tentative, hesitant and fearful of making mistakes. This includes external factors where students have low self-confidence, and are afraid of making mistakes when speaking in English (Ying, 2021). Another experts stated, that challenge is emphasizing the effect of the sense of uncertainty, which enables the individual to maintain his or her focus on the task (Zakaria & Yatiml, 2013). Furthermore, challenges in speaking English is while some students find it hard to get their thoughts and ideas (Rafikova, 2022). In this term, challenge is the response of students who learn English in class, especially in speaking English who always find it difficult to speak English.

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d. Types of Speaking Skill

Speaking is a productive skill that can be directly an empirically observed, speaking is one of two productive skill in a language teaching. According to Brown (2004) as a process of building and sharing meaning through the use of verbal or oral form describes six categories of speaking skill area. Those six categories are as follow:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs or group work, for example reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comment. This is a kind of short replies to teacher or student-initiated questions or comment, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

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a. The characteristics of a successful in speaking

The competence of English speaking skills has variously characteristics. Canale and Swain (1980) summarise it in three parts of competence, namely grammatical, sociolinguistic and strategic. As Jones (1996), Bruns (1998), and Richards (2006) categories, second language's speaking activities include talking as interaction, talking as transaction, and talking as performance.

In particular, talking as interaction is implied to meet social function, and talking as transaction is for purposive situations while talking as performance refers to transmitting information to audiences with well-structured language. However, the current study is mainly focused on talking as interaction in English classroom.

According Ur (1999, p. 120) that the characteristics of a successful speaking activity are as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk, this may seem obvious but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not determined by a minority of talk active participant; all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

b. Indicators of speaking competence

According Brown (2004, p. 141-142) that one can be called have speaking competence if he/she is able to:

1. Imitate a word or phrase or possibly a sentence (imitative).

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brought about by the dissimilar in structure between the two languages (Robby, 2010).

Secondly, speaking skills cannot be developed unless we develop listening skills (Gan, 2012). Because students have to understand what speakers say or discuss. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said, which means speaking is closely related to listening (Kelly, 2013) [18]. However, according to Higgins (1995) (19), another problem in listening is the elision of a sound or exactly a syllable in a word. Thus, students cannot recognize the words that they hear. Once they try to comprehend every single word, there is little chance for them to discover the key words which give them clues to understand the listening text.

In addition, lacking ideas is one of the most challenges of English speaking skills. It is because speaking is one way to communicate with ideas and through a message orally. Students struggle to think and express their ideas. It is very difficult for learners to respond when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately (Tanveer, 2007). Students find it difficult to have a conversation on a topic that they know little about (He & Chen, 2010). Furthermore, students are also unconfident and shy when speaking English. Any other factors such as nervousness and "afraid of making mistakes" result in failure to produce a correct form of English speech (Bashir, Azeem& Dogar, 2011). Students are worried about making mistakes, fearful of criticism or losing face. As a result, they feel more depressed in learning English. It asserts that a foreign language classroom can create inhibitions and anxiety easily (Kurtus, 2001). Besides, their lack of self- confidence in using the language is linked to their poor

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& Rabab'ah (2003) discover from their studies that teaching methods can be challenging to learners in terms of teachers' limitation of how to teach speaking skills.

In addition, students' backgrounds also greatly affect their ability to speak English. As confirmed by Harmer (1991), those who are learning English as a second language and have a common mother tongue to communicate even in English classes seem to be easier to express what they really want to exchange. This means that students who do not have an English background have a greater challenge than students who do. Further, large classes as an inhibiting factor for EFL learners' speaking performance in relation to EFL learners who have limited time to show their speaking ability (Nguyen & Tran, 2015).

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English. The students cannot learn it fast, it should be step by step and need to be developed (Ihsan et al., 2018). Some factors make speaking skills so challenging to master, students are afraid to make mistakes and be judged by their EFL class peers, which may lead to anxiety and lower self-confidence (Hammad & Ghali, 2015). Another factor is that the students are less likely to contribute to oral activities voluntarily (Bekleyen, 2009). There are some challenges faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation (Omar, 2023).

a. Lack of vocabulary

This issue is the first challenge face the students in learning speaking skills. Lack of vocabulary is the condition when the students cannot build the sentence because, of limitation of words. Further, that the students who lack the vocabulary will have an impact on themselves, when they want to have interaction and would have less confidence (Jimmy, 2018).



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afraid of being criticized or losing face, or just embarrassed if people pay attention to them when they say something. Another difficulty regarding barriers here is not such as reading, writing and listening activities, and speaking requires some level of clear time exposure to the audience. Littlewood (2007) asserts that a foreign language classroom creates inhibitions and anxiety easily.

2) Nothing to Say

Even when they have no inhibitions, many students often complain that they have trouble thinking of anything to say. They do not have a pattern for expressing themselves beyond the feelings of guilt they should express. It is difficult for many students to respond when the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly Baker & Westrup (2003).

3) Low or Uneven Participation

In a large group, each student will not have much time to talk because usually only one participant can speak at a time so that the others just listen. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while other speak very little or not at all (Hosni, 2014). The students do not have the same opportunity to speak English. It could also because lecturer do not provide opportunities for students to speaking English in class.

4) Mother Tongue Use

In any class, or a number of students use the same mother tongue, they may tend to use it because it is easier and feel awkward to speak to each other in a foreign language. Here they are also less exposed if they speak their mother tongue. When they speak in small groups, it will be very difficult to get several classes, especially those who lack the discipline or motivation to maintain

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From the table above, there are 5 class and consist of 115 students of tenth grade at SMK Multi Mekanik Masmur Pekanbaru. Furthermore, participants of this study were selected by using purposive sampling. Purposive sampling is a sampling technique determined based on specific considerations which the participants will provide the best understanding of the main phenomenon (Sugiyono, 2019). To address this issue and collect the data from appropriate participants, the researcher employs a sampling technique called as homogeneous sampling. Homogeneous sampling is a technique to choose participants which share similar characteristics or experiences. Homogeneous sampling can be useful when studying a specific subgroup within a population or when aiming to gain in-depth insights into a particular phenomenon (Creswell, 2013).

In this research, the researcher will take X TKJ class as the sample for the reason that more effectively for researcher to do the study. The researcher will take 23 students as the sample for questionnaire and 5 students as the sample of interview from TKJ class, this class is more active in the English learning process. To ensure the calculation of the sample, the researcher used theory from Arikunto "if the subject of population is less than a hundred, it is better for the researcher to take all the population as sample, but if it is more than a hundred, the researcher can take the sample only 10-15% or 20-25 % or more" as stated by (Arikunto, 2002). For the data collecting using questionnaire, the researcher will be taking 20% of participant as the sample which consist of 23 high achievement students. While, the interviews will be used to collect in-depth information data, the researcher will be taking 20% of questionnaire sample which consist of 5 students.

D. Technique of Collecting Data

In this research, the researcher will use questionnaire and interview to collect the data, as follows:



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2007). Interview have three types: structure interview, unstructured interview, and semi-structure interview (Creswell, 2014). In this research, the researcher used semi-structure interview considered exploring students' challenges in speaking English more flexible, and modify the question and allowing asking new question during the interview. Moreover, the researcher conducts the interview in two languages English and Indonesian which depends on the students who will be interviewed, they can choose what language is comfortable to use, furthermore they can enjoy to answer and give the information that will avoid misunderstanding of the purpose.

Furthermore, there are 4 categories of interview: one-on-one interview, focus group interview, telephone interview, and electronic interview (Creswell, 2012). Therefore, the researcher conducts focus group interview to collect the data. By using focus group interviews, the researcher convenes into one group consisting of 5 people, this way makes it easier for researcher to get information results more quickly. Then the researcher records the result of the interview and mentions the name of each students to make it easier for researcher to analyze the data and information obtained.

During processes such as these, researcher ask the group questions on an instrument and record or take notes on the group conversation. Focus groups provide for interaction among interviewee which is the researcher, collection of extensive data, and all individuals in a group will be participated (Krueger, 1994). Focus group discussion will be able to help the researcher to minimize time-consuming to collect the information from the students.

There are 5 students which will be interviewed, and the interview will be put into 1 group consisting of tenth grade of students majoring TKJ at SMK Multi Mekanik Masmur Pekanbaru. The researcher will be conducted the interview on February 2024, as follows:

1. The researcher prepare a few questions that could be asking to the selected students. The researcher additionally will organize recorder and note to report their answer.



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CHAPTER 1 INTRODUCTION

A. Background of the Problem

Speaking is an interactive process of meaning construction that involves producing, receiving, and processing information. Speaking is very important because it allows people to carry on conversations with others, share ideas, and exchange information (Mariyana, 2019). Speaking is always recognized as the most significant skill to master (Nazara, 2012). Students' speaking ability is expected to be good because they have learned English since some years in the school and they will have many performances related to oral skill in the school or outside of school, but most of them may not be able to communicate smoothly and accurately because they lack the necessary knowledge (Illyin et al., 2021).

Then, Speaking as "the process of creating and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts." Speaking is an essential component of second language learning and teaching." Speaking is crucial because it enables individuals to communicate with others, share ideas, and convey information. When speaking, the process of producing, receiving, and digestive process information is part of an interactive process that results in meaning (Chaney, 1998:3).

In actuality, as a target language, English speaking is hard to learn because speaking needs more than just knowing the grammatical and semantic rules of the English language. According to (Harmer, 2001), there are some skills that must be mastered in order to speak fluently. Those abilities are language features and social processing of the target language. Social processing refers to the capability of the speakers to put language in a logical order and to process information given by other speakers and answer it appropriately. Social processing is dependent on two features: processing language and information and communicating with other speakers. The languages feature elements that are important for spoken production consists



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of connected speech, expressive media, lexis and grammar, and negotiation languages. In addition, speaking, asking and giving an opinion is one of the phrases contained in the lexis and grammar. So, teacher needs to give a variety of phrases to the students to make their English-speaking skill more fluent (Riswanto et al., 2022).

However, defines speaking as verbal interaction. Speaking requires two or more people to interact with each other, which means that the speakers must communicate with one another. Speaking is an important skill that EFL students should be able to master. Students' problems are that when they want to speak English, they are afraid of making mistakes and being embarrassed by criticism from their peers, and teachers' strategies that make students bored with learning English (Richards, 2002).

Learning media is a tool used to facilitate the learning process. Online learning media are media that can be easily used by teachers and students to help with learning so that learning objectives can be met even in remote locations (Suharsih & Hamidiyah, 2012). According to Suyanto in (Siti Suharsih, 2007), using effective and entertaining media in teaching can help students learn more effectively. The development of technology today demonstrates that English has become mandatory to be mastered and taught to students, and there are numerous media that can be used in teaching English. Youtube video is one of the most widely used media because it is the most popular social medium among all students (Angeraini, 2021).

