

CHAPTER I

INTRODUCTION

This chapter covers the background and the problem of the study, objective of the study, the significance of the study, scope and limitation, frame of the discussion, definition of the concept, definition of the key term, and framework of discussion.

A. Background of the Study

Before the era of the World Wide Web, searching for information used to take an enormous amount of time and resources, digging through paper archives and eBooks. Nowadays, information is easily accessible for the internet-enabled generation without having to lift a finger or literally, at the click of a finger. There are, however, disadvantages notwithstanding the ease of access. Plagiarism poses an increasing challenge to society, which affects academia and the publication industries in particular. Attempts to maintain academic integrity and protect intellectual property, educational institutions and publishing houses have resorted to the use of plagiarism detection services. However, these commercial tools are very limited and it is complicated to deal with cases in which the ownership of the original source text is disputable”. Chong (2013, p. 1)

According Yang (2014, p. 6) claim that, Plagiarism can best be avoided by following a good academic practice, which involves using correct academic referencing. Referencing involves clearly indicating which ideas, hypotheses,

quotes or data originate from other people's work. It's not enough to know why plagiarism is taken so seriously in the academic world or to know how to recognize it. Another heated debate in conversation plagiarism is on the role of culture.

In sum up, the definitions of plagiarism are not concrete and clear enough and led to the confusions for students and even university faculty members because of its blurry concept. In this background, explanation cannot always help students figure out the potentially wide range behaviors that the definition of plagiarism could cover and cannot help students understand clearly where the boundary of plagiarism is. Some students may even be still confused when they are faced with the accusations of plagiarism.

In this case, the lack of English language skills may be one reason for plagiarism because it is difficult for these students to understand and represent ideas in a foreign second language. A low expectation of legitimately succeeding at a task which is considered important increases the likelihood that students will perform the work inappropriately such as by plagiarizing.

In any other case which is happening at IAIN Palangka Raya Campus, firstly in academic has a big problem on plagiarism. Based on the observation of several students, and self-experiences studying at IAIN Palangka Raya since 2012 till now, it was found that plagiarism is still used in the reality in academic, the students awareness on plagiarism, the students does not understand about plagiarism, and the students did not know how to avoid it.

Writer outlines the general facts on plagiarism, covering how students plagiarize and what the tendency of plagiarism. Another hand, plagiarism tendency is one of the important parts to introduce why students plagiarize.

Based on the descriptions above, the study focus on the student' plagiarism tendency on English students' theses with the purpose of helping students to avoid the plagiarism. And this study is entitled: "The Reason of Plagiarism Tendency on English Students' Theses at Iain Palangka Raya".

B. Problem of the study

The problems of the study are:

1. What are the students' plagiarism tendencies on English students' theses at IAIN Palangka Raya?
2. Why the students' do plagiarism on English students' theses at IAIN Palangka Raya?

C. Objective of the Study

Latief (2014, p. 25) claim that "the objectives are stated as the goal of research to be achieved by the researcher".

The objective of the study of this research is to find out plagiarism tendency on English students' theses at IAIN Palangka Raya.

D. The Significance of The Study

The significance of this study is to give information as a consideration of a base of policy-making in the field of education. This insight can help the students how to avoid plagiarism tendency on English students' thesis at IAIN Palangka Raya. In this way, lectures can assist their students to become an academically successful writer. It would be useful for the writer because it can improve the writer's knowledge about plagiarism tendency on English student' theses at IAIN Palangka Raya.

E. Scope and Limitation

Realizing that the problems of the study are relatively wide and the writer's knowledge is limited, the writer in carrying out the study will limit the scope by trying to Analysis students' plagiarism tendencies on English students' theses at IAIN Palangka Raya. And the study belongs to qualitative research.

F. Frame of discussion

At the present plagiarism tendency, there are many problems in the reality in academic, one of them is the students does not understand on plagiarism. And writer outlines the general facts on plagiarism, covering how students plagiarize and what the tendency of plagiarism. Another hand,

plagiarism tendency is one of the important parts to introduce why students plagiarize.

Students not only copy and paste without permissions but also should know how to avoid plagiarism.

G. Definition of the concept

The concept of this study is the reason of plagiarism tendency on English students' theses at IAIN Palangka Raya. The objective of this study is to find out plagiarism tendency on English students' theses at IAIN Palangka Raya. The analysis involves the category students' plagiarism on English students' theses at IAIN Palangka Raya.

H. Definition of key term

Plagiarism: "A plagiarism is first, using the ideas or words of another person without giving appropriate credit. Second the failure in a dissertation, essay, or other written exercise to acknowledge ideas, research, or language taken from others". Norris (2007, p. 3)

Thesis: "A thesis is a proposition that a person advances and offers to maintain by argument". Neufville (2010, p. 2)

I. Framework of discussion

The systematic of the discussion of this study was as follows:

- Chapter I : Introduction which consists of a background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation, framework of the discussion, definition of the concept, a definition of key terms, and outlines of the study.
- Chapter II : Review of related literature which consists of previous of study, definition of plagiarism and thesis, types of plagiarism, why do students plagiarize, and techniques for avoiding plagiarism,
- Chapter III : Research methodology consists of research design, an object of study, data collection procedure, and data analysis procedure.
- Chapter IV : This chapter presents the research findings and discussion. The finding design to answer the research problems, presentation interview and discussion.
- Chapter V : Conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers previous studies, definition of plagiarism and thesis, types of plagiarism, why do students plagiarize? Techniques for avoiding plagiarism and frame of thinking.

A. Previous Studies

In this study, there are some previous studies, which are conducted:

Yang (2014, p. IV) found that “there was a significant difference between male and female participants’ understanding of plagiarism in the scenario of “writing a paper with all the paragraphs from several articles by using citation and quotation marks”.

Chong (2013, p. ix) found that, Deep linguistic analysis contributes to solving the problems we address in this thesis. Further experiments show that combining shallow and deep techniques helps improve the classification of plagiarized texts by reducing the number of false negatives. In addition, the experiment on plagiarism direction detection shows that rewritten texts can be identified by statistical and linguistic traits. The conclusions of this study over ideas for further research directions and potential applications to tackle the challenges that lie ahead in detecting text reuse.

Teeter (2014, p. 95) found that, seeks to address the current imbalances in English-language analyses on plagiarism in Japan which fail to incorporate Japanese-language sources and studies. While this study provides a snapshot of students' ideas about plagiarism at one university and mostly science majors, other qualitative studies could be conducted to reveal how the influence of other factors on students' perceptions of plagiarism. Finally, the influence of institutional definitions and guidelines on academic dishonesty on student and teacher attitudes can also be explored.

Abukhattala (2012, p. 145) revealed that, "there was mentioned strategies may not totally eradicate plagiarism in our classes, perhaps we can make it so hard for students who search for an easy alternative that they resort to depending on themselves and writing their papers, properly citing references and to communicate correctly in their own words using their ideas".

Tshepo Batane (2010, p. 1) found that the report on a pilot project in which Turnitin was used to detect plagiarism among students' papers. The results showed a 4.3% decrease in the level of plagiarism among students. A survey was conducted to find out the reasons why students plagiarized and also get the participants' views on the use of the software to fight plagiarism. However this research to assist the institution in making a decision as to whether using Turnitin was a worthwhile system to adopt in fighting plagiarism and what issues to address in the continual effort to eliminate this problem. It was decided to continue using Turnitin to spot plagiarism. However, the

university is currently mapping out a strategy that take into consideration various issues, including those raised in this study, to strive to eliminating plagiarism.

Fa'iezah (2010, p. 1) found that, not only in Indonesian universities but also in overseas universities. Lecturers in overseas universities often find papers containing 'copy and paste' sentences. This study aims to investigate plagiarism attitudes among Indonesian university students in Perth, Western Australia. Further, this study also intends to investigate differences in plagiarism attitudes between male and female Indonesian students. The results of this research may help Indonesian students to realize and understand that plagiarism relates to the academic dishonesty. Moreover, students must understand that achieving good grades is important but presenting the original masterpieces from the good sources of their own knowledge is more important.

The similarities of this study to previous studies above were the influence of plagiarism in student's learning, and also this study wanted to describe the role of plagiarism. The difference of this study with the previous study was the object, in this study focused to find out the students' plagiarism tendency on English students theses at IAIN Palangka Raya, the research in previous study was focused to investigate the plagiarism. The research in previous study is focus on students' and another previous study focused on theses and this study focused both of them (thesis and students).

B. Definition of Plagiarism

According to Park (2005, p. 472) “Plagiarism is usually used to refer to the theft of words or ideas, beyond what would normally be regarded as general knowledge”.

According to the Oxford English Dictionary definition, plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it or as one’s own; literary theft.

According to the Merriam Webster on Line Dictionary, What is plagiarism? Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas, but terms like “copying” and “borrowing” can disguise the seriousness of the Offense.

- 1) to steal and pass off the ideas or words of another as one's own.
- 2) to use another's production without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file). All of the following are considered plagiarism:

- 1) Turning in someone else's work as your own.
- 2) Copying words or ideas from someone else without giving credit.
- 3) Failing to put a quotation in quotation marks.
- 4) giving incorrect information about the source of a quotation
- 5) changing words but copying the sentence structure of a source without giving credit

Based on the writer plagiarism is cutting or pasting and copy or paste or taking someone else's idea.

C. Definition of Thesis

According Neufville (2010, P. 2) There is much misunderstanding about the meaning of a thesis. The problem stems from the fact that the physical reality of the form of a thesis a long document with specific features like: abstract, conclusions, and bibliography. Does not define the intellectual significance of the work. This difference between form and substance is confusing. Some people act as if they believe that meeting the superficial attributes of a thesis will produce a satisfactory thesis. This is not the case, however. There are several classes of professional documents such as consulting reports which can have the exterior aspects of a thesis, but not the substance

What then in thesis? A dictionary definition of a thesis provides a good initial answer. According to Webster's New Collegiate, for example: a thesis is

“a proposition that a person advances and offers to maintain by argument.” This definition has three key elements.