Appropriate teaching media can be used to assist students in improving their speaking skills. The media has a significant impact on the teaching and learning process. It is a powerful tool for brightening up the classroom environment, increasing student motivation, and improving students' accuracy and fluency (Tafari, 2009). Video is one of the more effective media for learning new languages than others (Woottipong, 2014).

Moreover, that language instructors must be able to determine and use effective teaching strategies and media in order to engage students in active

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information obtained from the teacher via interview by the researcher. The teacher did not use a supporting teaching technique when teaching speaking, which resulted in the absence of a relevant learning environment. To begin the lesson, the teacher will explain the material in detail. Furthermore, the students will be instructed to read a dialogue text related to the material for the learning activity. The students who wanted to read aloud the text are then welcome to do so in front of the class. This means that not all students have the same opportunity to practice their public speaking skills. However, most students do not perform due to time constraints.

From the issue above, teaching speaking requires an learning media to assist the teacher in teaching speaking. As a result, the researcher attempts to use YouTube to create a comfortable and relevant learning environment to assist students in learning English. According to (Bastos and Ramos, 2009) in their research result that asserted that the process of teaching and learning using video, which consists of sound, graphics, and animation, is more interesting than textbooks, worksheets, slides, projectors, and films, YouTube is likely to contribute a huge amount of benefits in improving the students' ability in English.

There are several studies that invest the use of youtube in teaching speaking (Abidin, 2021; Alfi Hasanah, 2020; Cahyana, 2020; Chandra Pratama et al., 2022; Daru Susanti et al., 2022; Hia, 2021; Marleni, 2018; Riswanto et al., 2022; Sari & Margana, 2019; Sulthan Thaha Saifuddin Jambi et al., 2022) the researchers also wanted to know the effect of using youtube on students' speaking. But the research was addressed to the junior high school, senior high school, vocational high school, Islamic senior high school, and university. In this research, researcher will focus on students' Speaking skill at MAN 3 Pekanbaru, exactly on second grade students. It will be differentiated with the previous researchers.

According to website from englishspeakingcourse "Speaking English With English Speaking Course" is content that contains learning, tips on

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learning English, especially in speaking, and the use of a YouTube channel where we can watch or listen to English Speaking Course (youtube users) share material or tips to improve speaking skills.

English Speaking Course is an Channel Youtube focuses on helping learners master English. English Speaking Course is a channel with 2.14 million subscribers, the number of videos on the channel is 437 videos which are suitable for use in this research, and the comments on the videos have many positive comments about the videos because the videos on this channel are videos that are using to improve skills speak English with confidence.

By the facts above, researcher want to know whether the use of youtube English Speaking Course can effect on students' speak English or not. So that the teachers have reasons for academic guidelines to use youtube media in language learning in the classroom. Because of the reasons above, the researcher wants to conduct this research at Junior High School Masmur Pekanbaru with the research title "The Effect of Using Youtube Media on Students' Speaking Skill of The Second Grade at Islamic Senior High School in Pekanbaru"

B. Problem

1. Identification of the Problem

Speaking is a productive skill that allows foreign language learners to communicate with one another. Speaking is a difficult skill for students to master because there are so many factors to consider when speaking English. As a result, some students face difficulties and obstacles when speaking English. For example, lack of students' courage to speak English because they are embarrassed by other students, teacher strategies are considered boring by students so that students are less interested in the material presented by the teacher and students find it very difficult to speaking because of the student's lack of vocabulary mastery and they don't know how to use grammar accurately.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definitions of Speaking

Speaking is one of the language skills learned when learning a language.

Speaking is a skill that must be constantly practiced. We must communicate and understand each other by speaking. We must learn to communicate by Speaking (Anggraini, 2021). English is an international language that must be learned in both English as a second language and English as a foreign language.

Speaking, reading, listening, and writing are the four skills in English. While Speaking is an English skill that must be mastered by language learners (Hidayat et al., n.d.-a).

Speaking is an important skill in learning English because students use it in the classroom to communicate on a daily basis. The term "Speaking" has several definitions that have been proposed by researchers in language learning.

According to (Chaney & Bark, 1998) in (Yulfi & Syaprizal, 2020, p. 154)

Speaking is defined as the process of conveying meaning both verbally and nonverbally. Furthermore, according to (Cameron, 2001) in (Pratiwi, 2013, p. 9), Speaking is a language that is actively used with the goal of expressing meaning so that someone can understand what other people want to convey in a foreign language. This statement is in line with (Burns & Joyce, 1997) and (Louma, 2004: 2) in (Torky, 2006, p. 32), define Speaking as the act of taking action to create meaning, which includes the act of processing information, receiving information, and processing that information.

Meanwhile, Speaking is an important skill in expressing ideas in communication (Marleni, 2016). According to (Richards and Renandya), effective oral communication necessitates the ability to use the language appropriately in social interactions, which include not only verbal communication but also paralinguistic elements of speech such as pitch, stress,



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1. Imitative. A very small portion of classroom speaking time may legitimately be spent producing "human tape recorder" speech, in which learners, for example, practice an intonation contour or attempt to pinpoint a specific vowel sound. This type of imitation is done to focus on a specific element of language form rather than to engage in meaningful interaction.
2. Intensive. Intensive speaking is a step above imitative speaking in that it includes any speaking performance intended to practice some phonological or grammatical aspect of language. Intensive speaking can be initiated independently or as part of a pair work activity in which learners "go over" specific forms of language.
3. Responsive. In the classroom, much of the student speech is reactive. It consists of brief responses to questions or comments posed by the teacher or students. These responses are usually adequate and do not lead to dialogues. This type of speech can be meaningful and genuine.
4. Transactional (dialogue). Transactional language is a more developed version of responsive language. It is carried out in order to convey or exchange specific information.
5. Interpersonal (dialogue). Interpersonal dialogue is conducted for the purpose of maintaining social relationships rather than transmitting facts and information.
6. Extensive (monologue). Students at the intermediate to advanced levels are required to deliver lengthy monologues in the form of oral reports, summaries, or short speeches. The register is more formal and deliberate here. These monologues can be planned or spontaneous.

According to (Brown and Yule, 1983) revealed in (Pratiwi, 2013, p. 10) that speaking is classified into two genres based on its function:

- a. Transactional. The function of this genre is to provide information to others and can also be used to promote something.

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software and hardware trimmer. A teacher can use an application on the software media, while a computer, laptop, or projector can be used on the hardware media.

The media also enhances and adds value to English instruction, allowing students to learn and explore the language more effectively. Meanwhile, Supriyanto, on the other hand, believes that learning media can be combined with a variety of technologies, such as Instagram, WhatsApp, Facebook, or other social media, as well as synchronization media with Zoom, Google Meetings, or Hangouts, to overcome the problem and help students reach their full potential (2020). Furthermore, terms such as online e-learning, internet-enabled learning, virtual learning, virtual classroom, and web-based learning are all used to describe remote learning via the internet (Ahmad, A. Baso, Y. S. Syamsuddin, S. Bahar, B. Tamar, 2020). Google Meet is used to deliver topic matter, quizzes, examinations, and assignments for the Google Meet learning component (Purnawati, W., Disina, S., I. V., & Fatolah, 2020).

Social media platforms such as Google, Facebook, Twitter, LinkedIn, and YouTube have the potential to be an online channel to facilitate student learning by allowing learners to access and gather information to build, modify, and share their knowledge (Gaytan, 2013).

From the explanation above, media used in teaching English serves several media using by teacher in making teaching media refers to any media that a teacher may use to provide teaching material to students during the teaching learning process in order to achieve specific learning objectives. And one of the media used in improving students' speaking skills is YouTube.

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CHAPTER III

RESEARCH METHOD

A. Research Design

The research used quantitative research. According to (Cresswel, 2012), that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. The investigator in quantitative research identifies a research problem based on trends in the field or the need to explain why something occurs.

This research used quasi-experimental as the research design. He also stated that we use experimental research when we want to establish possible cause and effect between our independent variable. As the research design is quasi-experimental design in purpose to know whether significant difference between the independent variable to the dependent variable, the pretest and posttest are required to know the final result. He also stated that the quasi-experimental design introduces considerably more threats to internal validity than the true experiment.

According to (Gay and Airasian, 2000), "quasi-experimental research is one of the types of research that test hypothesis to establish relationship cause and effect". It means that quasi experimental research is purposed to investigate the cause and effect of the research.

According to Hastjarjo (2019), more detail, the prefix quasi means "resembling". Thus, quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not assigned to conditions or orders of conditions at random.

Furthermore, Maciejewski stated that a quasi-experiment is a prospective or retrospective study in which participants self-select into (or their providers select on their behalf) one of several different treatment groups with the goal of comparing the effectiveness of those non-randomized treatments (2020).



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CHAPTER 1

INTRODUCTION

A. Background of The Problem

Language is one of the most important aspects of human's life. Without language, people cannot communicate with the others. By language, people can share their experiences, their feelings, their opinions, and also their needs to each other by spoken and written. All people in this world use language as their tool of communication. No one people who have the same language in this world. One of the International language in this world is English. (Fenty, 2021)

Learning is a second language to communicate with other people to understand them, talk to them, read what they have written and write to them (Raimes, in Miftah 2015, p. 9). Writing as one of the skills to communicate is not an ability we acquire naturally, even in our first language it has to be taught. However, writing is not interesting for most EFL (English as a Foreign Language) students.

There are four language skills in teaching English: they are listening, speaking, reading and writing. Students should master writing after mastering listening, speaking, and reading skills in English. Writing is a student's ability to form continuous sentences into paragraph. They express their ideas through written text.

In relation, there are many text types taught in Junior High School. For Junior High School students who study about monologue text, writing



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is important skill. Based on the 2006 English Standard Competence, the Junior High School students are asked to study some monologue texts such as: descriptive, procedure, recount and narrative. One of the texts taught for the Eight Grade students of Junior High School is Recount text.

According to (Hyland, 2002) writing is an acquired skill and that teachers should provide support. There are numerous ways for teaching and learning English that are tailored to the students' abilities or materials. The ability to express ideas in a foreign language, especially in writing is a major problem for writing paragraphs to selecting a sentence. Writing is a skill that is difficult for foreign language learners. The difficulty lies not only in generating ideas but also in translating those ideas into readable text (Marianne Celce, 2001).

Writing is one of the important skills because it takes a part as an important communication tools. Through writing, everybody is not only to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. but there are still many students who have difficulty in writing, teachers revise students' writing for erroneous tenses, pronouns, and conjunctions. Using the Think Talk Write approach can help fix students' writing. The Think Talk Write technique involves thinking through reading, communicating through presentations and discussions, and taking notes on the results of discussions in writing.

The English Curriculum, especially at SMPN 20 Pekanbaru, it is clearly stated that one of the objectives of the English subject is developing



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the ability which covers listening, speaking, reading and writing. In fact has shown that the students at SMPN 20 Pekanbaru, is good in writing recount text in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words and the teacher confused for use a method.

SMPN 20 Pekanbaru is a junior high school located in Pekanbaru. As a formal educational institution, school also offer English language subjects to their students, as an important aspect in understanding a language. SMPN 20 Pekanbaru used the 2013 Curriculum. In English subjects at SMPN 20 Pekanbaru, the aspects taught are reading, speaking, writing and listening. However, no learning can run smoothly without facing challenges, both from teachers and students. To identify the challenges experienced by teachers and students in the teaching and learning process, especially think talk write about recount text in Eight Grade at SMPN 20 Pekanbaru, researcher conducted a preliminary study.

Based on a preliminary study conducted by the researcher on Eight Grade students at SMPN 20 Pekanbaru, the researcher collected data using the method: Pre-observation, interviews with English teacher, and interview with students (On October 19, 2023 and November 7, 2023). When interviewing English teacher, the teacher mentioned that the challenges such as:

1. Students were lazy to learn
2. English as a subject that was difficult to understand and unpleasant.
3. Students have difficult in writing because of the anxiety

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Writing Ability

Writing is an integrated skill in English learning language. It is processed to learn English. Writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g., grammar and vocabulary). Consequently, we must learn about organizational skill in writing (Harsyaf et al.; 2009). Brown (2001; 335) mentioned that written product is the result thinking, drafting, and revising procedure; specialized skills are required in written language, and not every speaker develops naturally. Nunan (2003; 88) also gives other ideas that: writing is the process of thinking to invent ideas, thinking about how to express into good writing, arranging ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into excellent written.

Moreover, in order to write a well-written product, learners must follow some steps such as writing, drafting, brainstorming, and revising. As Brown (2001; 335) stated that written product is often the result of thinking, drafting, and revising procedures that required specialized skill, a skill not every speaker develops naturally.



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2. Definition of Think Talk Write

Think Talk Write is a strategy that facilitates the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think Talk Write Strategy encourages the students to think, talk, and write based on the particular topic. Think Talk Write strategy is used to develop the writing fluently and exercise the language before write them. Think Talk Write focuses on how the students thinking clearly about a topic. Students learn to find so many ideas and information related to the topic. All of the information by individually then will be talked in a discussion of group. Each student in a group will learn how to share their idea and information and compile it in a written form by writing ability.

Think Talk Write is a teaching method that emphasizes the necessity for students to explain the consequence of their thought through their writing (Sohimin, 2018). One face of this model development is understanding of students concepts and skills. Following reading exercises, the learning process starts with discourse. After that, discuss these concepts with your group so that they can be written out more full.

Think simply refers to the process of developing understanding through analysis and conclusion. Individual tasks are completed in this stage based on each students ability.

Talk is communication. Students acquire this skill via interacting with their social surrounding. Students will make an effort to communicate their ideas, concerns, and opinions. The language and



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Think Talk Compose model is comparable to this research's application, but this study research variable will be the ability to write theatre plays.

The second, Alawiyah (2021), with a research entitled "Learning Models of Think Talk Write and Writing Narrative Essays in the Disruptive Era" the think talk write learning model affects one's capacity for narrative essay writing. Because both studies use the Think Talk Write learning approach, there are similarities between this study and the one that will be conducted.

The thirdly, Asnita (2012), with a research entitled "Think Talk Write strategy toward the ability in writing descriptive paragraph of eight grade student at Hasanah islamic junior high school Pekanbaru, Riau". The design of her research is Quasi-Experimental research. It means that there is no significant difference of students ability in writing descriptive paragraph which is taught by using conventional technique and which is taught by using Think Talk Write strategy.

The fourth, Wati (2010), with a research entitled "Think Talk Write strategy for students in the classroom". From the research, the result showed that post-test score was better than pre-test score. It could be seen from the pre-test score was 47.03 and the post-test score was 81.13. The difference between pre-test and post-test was 34.11. There was a significant increasing of the score result. They result is, they can improve their students weakness in every place to make a research.

Based on the relevant research above, the researcher conclude that this research has a different research design but has similarities in research

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E. Assumption and Hypothesis

1. Assumption

In this study, the researcher assumes that the students who will be taught by using Think Talk Write Strategy, the better students writing ability will be.

2. Hypothesis

Ho : There is no significant difference between the students who are taught by Think Talk Write strategy and students who are taught without using Think Talk Write strategy in their writing ability in recount text at SMPN 20 Pekanbaru

Ha : There is any significant difference between the students who are taught by Think Talk Write strategy and students who are taught without using Think Talk Write strategy in their writing ability in recount text at SMPN 20 Pekanbaru



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Table III.3

The Sample of the Research

No	Classes	Total of Students
1.	VIII 1	30
2.	VIII 2	30
Total Sample		60

E. Technique of Collecting Data

In this research, the researcher utilizes a writing test as a tool for data collection. Specifically, the researcher employs a norm-referenced test. To ascertain both pre-test and post-test data, the researcher employs a writing test. Before the test is used in the pre-test and post-test phases, the reliability and validity of the test or instrument are ensured.

1. Pre-test

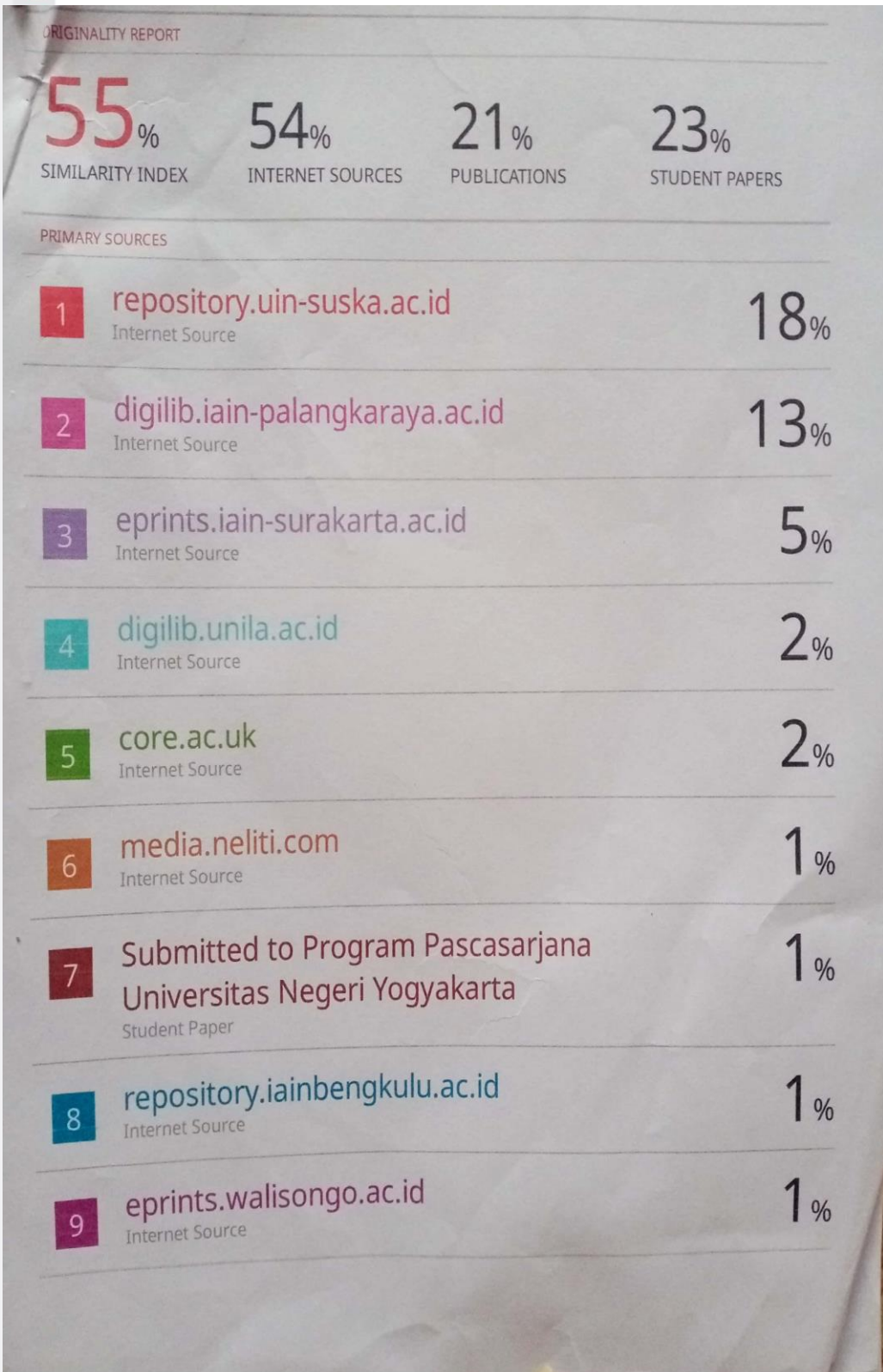
The pre-test provides a measurement of a specific attribute or characteristic that you evaluate in experimental participants before they undergo a treatment. After the treatment, a reevaluation is conducted on that attribute or characteristic (Cresswell, 2012, p. 297). The writing material used for this pretest the title is "Holiday". During the pretest session, the researcher forms a study group within the class and explains about writing ability using Think Talk Write Strategy. The procedural step for the pretest are as follows:

- a) Introduction by the researcher
- b) Explanation of the research objectives



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CHAPTER 1 INTRODUCTION

A. Background of the Problem

Writing is a compulsory subject that should be taught by English lecturers at university (Suarmi & Fatimah, 2019). Through writing, students can express their thoughts, opinions, ideas, events, and analyze the information. Writing is the process of putting ideas down on paper to transform thought into words, to give the structure and coherent organization (Brown, 2007). Writing is also defined as the process of thinking up new ideas, considering how to put them into effective writing, and organizing the ideas into concise statements and paragraphs (Nunan, 2003). It requires the students to consider the various aspect in order to effectively convey the content of writing into a good composition. When writing content, student have to know the purpose of their writing and one of the purposes of writing is for academic that usually done by the students of university.

Academic writing is one of the most important components of education, especially at the university level (Parwati & Aprianti, 2022). Enhancing students' academic writing skills is a concern for higher education institutions, even in English-speaking countries. A pedagogical justification of providing a compulsory writing skills program hosted on learning environment for both graduate and undergraduate students at the University of Glasgow in the UK (Boyle et al., 2019). Such commitment to enhancing academic writing skills is much more in demand for EFL students. Higher education institutions in Saudi Arabia are liable to have different channels to enhance English writing skills like dedicated writing courses, English for academic purposes (AlMarwani, 2020). Notwithstanding, this important subject remain the challenges for undergraduated, graduated, and postgraduated or university students to do academic writing proficiently.