- 1) A thesis is a proposition: it advances an idea, a hypothesis or a recommendation.
- 2) A thesis offers an argument: it presents a rationale for accepting the proposition made, rather than simply asserting a point of view, and
- 3) The argument of the thesis should be maintained: it should be made convincingly by appropriate logic and sufficient evidence.

This definition has three key elements. First a thesis is a proposition: it advances an idea, a hypothesis or a recommendation. Second a thesis offers an argument: it presents a rationale for accepting the proposition made, rather than simply asserting a point of view, and the last argument of the thesis should be maintained: it should be made convincingly by appropriate logic and sufficient evidence.

An alternate definition of a thesis is provided by suggesting what not a thesis is. A chronology or other description of a situation is not by itself a thesis. A straight analysis, for example a large statistical study, is also not a thesis. Nor is an essay expressing a point of view or an opinion. Each of these materials can, of course, be important parts of a thesis if properly used to advance and defend an argument

Richard (2010, p. 2) point out; there is much misunderstanding about the meaning of a thesis. The problem stems from the fact that the physical reality of

the form of a thesis a long document with specific features like: abstract, conclusions, and bibliography.

D. Types of Plagiarism

Anyone who has written or graded a paper knows that plagiarism is not always a black and white issue. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it. Turnitin (2004, p.2)

a. Sources not cited

1) “The Ghost Writer”

The writer turns in another’s work, word-for-word, as his or her own.

2) “The Photocopy”

The writer copies significant portions of text straight from a single source, without alteration.

3) “The Potluck Paper”

The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.

4) “The Labor of Laziness”

The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.

5) “The Self-Stealer”

The writer “borrows” generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

b. Sources cited (but still plagiarism)

1) “The Forgotten Footnote”

The writer mentions an author’s name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

2) “The Misinformer”

The writer provides inaccurate information regarding the sources, making it impossible to find them.

3) “The Too-Perfect Paraphrase”

The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

4) “The Resourceful Citer”

The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! Though such a paper looks well researched, it presents a

form of plagiarism because it fails to show individual thinking, which is the purpose of academic writing.

E. Why do students plagiarize?

a. Procrastination and Poor Time Management.

Stell (2007. P, 65) Procrastination is a prevalent and pernicious form of self-regulatory failure that is not entirely understood. Procrastination is only remotely related to time management, (procrastinators often know exactly what they should be doing, even if they cannot do it), which is why very detailed schedules usually are no help. Students often are juggling material and homework from 5 different courses simultaneously. At peak times during the year, the stress of having many approaching deadlines can cause them look for shortcuts in their work. This can include copying other students' assignments or not/incorrectly citing their essays.

b. Unable to Cite Properly

Students come to university with different abilities and skill sets; often possessing incomplete or incorrect knowledge of how to cite resources and effectively organize their sources during research. This can lead to them using incorrect citing practices or the wrong format, causing unintentional plagiarism.

Based on the University of Stirling (2016, P.8) There are many reasons why students' plagiarize, for example:

a) When a student is not fully aware of what plagiarism is.

- b) When a student does not fully understand the conventions required in academic writing.
- c) It can be a panic response to poor time management when an essay deadline is looming.
- d) If a student feels a desperate need not to be seen as a failure and so copies to try to ensure 'success.'
- e) It can be a response to different academic traditions.
- f) It can be a response to information overload and the ease with which text can be cut and pasted from the other electronic documents or pages on the Internet.
- g) It can be an attempt not to displease a tutor.

The student may copy out text word for word during note-taking and then forget to reword (paraphrase) the text for the assignment.

F. Techniques For Avoiding Plagiarism

In academic writing you must show that you have read and understood there commended books and any other relevant reading, but not by copying what they say. The ideas are owned by the writer. Copying in a way that makes the ideas appear to be your own is plagiarism.

1) Paraphrasing (re-writing in your own words)

What is paraphrase? Paraphrase is repeating in your own words the thought expressed in someone else's words. Paraphrase ranges from a very loose

rewording of the text's basic idea (okay) to a nearly-identical version of the words or sentence structure of the original text (not okay). This spectrum means there is no sharp boundary between appropriate and inappropriate paraphrase. Basically, paraphrase is inappropriate where a reasonable person would say that you have stopped thinking and writing in your own words and are simply restating someone else's thoughts without admitting it.

Books and articles should be used as a source of information from which write, in our own words, what believe are the important points. We must acknowledge your sources of information. In the parts of writing that rely on source texts for information, paraphrasing should be used the most. As well as stating the important points you should also explain the points, compare and contrast the views of different authors you have read, and add your own comments on the topic under discussion. By doing these things go beyond merely repeating the information which have found. This is what makes a good assignment. Repeating information shows only that the information has been read and possibly memories. The addition of explanations, comparisons, contrasts and comments is better because it shows that the information has been read, analyses and understood. A teacher who is marking an assignment is sure to give higher marks for such a display of knowledge and understanding.