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Based on the preliminary observation on March 2023, there are some kinds of academic writing, such as, notes, report, project, essay, dissertation or thesis, and paper or article (Zamrodah, 2016). Moreover, they are having some challenges in academic writing. One of it happen in written their paper for final project in academic writing class such as research proposal where the students found it challenged in expressing and describing their idea into a good writing. The second most frequent issue for the students are the lack of knowledge of English language proficiency including word choice, vocabulary, grammar, and paraphrasing. Furthermore, the students are also challenged in choosing a worthwhile topic, finding references and lack of knowledge in citations.

From those studies, the researcher can conclude that the students who study in Department of English Education still faced the challenges in English academic writing. The reason might cause student who do not have knowledge in academic language style, research and critical thinking skills. This is the basic challenge that most student tend to face when they do English academic writing (Murray & Moore, 2019). Those students who have low language proficiency will find it challenge to write in English because there are factors in English language that they don't master, particularly in terms of word choice, vocabulary, and paraphrasing. Beside that, another challenges during the academic writing, students faced vocabulary, grammar, and syntax are unable to apply flexible writing strategies effectively (Anh, 2019).

As it has been mentioned before that academic writing is always considering challenged, especially for the students who are not having english background or use english as second language (Sajjad et al., 2021). Writing is a very complex task when performed in one's first language and a considerably more difficult enterprise when carried out in a foreign language (Cennetkusu, 2017). Therefore, it has been confirmed that since EFL students lack an English cultural context, writing in English is often challenging for them. Another study conducted a research exploring the challenges of academic writing that English as foreign language (EFL)

Good subject

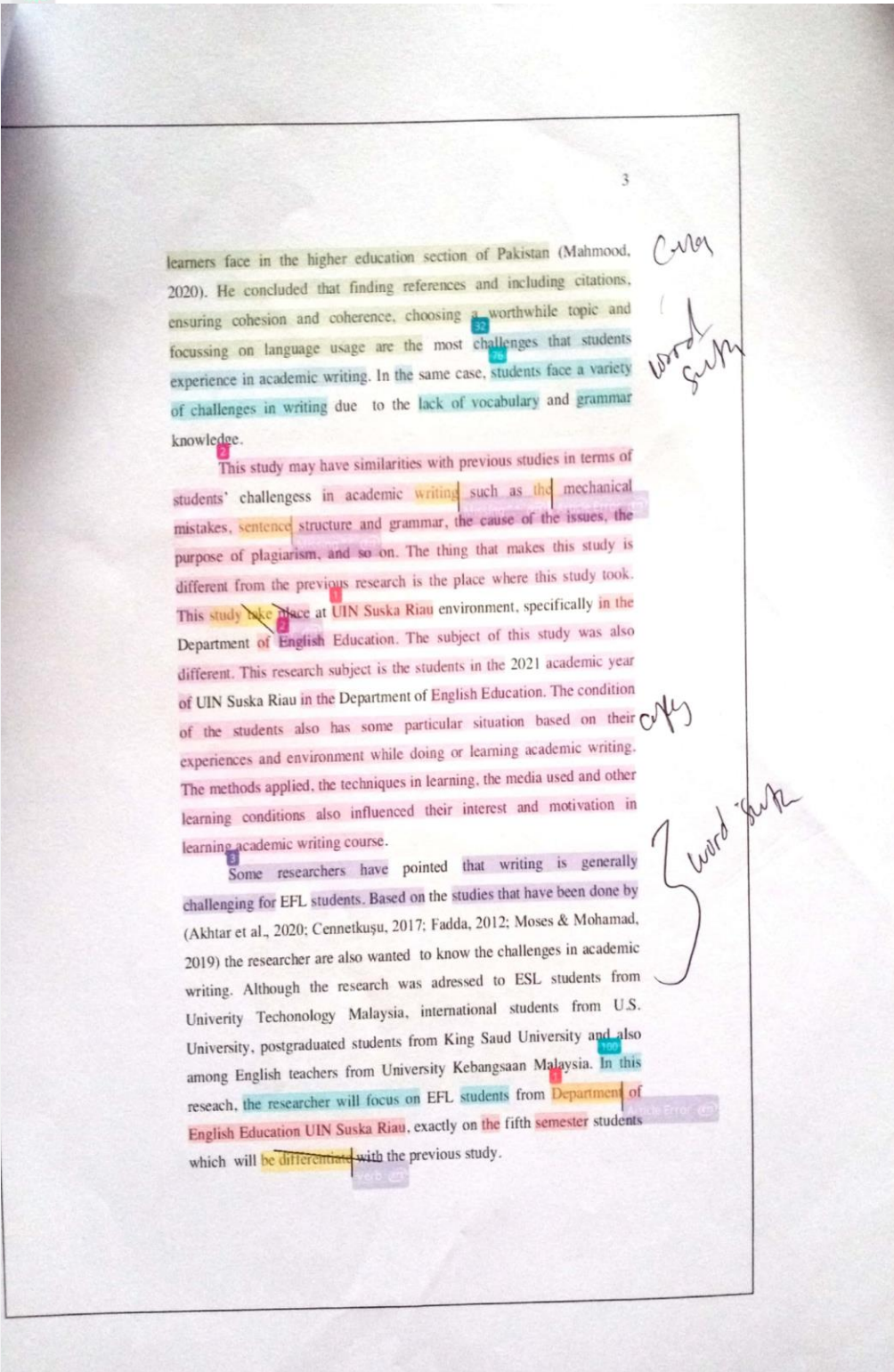
1) style

2) copy



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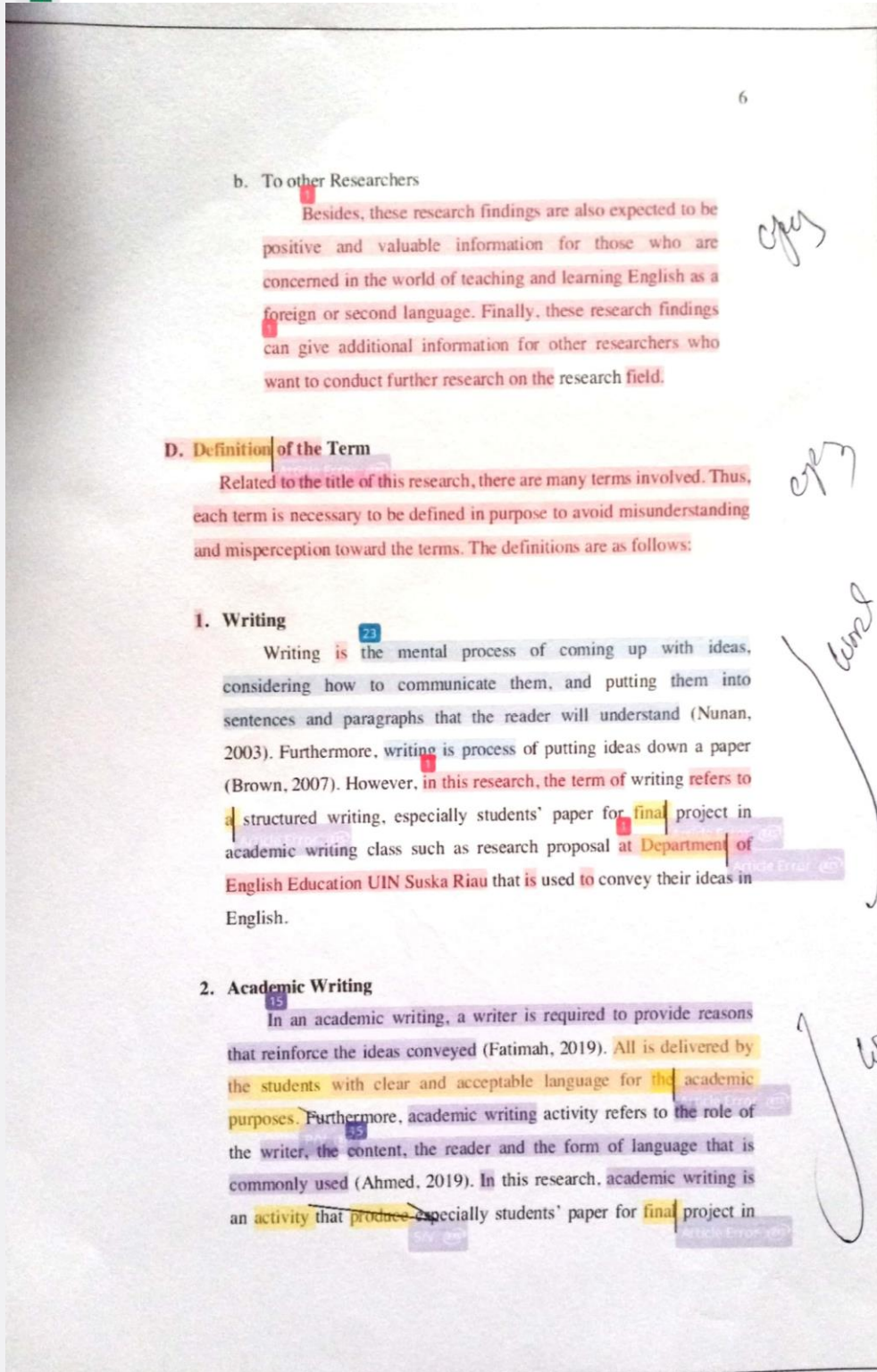
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from a brainstorming list, grouping, writing the topic sentence and simple outlining.

3. Stage III: Writing and reviewing drafts

In the stage of writing and reviewing drafts, the writer can start to write and revise several drafts until the writer has produces a final copy (writing product) to hand in. Step 1 is writing the first rough draf, step 2 is revising content and organization, step 3 is proofreading the second draft for grammatical and mechanical errors, writing the final copy (product).

By following these processes, students can produce higher quality written work, which will be more appealing to readers.

2. The Concept of Academic Writing

a. Definition of Academic Writing

Academic writing is a structured form of writing that is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. The importance of evidence and logic in academic writing, and notes that this type of writing is designed to communicate complex ideas and concepts in a clear and concise manner. The importance of proper citation and referencing of sources in academic writing, as well as the need for writers to take responsibility for their arguments and ideas (Brown, 2007).

Academic writing is different from informal writing because of the design of the paper, otherwise how we utilize words and phrases to convey what we wish to speak. Specific situations necessitate specific and precise ways of putting words and phrases in conjunction with one another. Formal and informal communication serve various objectives; how we write within an academic and scientific setting will significantly deviate from



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presenting someone else's work, ideas, or words as one's own without proper attribution, authorization, or acknowledgment.

The other study, there are some challenges in academic writing that faced by the university students noted by (Mahmood, 2020):

1. References and Citations. Reference refers to providing detailed information about the sources that have been consulted and cited in an academic paper. It includes the author's name, publication year, title of the work, and other relevant details such as the journal name, publisher, or URL for online sources. Citation involves explicitly acknowledging and attributing the ideas, information, or words borrowed from other sources within the text of an academic paper.
2. Cohesion and Coherence, writing is a blend of properly chosen lexical items, meaningful linear construction of words, phrases and sentences to produce coherent paragraphs.
3. Choosing a worthwhile topic, most of the students takes time just to choose a workable topic.
4. Language Usage, the students using proper language in academic writing. Use of appropriate language i.e., vocabulary items, ordering the suitable words in their proper position becomes challenges for EFL learners as meanings of the words in target language cannot be mastered without extensive reading.

The investigation from othe researcher about common challenges in academic writing faced by univeristy students in Kfueit, as follows (Sajjad et al., 2021):



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worthwhile topic (4) language usage and (5) others. However, the proficiency level of teachers found as: (1) loopholes in selection criteria of teachers (2) lack of pedagogical and analytical skills and (3) incompatibility of curriculum. The study recommends revision of teachers' selection criteria and syllabus of English language (Mahmood, 2020).

A study about challenges in academic writing was also done by (Sajjad et al., 2021). In this study, the researcher seeks to identify or Examining the Academic Writing Challenges Faced by University Students in KFUEIT. A qualitative descriptive analytic investigation was utilized to achieve this goal. Questionnaires for university students were designed to collect data. The sample includes 40 students in which 20 were male and 20 were female students. The key findings show that students have a number of challenges when it comes to academic writing, particularly in terms of word choice, vocabulary, and paraphrasing. The instructors' questionnaire gives same results in terms of problems, with critical writing and style being named as the most challenging. Teachers criticise these challenges on a lack of writing skills and practise, according to the research. In moreover, the majority of participants consider that the time allotted for undergraduate studies is insufficient. When making recommendations, students, teachers, and curriculum designers must examine the findings.

The other discussion about academic writing challenges of undergraduate students at Cape Peninsula University of Technology (CPUT), South Africa. It examines challenges such as lack of a mastery of academic writing conventions, analysis of writing topics, using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. It also focuses on the implications of these challenges for students' academic development and possible strategies to address these challenges. The article draws on sustained interviews with twenty 2nd year students, 1st year student reflections and discussions with four. Communication lecturers. The data revealed that academic writing challenges of students in universities of

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is a skill that must be mastered by students, according to Tarigan (2008, p.3-4) writing is an activity that is used to communicate but indirectly or not face to face with the other person. Writing is a complex activity because a person's great ability in writing already includes the ability to listen, read, and write Putri and Syahrul (2019, p.66). Myles (2002, p.12) Writing is a skill that requires effort and a lot of practice in compiling, developing and analyzing an idea. Belo (2017) Writing is a very useful activity and writing can help and make it easier to remember important information or important meanings presented. By writing we can communicate or express feelings or ideas, and writing also requires knowledge and hard thinking because writing produces words, sentences, and paragraphs.

Writing has many techniques, one of which is paraphrasing, according to Davies (2011, p.1) a paraphrase is a quote from an expert then rewritten by the reader using his own words. Furthermore paraphrasing does not only change the words however includes back ideas from the original text source and still maintains the meaning and purpose of the original source, because a substantial paraphrase does not focus on changes in syntax or grammar but includes back the information implied in the original source Kech (2006). according to Murphy (2009) paraphrasing is expressing other people's ideas but still retaining the main ideas from the original source and then turning them into their own language. Paraphrasing is important in writing because in writing it must be presented in a formal form and must avoid objective individual opinions, to produce writing skills requires knowledge in several ways such as reading comprehension and vocabulary mastery. Hirvela and Du (2013) the paraphrasing technique is very important because it can measure

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Respondent 5



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students' understanding of the source text. Masnawiyah (2017) one very effective strategy in writing is paraphrasing, because of that in writing need to do a paraphrase.

By using the paraphrasing technique avoids plagiarism Angelova & Riazantseva (1999), Bailey (2011), Biggs (1994) revealed that paraphrasing is the best technique to avoid plagiarism, because this plagiarism is one of the biggest mistakes in writing and this plagiarism is strictly prohibited in making written works. According to Perrin and Septarini (2019) plagiarism occurs when someone places an idea belonging to another person but does not give a sign of someone else's ownership, meaning that this plagiarism occurs because if take an idea from another person but do not give a sign like a quote. Therefore, to prevent plagiarism of the work to be written, there are three ways, namely quoting, summarizing and paraphrasing Salemani (2018). Then, according to Sutikno, there are six ways to overcome plagiarism namely paraphrasing, citing, quoting, citing quotes, citing our material, and referencing. Therefore, paraphrasing is the most important technique because according to Keck, 2006; Watte, 2010 paraphrasing shows how well students understand reading and writing in the second language, namely English.

Department of English Education students at UIN Suska Riau from second semester until fourth semester they have studied writing, where writing courses are graded based on semester, starting from paragraph writing, essay writing, and academic writing. Furthermore in writing essays, summaries, papers and research proposals students experience difficulties in writing example doing paraphrase, one of the mistakes that often occurs in writing is plagiarism according to Elis (2018) plagiarism is the theft of other people's words or ideas. In particular, writing courses have assignments where instructions are to make summaries based on books or texts given by lecturers, these summaries are usually made based on learning topics and are collected before the learning topics begin, and of course making summaries requires

word
summary



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(1992, p. 5) stated the purpose of writing. They are as follows (1) to convey information and asks question about the world, (2) to make judgements and urge other people to follow them, (3) to construct imagenary worlds of words, and (4) to give vent to inner thoughts and feelings. These purposes of writing highlight the multifaceted nature of written communication. Writing can inform, persuade, entertain, and provide a platform for self-expression. By understanding these purposes, writers can effectively engage their audience and achieve their intended goals, whether it be to convey information, make persuasive arguments, create imaginative worlds, or express personal thoughts and emotions.

A person carries out writing activities because there are reasons of their own, because if someone carries out writing activities it means that they have their own goals in writing, as it is known that writing is a tool for communicating in the form of conveying messages and information on paper to other people. But writing is also a work of literature, this is useful for conveying ideas or expressing the feelings of the writer.

c. Component of Writing

There are three components they are: a) Grammatical skill; ability to remember schoolbook grammar rules and have a basic degree of grammatical skill; b) Compositional skill; ability to organize words to produce an effect; c) Domain knowledge; ability to have all knowledge in writing, such as structure, compositional skill. Several elements of writing can be effectively tested, the principal ones being the choice of vocabulary, the accuracy of grammatical structure, the amount of information produced, and the logical sequence in which sequence of the actions are described.

There are components of writing they are: a) Spelling and punctuation; b) grammar; c) vocabulary d) number of logical ideas



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writing task. They should aim to choose a subject that they are passionate about or have some familiarity with, as this can make the writing process more enjoyable and result in a more informed and authentic piece of writing. Additionally, learners should take into account the purpose of their writing. Are they aiming to inform, persuade, entertain, or analyze. The topic should align with the intended purpose to effectively communicate the desired message to the audience.

Once a topic is selected, learners can proceed to organize their thoughts and ideas. This can be done through various strategies such as brainstorming, outlining, or creating mind maps. These techniques help in structuring the content, identifying key points, and establishing the logical flow of the writing. By organizing their ideas, learners can ensure that their message is coherent, well-developed, and effectively conveys their intended meaning.

In conclusion, planning, or pre-writing, is the initial stage in the writing process. It involves strategies to find and produce information for writing. Selecting a topic is a crucial part of planning, as it helps in engaging the writer and capturing the interest of the audience. By formulating the purpose of their writing and organizing their thoughts, learners can create a well-structured and meaningful piece of writing.

2. Drafting

Drafting is a crucial stage in the writing process where the ideas generated during the planning phase are transformed into a preliminary version of the written piece.

Yunus

Yunus



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in writing academically. According to Leonhard (2002), there are several techniques to paraphrasing:

1) Using synonym

Synonym is a word that has the same or very similar meaning as another. According to Leonhard (2002) using a synonym or synonymous phrase that can occur in the same context as the original word or phrase. For example, "Paraphrasing is hard to do without good examples" (p.226) become paraphrasing is difficult if there are no effective examples to study.

2) Changing the word form

Changing the word form in here means that content word can be repeated in different forms in a paragraph and how to restate sentence containing structures of comparison/contrast and cause/effect. These changes often involve converting verbs (and adjectives) to noun and vice versa. For example, "In a tornadic storm, property is destroyed" (p.226) become a tornado causes destruction of property.

3) Changing direct to indirect quotation

To use direct quotation, copy the author's words exactly as they are written, and use quotation marks around all of the copied material. Acknowledge the source and do not use the quotation marks. For example, Dr. Benjamin Spock said, "it's generally accepted that onscreen violence is harmful to children" (p.227) become according to Dr. Benjamin Spock, most of people believe that TV and movie violence affects children adversely.

4) Changing voice



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e. Steps in Paraphrase

According to Angelillo (2003), there are some steps in doing paraphrasing such as:

1. The students have to read the original source carefully.
2. The students have to substitute words, rearrange sentences, and asking questions about the precise meaning.
3. The students have to check the meaning of the passage which is paraphrase against the original passage.
4. The students have to identify the source that students will paraphrase.

In conclusion, Angelillo (2003) suggests a step-by-step approach to paraphrasing. First, students should thoroughly read the original source to ensure a clear understanding. Next, they should substitute words, rearrange sentences, and ask questions to capture the precise meaning. It is important for students to check that the paraphrased passage aligns with the original meaning. Lastly, students should correctly identify the source they are paraphrasing. Following these steps can help students effectively paraphrase and accurately convey information while avoiding plagiarism.

According to Deborah (2006), the students need to cover five steps in paraphrasing sentence such as:

1. The students have to understand the meaning of the sentence correctly.
2. The students have to use the context to understand the sentence correctly.
3. The students have to identify a paraphrase that most accurately restates the key information in the original sentence.



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CHAPTER III

RESEARCH METHOD

A. Research design

This research is a qualitative research. According to Creswell (2014), qualitative research is a research design that focuses on phenomena or investigate social problems. this research is a process that produces descriptive data of individuals and their observable behavior, both verbal and textually. Therefore, a qualitative approach was applied to this research. This research analyzed the difficulties students encountered in writing paraphrase. Bryman (2012) says that a qualitative method allows the researcher to acquire information from a small number of people or sites. And also adds that the researcher depends on participants' experiences and analyzes information in words (or text) or so-called interviews from the participants rather than quantification when collect and evaluate data.