Taking other people's work intellectual property and incorporating it into own work without acknowledging the original source of your information or ideas. Examples of other people's 'work' can include anything taken from

Internet sources, the spoken word, graphics, data, and written text. Examples of plagiarism include:

- a) The inclusion in your work of extracts from another person's work without the use of quotation marks and/or acknowledgement of the original sources.
- b) The summarizing of another person's work without acknowledgement.
- c) The substantial use of the ideas of another person without acknowledgement.

University of Stirling (2016, p. 5) Paraphrasing is re-writing someone else's views or ideas into your own words. Basically, paraphrase is inappropriate where a reasonable person would say that you have stopped thinking and writing in your own words and are simply restating someone else's thoughts without admitting it. Books and articles should be used as a source of information from which you write, in your own words, what you believe are the important points. You must acknowledge your sources of information. In the parts of your writing that rely on source texts for information, paraphrasing should be used the most. As well as stating the important points you should also explain the points, compare and contrast the views of different authors you have read, and add your own comments on the topic under discussion. By doing these things you go beyond merely repeating the information which you have found. This is what makes a good assignment.

2) Quotation marks, block quotations, and references work

University of Stirling (2016, p. 7) Quotation marks are a form of punctuation used to indicate that words were said or written by someone else. Quotation marks are usually used with quotations no longer than 20 or 25 words. A Block quotation indentation is usually used with quotations longer than 20 or 25 words. Some systems of citation also require single spacing and indenting both margins of any block quotation, so are sure to check the appropriate style for your paper. The most common reference forms are text references, footnotes, and endnotes. Footnotes and endnotes consist of a signal in the text usually a numeral that is inserted right after the quotation or paraphrase then is reproduced, along with information about the source, either at the bottom of the page (footnote) or at the end of the paper endnote.

3) Summarizing and Synthesizing

Miftah (2013, p. 28) claim that, there are various types of summary you may need to make during your course. Three main types can be distinguished:

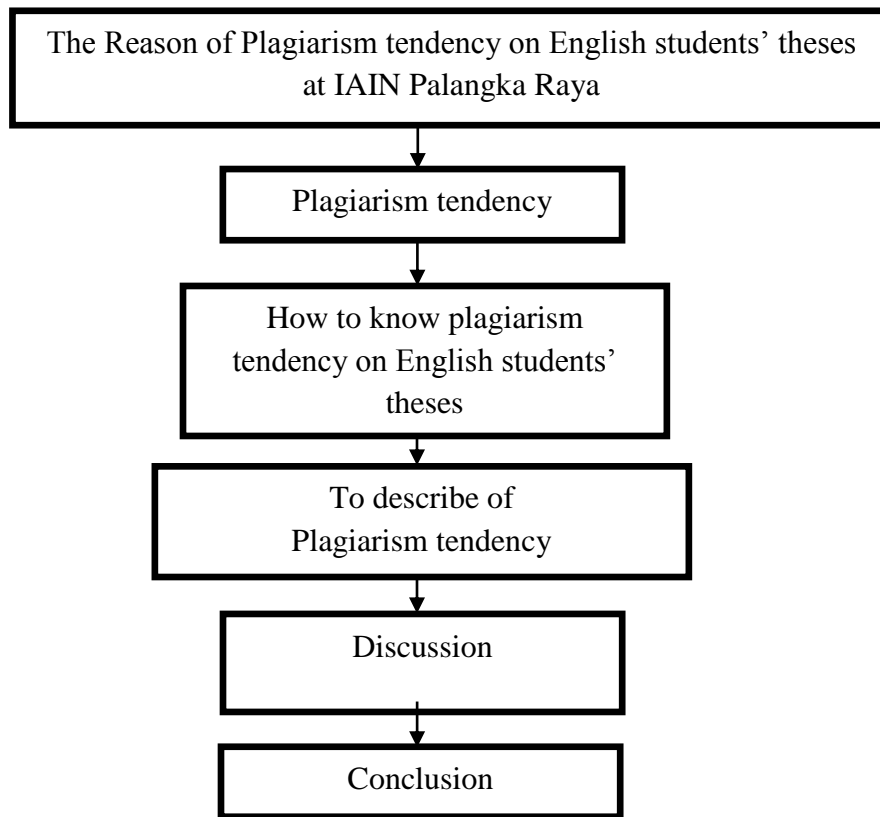
- a) The important text for your needs to summarize a text in only one or two sentences. Long paragraph become a short sentences. For example, for the abstract of a short essay or article you have written.
- b) A more specific summary may be important. This is called global summarizing
- c) Some of information in a text to summarize. Such a selective summary.

Miftah (2013, p. 31) synthesis may involve:

- 1) A simple presentation of differing or supporting (view) points.
- 2) A presentation of (view) points with additional comment by you.
- 3) (View) points incorporated into your work which you may challenge or support, or use as a basis for your own ideas.

G. Frame of Thinking

At the present plagiarism tendency there are many problems in the reality in academic, one of them is the students does not understand on plagiarism. Plagiarism tendency is one of the important parts to introduce why students plagiarize. Meanwhile, the writer wants how to know plagiarism tendency on English students' theses at IAIN Palangka Raya.

Figure 4.1

The Frame of Thinking of the Study

Based on the figure above, first is tendency of plagiarism. How to know plagiarism tendency on English students' theses at IAIN Palangka Raya? Students in universities especially in IAIN Palangka Raya have different think about plagiarism Second, result of plagiarism tendency using interview with students' graduation on English students' theses at IAIN Palangka raya. Although, plagiarism definite any tendency. In conclusion, writer analyzes in the result and makes conclusion in the study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study related to Research Type, Research Design, and Subject of the Study, Time and Place of the Study, Source of the Data, Data Collection Procedures, Data Analysis Procedures and Endorsement of data.

A. Research Type

This research belonged to qualitative research. In qualitative research, the research collect and analyzes data simultaneous to draw a temporary conclusion and repeats the cycles several time, decides what data needed to be collect again to verify their temporary conclusion Latief (2014, p. 81).

The meaning of qualitative approach could be concluded that qualitative approach uses to collect information from the actual fact of tendency. Besides that, in this way, qualitative approach means to find out and described the phenomena through the process observe details and clearly as reality that found plagiarism tendency on English students' theses at IAIN Palangka Raya.

Since the writer wanted to describe the reason of plagiarism tendency that happened in IAIN of Palangka Raya 2016 graduation English Education Study Program and the type and tendency of plagiarism on English students' theses at IAIN Palangka Raya.

B. Research Design

The design was qualitative design, Ary (2010, p. 637) claim that, “the design of this study was qualitative research method which used case study with the analysis data. Case study reseach is a qualitative examination of a single individual, group, even, or institution”.

Ary (2010, p. 454) claim that, “As indicated, case studies provide an in-depth description of a single unit. The unit can be individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. It is a single occurrence of something that the researcher isinterested in examining”.

In collecting the data, the writer uses some technique namely observation, interview, documentation. In analyzing the data, the writer uses some technique namely data collection, data reduction, data display, and data verification.

C. Subject of the Study

Ary (2010, p. 286) Variable is to select samples that are as homogeneous as possible on that variable. Although homogeneous selection is an effective way of controlling extraneous variables, it has the disadvantage of decreasing the extent to which the findings can be generalized to other populations.

A simple homogeneous sampling was used to take five English theses, because all theses of the population had an equal of being included in the homogeneous sampling.

The writer chose five English theses of 2016 graduation students from IAIN Palangka raya as a subject, from the students in academic year of 2011/2012 of IAIN Palangka raya the writer chose them as subject of study because they have gotten an English intensive course from English Study Program and of course they are ever learn about scientific writing from the forth semester. The writer asked that they have already good writer or not on English theses.

D. Time and place of the study

This study conducted for two months include doing the observation, analysis the data, interview, taking the data, and interpreting the data. Situation was where the English as a foreign language. It took place in library in State Islamic Institute of Palangka Raya, located in St. G. Obos 9, Complex Islamic Center Palangka Raya, and Central Kalimantan, Indonesia.

E. Source of Data

Latief (2014, p. 79) claim that “In qualitative research, sources of data are assumed to be heterogeneous, having different variations, each of which has equal right to be representing the group. The source in qualitative research is

usually called informant”. Source of the data for this study was from the graduation students in English education study program from analysis the data, documentation, observation, and interviews.

F. Data Collection Procedure

Process of collecting data in this research is without test. Instrument of the study from subject research are:

1. Observation

Mohammad Adnan Latief , (2014, P. 77) Observation is used as a technical term in research with its specific meaning, observation is usually to the use of our visual sense to record and make the information. In research, observation refers to data gathering which involves the use not only visual sense, but also all sense necessary to get valid and reable data. Observation also refers to one of the tecniques in gathering data.

The reasons were used observation to know:

1. Reading

The first step was to read the English thesis from 2016 graduation students at IAIN Palangka raya has five students on English theses.

2. Identification

After the writer read the English thesis the next step was to identify the plagiarism of the text.

3. Classification

The next step of this writer is classification. In this case, the writer classified the plagiarism of the text.

2. Interview

Donal Ary (2010, p.644) Interview is oral questioning of a subject. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses.

The reasons were used interview to know:

- a. Many students did not know how to avoid plagiarism tendency.
- b. English language skills are second reason for plagiarism because it is difficult for these students to understand and represent ideas in a foreign second language.
- c. What the tendency on English students at IAIN Palangka Raya

In this research the writer will conduct face to face interviews with participants. The informal conversational interviews used for gathering the data by interviewing the respondents. The success of an interview is related to the wording of the questions. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interview in their first language. Depending on the design, this research will observe the data by English students' graduation Raya in the academic year 2016/2017.

3. Documentation

Nasution (2003, p.143) Documentation is aggregation data with stream style or take the data from script, documentation, administration agree with problem in research. In this study documentation finding are from documents or archives from institute careful research. Documentation is documents required for something or providing evidence or proof of something. By seeing the documentation to get the real information so that it can support the data and admitted the data validity.

The reasons were used documentation to collect:

- a. The result of interview.
- b. The profil of English students.
- c. Photo as evidance of interview

G. Data Analysis Procedure

According to Bogdan and Sugiono (2007 p.334) states:

“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other.