This research will use case study as the research design, because in this research will analyze the difficulties that the students' feel in writing paraphrase at English Education Department of UIN Suska Riau. Case studies is a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995). Hartley (2004) states that case study research "consists of a detailed investigation, often with data collected over a period of time, of phenomena, within their context," with the aim being "to provide an analysis of the context and processes which illuminate the theoretical issues being studied".

Case study has often been categorized within related attributes furthermore mostly with diverse numerical categories, such as the three type or six type classification. According to Stake (1995) on the other hand comprehensively categorized case study into three types that are intrinsic.



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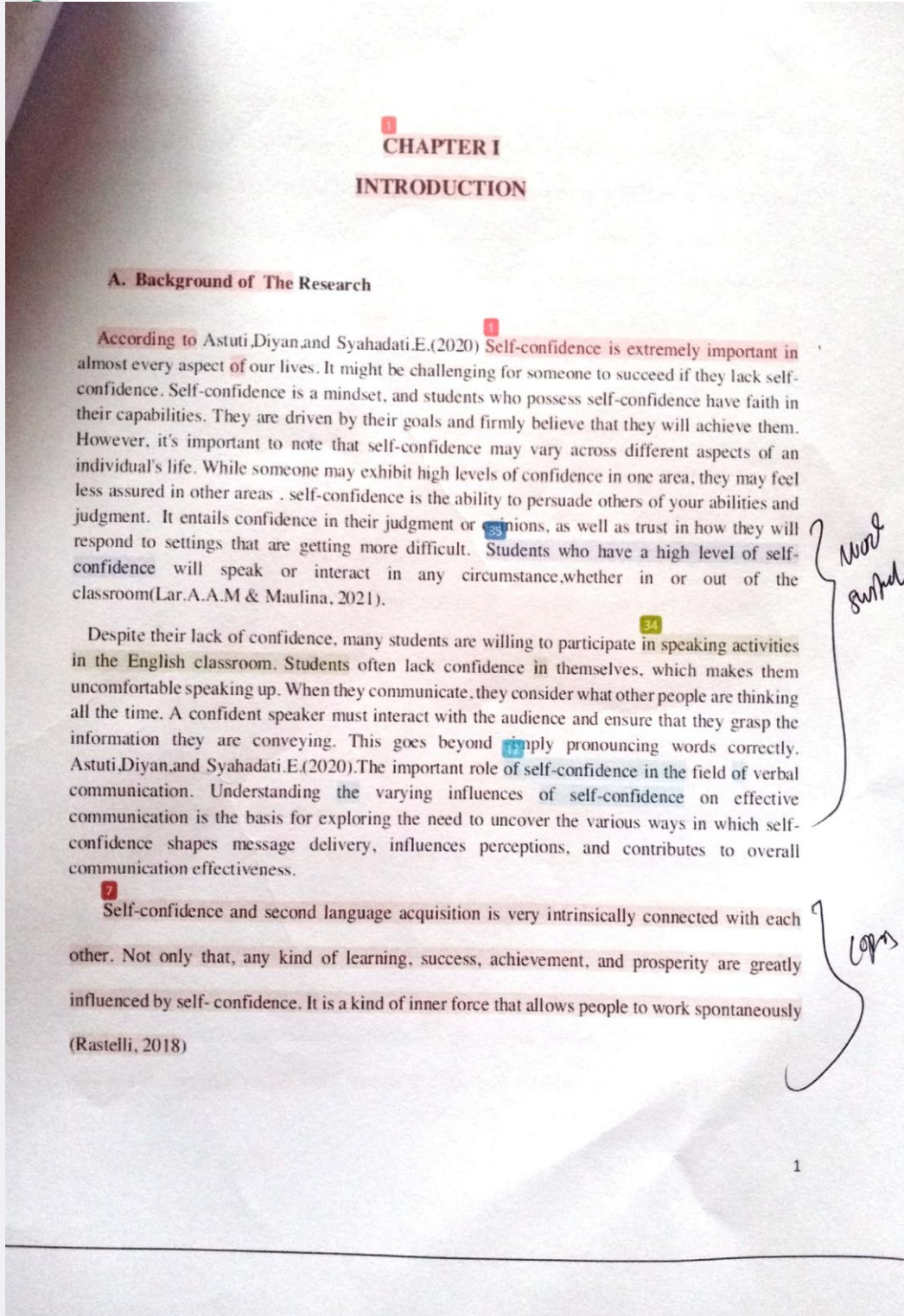




Respondent 6

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in a foreign language to share understanding with other people necessitates paying close attention to the specific features of the vocabulary. Speaking abilities, according to some studies, are a crucial component of the program for instructing languages.

According to Qurnia, Marlina(2020), Speech anxiety is a condition in which a person has difficulty producing words or sentences when speaking in a foreign language, which is meant by English. This is also influenced by several features such as shaking, scratching the head, and other behavior that shows anxiety.

Kayaoglu and Saglamel (2013) found several causes of language anxiety. They are (1) linguistic difficulty in the form of lack of vocabulary, lack of grammatical understanding and bad pronunciation; (2) cognitive challenges in the form of feelings of fear can not communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness. The results showed that the speaking anxiety of respondents more due to linguistic difficulty, especially the lack of vocabulary, less understanding of grammar, and bad pronunciation.

Based on preliminary research conducted on students majoring in English education at Uinsuska Riau on November 17 2023, researchers found many obstacles in their ability and courage to speak English, seen from their still being afraid of making mistakes in speaking English and thinking too much about using vocabulary correctly or not. speaking English, in fact after the researchers asked the students they admitted they were awkward, anxious, and afraid of making mistakes when speaking English. To improve their mastery of speaking English, students claim to have sufficient English vocabulary, but their difficulty is expressing it by speaking directly using English



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Speech anxiety is a condition in which a person has difficulty producing words or sentences when speaking in a foreign language, which is meant by English. This is also influenced by several features such as shaking, scratching the head, and other behavior that shows anxiety

(He,2018) in a journal (Qurnia, Marlina, 2020). Kayaoğlu and Sağlamel (2013) found several causes of language anxiety. They are (1) linguistic difficulty in the form of lack of vocabulary, lack of grammatical understanding and bad pronunciation; (2) cognitive challenges in the form of feelings of fear can not communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness. The results showed that the speaking anxiety of respondents more due to linguistic difficulty, especially the lack of vocabulary, less understanding of grammar, and bad pronunciation.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Speaking

Speaking is the ability to issue words and sentences as symbols to be understood with meaning(Asakereh and Maliheh 2015). Speaking is one way to communicate an opinion or an idea orally in a conversation or discussion. According to Nunan (1999) in the journal Anxiety, Motivation, and Self-Confidence in Speaking English During Task Based Activities in Second Life Arslantas, Tokel 2018 states



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Woodrow (2006) examined the relationship between a second language and speaking anxiety, in his questionnaire, speaking anxiety grew when talking to native speakers. Public Speaking Class Anxiety Level of Students as mentioned earlier, the researchers adopted the final version of the PSCAS questionnaire proposed by Yaikhong and Usaha (2012) that there are 3 levels of student anxiety:

1. Basic anxiety
2. medium anxiety
3. high anxiety

Peplau (1989) found that at a medium level of speaking anxiety, students are likely to focus exclusively on the stressful situation directly in front of them and ignore other tasks. Still, on his finding.

Peplau (1989) stated that students who have medium level of anxiety might experience a faster heartbeat, dry mouth, sweating, and stomach pain or nausea in which it would make them only focus on their performance.

Students have anxiety to speak with an ongoing level of anxiety due to a lack of low language skills (Melouah 2013). Horwitz and Young (1991), as quoted in Rachmawati (2020) emphasized that students who experience moderate levels of anxiety are caused by a lack of confidence in certain conditions.

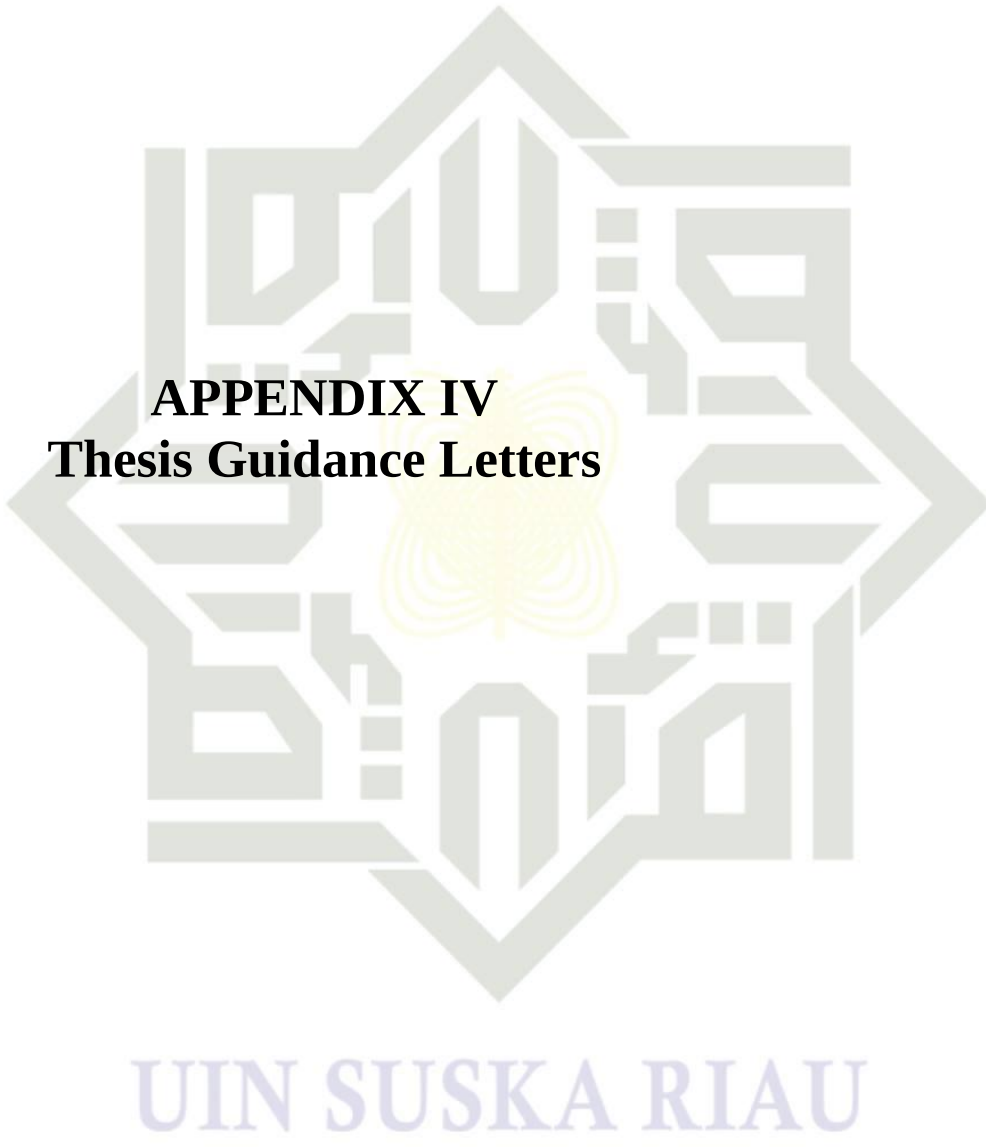
B. Relevant Research

1. Self Confidence

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APPENDIX IV

Thesis Guidance Letters

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Pekanbaru, 17 Februari 2022

Hal : Permohonan SK pembimbing

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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nisa Surgi Lestari

NIM / HP : 12010420955 / 082284355692

Tempat / tanggal lahir: Kampar / 28 Agustus 2002

Semester / Tahun : VI / 2023

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"An Analysis of Shadowing Technique in Listening Process at Department of English Education"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Rizky Amelia, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

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MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Nisa Surgi Lestari
NIM. 12010420955



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Semester / Tahun : VII / 2023
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Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Rizky Amelia, M.Pd.