Miles and Huberman suggest that activities in data analysis qualitative done interactively and continuously. The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification.

1. Data collection

The collection of data on the main qualitative research is observation, in-depth interview study documentation, and combined of all three tools is triangulation. Researcher does passive observation of participants. Then, researcher visits the place of the activities, but does not get involved in such activities. By the above research description, researcher collects data by three ways i.e. observation, interview and documentation. Researcher conducts the observation directly in library by doing direct observations.

2. Data reduction

Data reduction is resuming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction will provide a clearer picture and ease the researchers to collect the next data. From the above explanation after researcher collect data from interviews to 5 students, the researcher will transcript the interviews into documentation and record the results of the interview. So the researcher does, collect or summarizing and taking notes carefully and detailed in order easier in next data display.

3. Data display

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative. From the explanation above, researcher will elaborate in detail how the tendency on English students' theses at IAIN Palangka Raya, whether the solution is successfully or they have other hopes and suggestions for improvement of the system in the future, in order the system is more better.

4. Conclusion Drawing Verifying

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear. From the explanation above researcher makes the conclusion what the tendency on English students, what cause they are having trouble and how the solutions to those problems clearly with a variety of good evidence from a transcript of the interview and photos of interviews.

The data that have been collected before, some procedure are:

1. After collecting the data, the writer analyzes them.
2. Classified the data based on the category.
3. Plagiarism of the text as the data will classified into what are the types of plagiarism tendency on English students' theses at IAIN Palangka Raya.

4. Interview of the tendency on English students theses at IAIN Palangka raya.
5. The last procedure, the writer will make conclusions of the research study result.

H. The Endorsement Data

Sugiono (2007, p.366) There are four techniques to determine the endorsement of data, namely credibility, transferability, dependability, and conformability.

1. Credibility

In qualitative research, in order to the data can be believe and fulfill terms of credibility, it admint and receive the truth by information source form informat of the study.

- a. Triangulation of data, data would be collect thought multiple sources to include interviews, observations, and document analysis.

The writer check tip the validity of data get and compare the data with the sources of data until sutured time. The writer checks the truth data by comparing the data itself, namely by relating the result of the observation, interview and documentation.

- b. Jhon Creswell W (2014, p.167) claim that, Member check, the informant would serve as a check thought out the analysis process. An ongoing

dialogue regarding my interpretations of the informant's reality and meanings will ensure the truth value of the data.

The writer check the data that get from the interview with the informant with the writers interpretation in this case, the writer check the data by asking the students graduation on English thesis at IAIN Palangka Raya, who be the subject of the study about the data have been collect.

2. Transferability

Transferability relate to the question, how far the result of the study can be apply by the other people in their context. Therefore, it make a report that explain clearly about the content of research in order to the readers can be easy to understand the result of the study.

The writer given details description about the result of the study that has done that is the result hope have the benefit for the study in the next time.

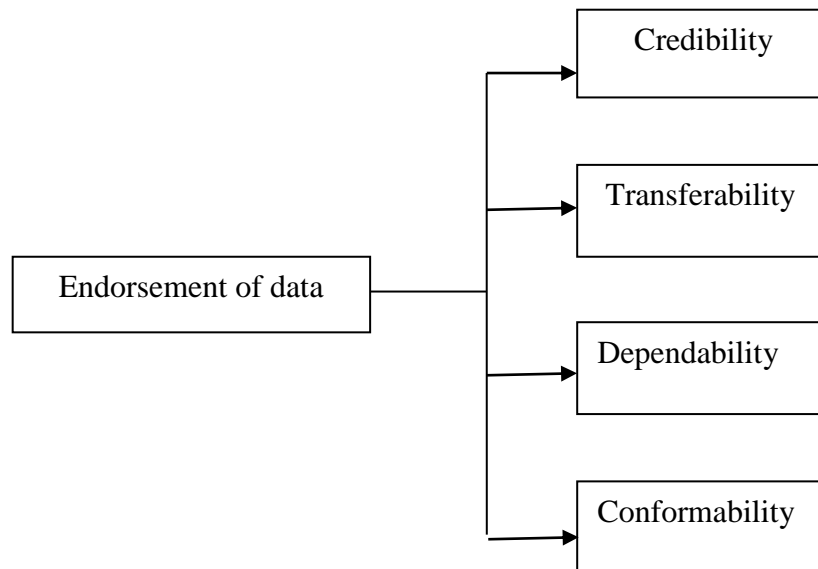
3. Dependability

Dependability examining is done by auditing of the research process to prove the data are reliable. Therefore, it focuses on the problems, go to field. Determines the source of data, did data analysis, examined the endorsement of data and made conclusion data. In this case, the writer does replication study that is reliability will be good if the replying of the study and the result is same.

4. Conformability

John W. Creswell (2014. P. 277) Conformability is the test of objectivity in research. The research judge is objective when the research results have been

agreed by a lot of people. Test conformability means to test research results link to the process. From the explanation above, researcher will test the results of research by showing the study results to the English students, to judge that the research results can agree upon and accept.



CHAPTER IV

RESULT OF THE STUDY

This chapter presented the finding and the discussion. In this section writer presented the data that had been collected from the analysis the text of theses, observation, documentation, and interview. Then the writer did the analysis from those data instrument in order to find the information and fact of plagiarism tendency on English students' theses at IAIN Palangka raya.

A. Finding

1. Data description

To answer the research problem with observed five students' theses the observation was done the observation include the scope of plagiarism. The writer used type of plagiarism to find out the plagiarism of English theses at IAIN Palangka Raya. The result of theses of each text was presented in table 2.1:

Table 2.1 The Description of Plagiarism

Name	LS		
Title	"Teacher's strategies in teaching English vocabulary at the eleventh grade students of SMA NU Palangka Raya".		
No	Model of plagiarism	Text	Explanation
1	Sources not cited		
2	Sources cited (but still plagiarized)	<i>Learning vocabulary is central of language and of critical importance to typical language student.</i>	The writer mentioned an author's name for a source, but neglects to include specific

			Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
	Sources cited(but still plagiarized)	<i>According to Fauziati Vocabulary is a central to language and of critical importance of typical language learner.</i>	The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.
3	Sources cited(but still plagiarized)	Sanusi via Iskandarwassid states that " <i>proses pembelajaran mengarah pada peningkatan kualitas manusia secara utuh, meliputi dimensi kognitif-intelektual, keterampilan dan nilai-nilai lainnya.</i> "	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
4	Sources cited(but still plagiarized)	<i>Other source from Dequely and Gazali via Slameto stated that, "Mengajar menanamkan pengetahuan pada seseorang dengan cara yang paling tepat dan singkat"</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
5	Sources cited(but still plagiarized)	<i>According to Butcher Mentoring is a form of personal and professional partnership which usually involves a more experienced practitioner supporting a less experienced one. Often the less</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

		<i>experienced one is new to the job, organization, or profession</i>	
6	Sources cited(but still plagiarized)	<i>Game is one of activities which can help to create dynamic motivating classes. The reason is that learning takes place when the students, in relaxed atmosphere, participate in activities that require than to use what they have been drilled on.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
7	Sources cited(but still plagiarized)	<i>Teaching is guiding and and facilitating learning, enabling the learner to learn, setting the condition for learning.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
8	Sources cited(but still plagiarized)	<i>Teacher's have the opportunity to develop in a sustainable manner with professionalism lifelong learning, have legal protection in carrying out the task of professionalism and have a professional organization that has competence arrange matters relating to the duties of professionalism of teachers.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
9	Sources cited(but still plagiarized)	<i>The strategy or teaching method is a big role in students' mastery of instructional material including vocabulary. The accuracy of method</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This

		<i>election in language teaching including the most important matter to help the students getting better achievement</i>	often masks other forms of plagiarism by obscuring source locations.
10	Sources cited(but still plagiarized)	<i>Teaching language strategies are able to be change and improved Teaching language strategies are able to be combined among them</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

Name	AW		
Title	"Correlation between students' learning motivation and writing learning strategies of English department at IAIN Palangka Raya".		
No	Model of plagiarism	Text	Explanation
1	Sources not cited		
2	Sources cited(but still plagiarized)	<i>motivation is very important in teaching and learning process. Therefore, it is expected to some teachers to have strategies to motivate students in the classroom. Strategies to motivate people also called motivational strategies.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
	Sources cited(but still plagiarized)	<i>Correlational means a statistical relationship between a set of variables, none of which have been experimentally manipulated. Although correlations and covariances can be computed from</i>	The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation

		<i>experimental data, we usually reserve the term correlation for a relationship between unmanipulated variables.</i>	of the information.
3	Sources cited(but still plagiarized)	<i>. Language teachers are discouraged from employing pedagogies which insinuate external factors in class activities. Extrinsic motivation can only be applied when a learners' intrinsic motivation is declining</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
4	Sources cited(but still plagiarized)	<i>Motivation is also related to the drive to do something. It is the force the pushes us to do things</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
5	Sources cited(but still plagiarized)	<i>Motivation and reasons for learning English are concentrated to make possible factor designing better course syllabus, teaching strategies to encourage students' motivation in learning behavior</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
6	Sources cited(but still plagiarized)	<i>Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
7	Sources cited(but still	<i>Correlation means the extent to which the two</i>	The writer mentioned an author's name for a source,

	plagiarized)	<i>variables vary directly (positive correlation) or inversely (negative correlation).</i>	but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
8	Sources cited(but still plagiarized)	<i>The research design of this study was correlation design to understand the relationship between two variables where it is traditionally classified as relationship study or prediction study</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
9	Sources cited(but still plagiarized)	<i>A Higher score indicated higher motivation and lower score indicated lower motivation of the students which based on the criteria of score interpretation below.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
10	Sources cited(but still plagiarized)	<i>To measure the reliability of the questionnaire, the researcher was used Coefficient Alpha. According to Ary, et al, researcher use Cronbach alpha when measures have items that are not scored simply as right or wrong, such as attitude scales or essay tests.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