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4. Fotocopy acc proposal
5. SK pembimbing terakhir
6. Permohonan perpanjangan SK

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Ketua Jurusan


Dr. Faurina Anastasia, S.Pd, M.Hum.
NIP. 198106112008012017

Hormat Saya,


Nisa Surgi Lestari
NIM. 12010420955



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Nomor : Un.04/F.II.4/PP.00.9/19206/2023
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 10 Oktober 2023

Kepada
Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NISA SURGI LESTARI
NIM : 12010420955
Jurusan : Pendidikan Bahasa Inggris
Judul : An Investigating of Student's Plagiarism on Academic Writing at English
Education Departement of UIN Suska Riau
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an, Dekan
Wakil Dekan I

D. Zarkasih, M.Ag.
IP. 19721017 199703 1 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nisa Surgi Lestari
 NIM / HP : 12010420955/082284355692
 Tempat / tanggal lahir: Kampar/28 Agustus 2002
 Semester / Tahun : VI / 2023
 Jurusan : Pendidikan Bahasa Inggris
 Dosen Pembimbing : Rizki Amelia, M.Pd

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari "AN ANALYSIS OF SHADOWING TECHNIQUE IN LISTENING PROCESS AT DEPARTMENT OF ENGLISH EDUCATION" Menjadi "An Investigating Student's Plagiarism in Academic Writing" Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
 Ketua Jurusan


Dr. Faurina Anastasia, S.Sn, M.Hum.
 NIP. 198106112008012017

Hormat Saya,


Nisa Surgi Lestari
 NIM.12010420955



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KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizki Amelia, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 198308202023212036
3. Nama Mahasiswa : Nisa Surgi Lestari
4. Nomor Induk Mahasiswa : 12010420955
5. Kegiatan : Bimbingan Proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	20 Februari 2023	Judul dan Jurnal		
2	13 Maret 2023	Pengantar Judul		
3	27 Maret 2023	Chapter I		
4	11 April 2023	Chapter II		
5	9 May 2023	Chapter III		
6	6 Juni 2023	Revisi chapter		
7	26 Juni 2023	Ace to join proposal form		

Pekanbaru, 26 Juni 2023
Pembimbing,



Rizki Amelia, M.Pd
NIP. 198308202023212036



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

Nisa Surgi Lestari
12010420955
Selasa / 11 Juli 2023
An Investigating of Students' Plagiarism in
Academic Writing at English Education
Department of UIN Suska Riau

NO	URAIAN PERBAIKAN
1.	Revise the title & misspelling?
2.	Revise the writing of citation!
3.	Revise the background of the study!
4.	Revise grammatical mistakes!
5.	Revise references!

Pekanbaru, 11 Juli 2023
Penguji I

Penguji I

Hanum Natasha, M.Pd

Penguji II

Mainar Pirm, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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Alamat : Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Nisa Surgi Lestari
Nomor Induk Mahasiswa : 12010420955
Hari/Tanggal Ujian : 11 Juli 2023
Judul Proposal Ujian : An Investigating Of Students' Plagiarism In Academic Writing At English Education Department Of State Islamic University Of Sultan Syarif Kasim Riau
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Harum Natasha, M. Pd	PENGUJI I		
2.	Mainar Fitri, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1-004

Pekanbaru,.....
Peserta Ujian Proposal

Nisa Surgi Lestari
NIM. 12010420955

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UIN SUSKA RIAU
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Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nisa Surgi Lestari
NIM / HP : 12010420955/082284355692
Tempat / tanggal lahir : Kampar / 28 Agustus 2002
Semester / Tahun : VIII / 2024
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu perpanjangan SK pembimbing dengan judul **"AN INVESTIGATING STUDENT'S PLAGIARISM IN ACADEMIC WRITING AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Rizky Amelia, M.Pd. Dengan ini saya melampirkan sebagai persyaratan:

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
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MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Nisa Surgi Lestari
NIM. 12010420955



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftar_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/6959/2024 Pekanbaru, 26 Maret 2024
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada
Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NISA SURGI LESTARI
NIM : 12010420955
Jurusan : Pendidikan Bahasa Inggris
Judul : AN INVESTIGATING STUDENTS' PLAGIARISM IN ACADEMIC WRITING AT ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan
Wakil Dekan I
D. Zarkasih, M. Ag.
IP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

CS Dipindai dengan CamScanner



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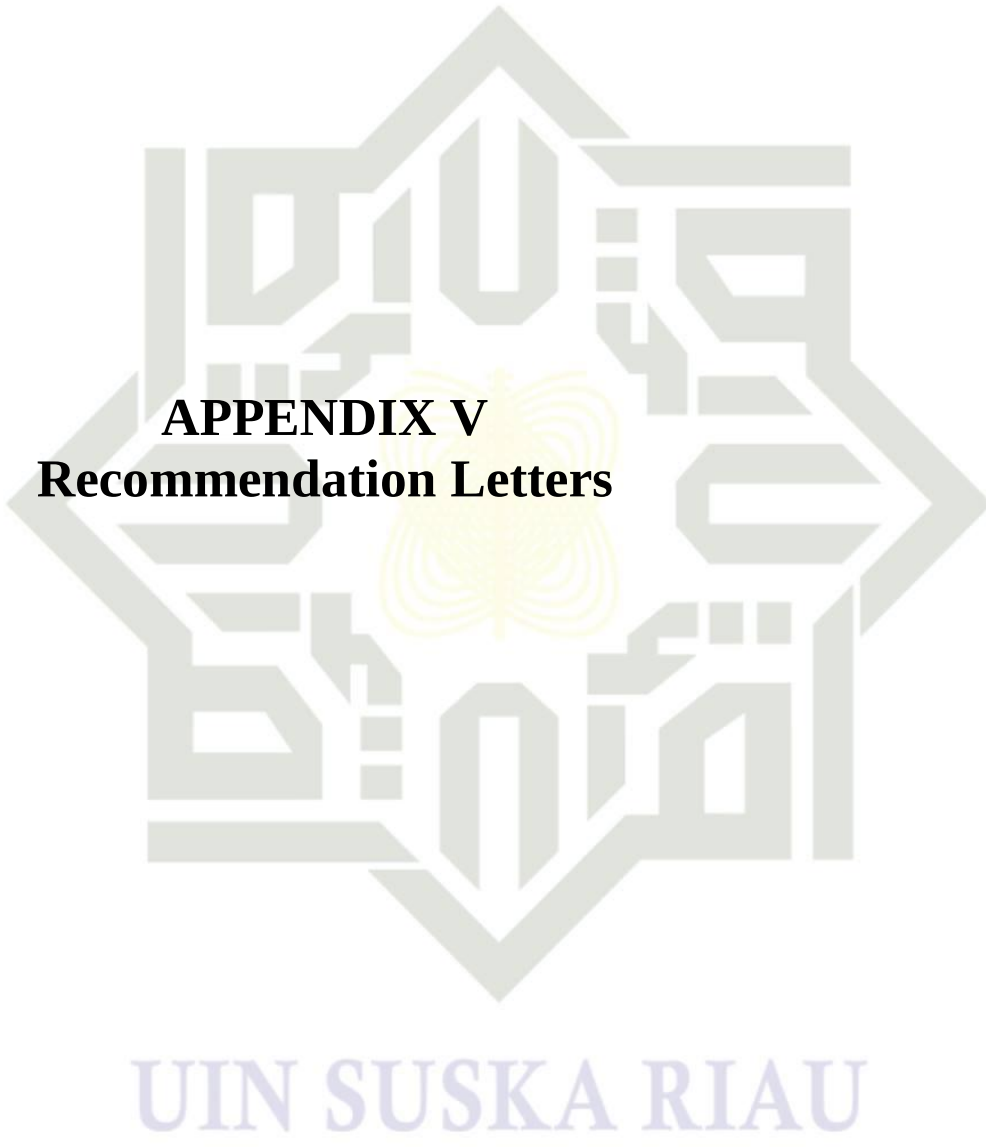
KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizki Amelia, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 198308202023212036
3. Nama Mahasiswa : Nisa Surgi Lestari
4. Nomor Induk Mahasiswa : 12010420955
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	8 Februari 2024	Instrumen		
2.	13 Februari 2024	Instrumen		
3.	14 Maret 2024	Chapter IV		
4.	22 Maret 2024	Chapter V & Abstract		
5.	25 Maret 2024	Appendices		
6.	26 Maret 2024	Review all chapters		
7.	28 Maret 2024	Acc to your final Exam		

Pekanbaru, 28 Maret 2024
Pembimbing,

Rizki Amelia, M.Pd
NIP. 198308202023212036



APPENDIX V

Recommendation Letters

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State Islamic University of Sultan Syarif Kasim Riau

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Nomor : Un.04/F.II.3/PP.00.9/272/2024
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 08 Januari 2024

Kepada
Yth. Dekan Fakultas Tarbiyah dan Keguruan
Cq. Kaprodi Pendidikan Bahasa Inggris
Universitas Islam Negeri Sultan Syarif Kasim Riau
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nisa Surgi Lestari
NIM : 12010420955
Semester/Tahun : VII (Tujuh)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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Nomor : Un.04/F.II/PP.00.9/490/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 11 Januari 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nisa Surgi Lestari
NIM : 12010420955
Semester/Tahun : VII (Tujuh)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Investigating Of Students' Plagiarism In Academic Writing At English Education Department Of State Islamic University Of Sultan Syarif Kasim Riau
Lokasi Penelitian : Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau
Waktu Penelitian : 3 Bulan (11 Januari 2024 s.d 11 Maret 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Wassalam
a.n. Rektor
Dekan
Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/61830
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/490/2024 Tanggal 11 Januari 2024, dengan ini memberikan rekomendasi kepada:

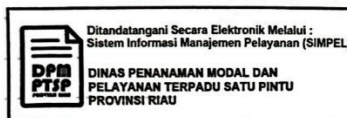
- | | |
|----------------------|---|
| 1. Nama | : NISA SURGI LESTARI |
| 2. NIM / KTP | : 12010420955 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : AN INVESTIGATING OF STUDENTS PLAGIARISM IN ACADEMIC WRITING AT ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : PENDIDIKAN BAHASA INGGRIS UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 Januari 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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Fax. 0761-561646 Web: www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Nomor: 6832/Un.04/F.II/PP.00.9/03/2024

Yang bertanda tangan dibawah ini:

Nama : Dr. H. Kadar, M.Ag.
NIP : 19650521 199402 1 001
Pangkat/Gol : Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan : Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Dengan ini menerangkan bahwa:

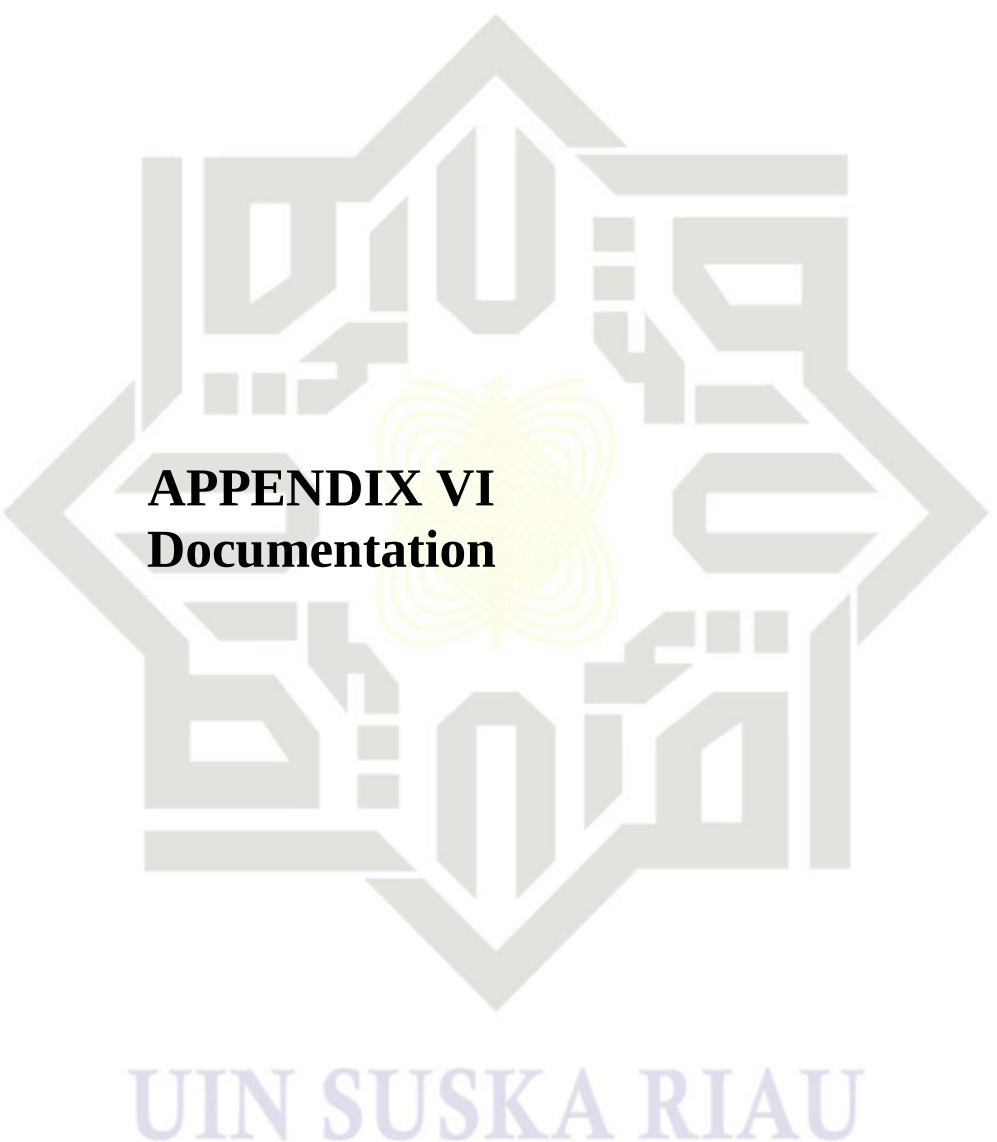
Nama : Nisa Surgi Lestari
NIM : 12010420955
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
UIN Sultan Syarif Kasim Riau

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan nama dosen pembimbing Rizki Amelia, S.Pd., M.Pd. untuk penyusunan skripsi/tugas akhir dengan judul : "An Investigating of Students Plagiarism in Academic Writing at English Education Department of State Islamic University of Sultan Syarif Kasim Riau".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 25 Maret 2024
Dekan,

Dr. H. Kadar, M.Ag.
NIP. 19650521 199402 1 001



APPENDIX VI Documentation

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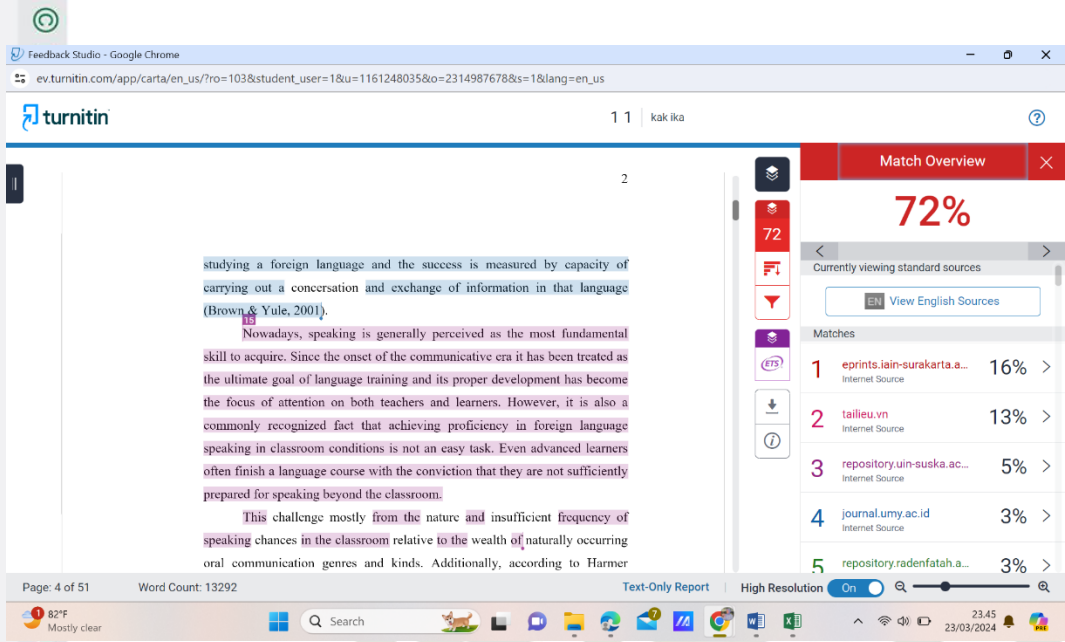
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The screenshot shows a Turnitin Class Portfolio page for a class named 'DTL'. The page displays an 'Assignment Inbox' with two assignments: 'No Repository 001' and 'No Repository 002'. Both assignments have a due date of 31-Dec-2024. Below the assignment list, there is a document preview of a paper titled 'CHAPTER I INTRODUCTION'. The preview shows the first page of the document, which includes a section titled 'A. Background of the Problem'. The text in this section discusses the process of speaking and its importance in communication. The document is 3 pages long, and the preview shows the first page. The Turnitin interface includes a search bar, a 'Text-Only Report' button, and a 'High Resolution' button. The document is being viewed in a browser window, and the Turnitin logo is visible in the top left corner of the page.

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The screenshot shows a Turnitin report with a similarity score of 72%. The report lists several matches from internet sources:

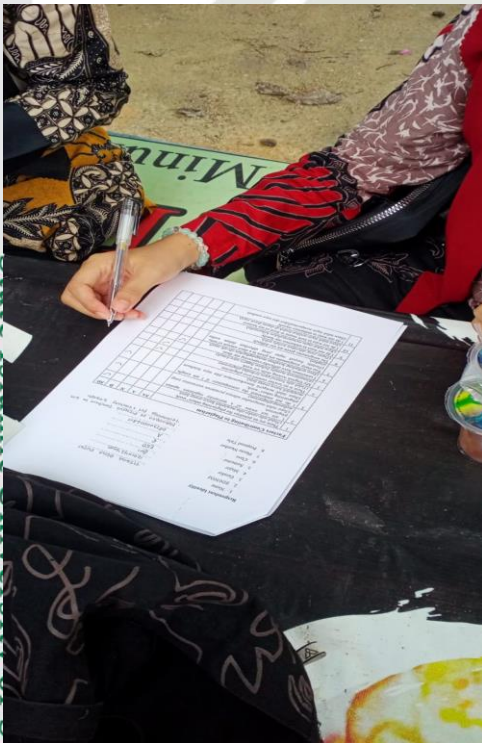
Rank	Source	Similarity
1	eprints.iain-surakarta.a...	16%
2	tailieu.vn	13%
3	repository.uin-suska.ac...	5%
4	journal.umy.ac.id	3%
5	repository.radenfatah.a...	3%

The document text includes the following paragraphs:

studying a foreign language and the success is measured by capacity of carrying out a conversation and exchange of information in that language (Brown & Yule, 2001).

Nowadays, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention on both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.

This challenge mostly from the nature and insufficient frequency of speaking chances in the classroom relative to the wealth of naturally occurring oral communication genres and kinds. Additionally, according to Harmer





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CURRICULUM VITAE

Nisa Surgi Lestari is the third child of Mr. Warsino, S.Pd, SD., and Mrs. Katni. She was born in Kampar, on August 28th, 2002. In 2008 she graduated from Kijang Rejo Kindergarten. In 2014 she graduated from SDN 034 Kijang Rejo. She also finished her study at SMPN 7 Tapung in 2017 and SMA N 1 Tapung in 2020.

In 2020, she was accepted to be a student at the Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. From July until August 2023, she was doing the *KKN (Kuliah Kerja Nyata)* Program at Pulau Busuk Jaya Village in Inuman District, Kuantan Singingi. Then, from September until November 2023, she was doing the Pre-Service Teacher Practice (*PPL*) program at MA Plus Keterampilan Hasanah Pekanbaru. To fulfill requirements for an undergraduate Degree in English Education, she conducted the research in February 2023 with a thesis entitled “A Survey of Students Plagiarism in Academic Writing at English Education Department of State Islamic University of Sultan Syarif Kasim Riau”.

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