Name	ATJ		
Title	“The differences on vocabulary learning strategy between English and Arabic students at ma’had Al-jami’ah of IAIN Palangka Raya”.		
No	Model of plagiarism	Text	Explanation
1	Sources not cited		
2	Sources cited(but still plagiarized)	<i>Lisrohli Irawati in her thesis entitled “Analisis Kompratif Vokal Bahasa Arab dan Bahasa Inggris” mentioned that every language has own structure, unique, and every language is also different between one and others.</i>	The writer mentioned an author’s name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
	Sources cited(but still plagiarized)	<i>According to Hatch and Brown discover that vocabulary is central to language and is of great significance to language learners.</i>	The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.
3	Sources cited(but still plagiarized)	<i>Zhang Yunhao in his study entitled “The Use of Vocabulary Learning Strategies by Good and Poor Language Learners” found that good language learner employs learning strategy more frequently than poor learners, which revealed that vocabulary learning strategies were positively related to learning outcomes</i>	The writer mentioned an author’s name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
4	Sources	<i>Second Language</i>	The writer mentioned an

	cited(but still plagiarized)	<i>Acquisition: is the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to their process of learning that language.</i>	author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
5	Sources cited(but still plagiarized)	<i>we can see the description of Ma'had Aly's curriculum based on the decision of Religion Ministry Republic of Indonesia</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
6	Sources cited(but still plagiarized)	<i>Among the different languages of the world, English is one of international language in the world with the most widely spoken and written languages of the world. It is used by the largest number of the people of many nations in all the five continents in the world</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
7	Sources cited(but still plagiarized)	<i>Based on the psychology provide us, there are two learning processes the ones Information Processing (IP) and the ones Connectionism</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
8	Sources cited(but still plagiarized)	<i>Strategies are especially important for language learning because they are tools for active, self-directed involvement,</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location

		<i>which is essential for developing communicative competence</i>	of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
9	Sources cited(but still plagiarized)	<i>Social/affective strategies: involve interaction with others. For example, seeking opportunities to interact with native speakers.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
10	Sources cited(but still plagiarized)	<i>According to Zoltan Dornyei, conducting a study through mixed method is preferable so it can generate meaningful and comparable results</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
11	Sources cited(but still plagiarized)	<i>It was similar to Falchikov statement on learning together 2001 that "interaction with peers can increase in knowledge and understanding"</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

Name	AKS		
Title	"The effect of scrabble game on vocabulary size of seventh grade students of MTs An-Nur Palangka Raya".		
No	Model of plagiarism	Text	Explanation
1	Sources not cited		
2	Sources cited(but still plagiarized)	<i>To develop students' language skills in reading, listening speaking and</i>	The writer mentioned an author's name for a source, but neglects to include

		<i>writing, the learners must master vocabulary.</i>	specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
2	Sources cited(but still plagiarized)	<i>Hypothesis is a formal statement about an expected relationship between two or more variables which can be test through an experiment.</i>	The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.
3	Sources cited(but still plagiarized)	<i>The knowledge of vocabulary includes not only the definition of that particular word but also how that word can be used be serving practical purposes</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
4	Sources cited(but still plagiarized)	<i>Estimates of vocabulary size based on an individual's knowledge of words sampled from a dictionary or on frequency counts of words</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
5	Sources cited(but still plagiarized)	<i>Vocabulary sizes are related to the quality of written compositions and reading comprehensions skill. Vocabulary size</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location

		<i>revers to the number of words a learner knows and uses</i>	of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
6	Sources cited(but still plagiarized)	<i>teachers need to be watchful that all these aspects are presented properly in language classes during vocabulary teaching</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
7	Sources cited(but still plagiarized)	<i>Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
8	Sources cited(but still plagiarized)	<i>One of the players must get the highest score to win the game.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
9	Sources cited(but still plagiarized)	<i>It helps one improves the spellings it helps developing the skill the skill of anagramming</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms

			of plagiarism by obscuring source locations.
10	Sources cited(but still plagiarized)	<i>is population is those people about whom you wish to learn something.</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

Name	NIQ		
Title	“The effect of reading log toward reading achievement and reading strategy use of the fourth semester students at english education study program in iain palangka raya”.		
No	Model of plagiarism	Text	Explanation
1	Sources not cited		
2	Sources cited(but still plagiarized)	<i>As launced by Decree of Minister of Education and Culture No. 060/U/1993 date 25th February 1993, Indonesia government has determined English as the foreign language to be learned by the students in Indonesia from Elementary School as local content up to the university level</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
2	Sources cited(but still plagiarized)	<i>Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more</i>	The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is

		<i>intensively.</i>	falsely claiming original presentation and interpretation of the information.
3	Sources cited (but still plagiarized)	<i>The success students experience with extensive reading will be revealed in their reading logs by an understanding of the motives of characters, a description of an unfolding plot, and reflections on how the story relates to their own experiences</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
4	Sources cited (but still plagiarized)	<i>Reading comprehension is a complex skill: it requires the successful development and orchestration of a variety of lower- and higher-level processes and skills</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
5	Sources cited (but still plagiarized)	<i>Typologies (categories and subcategories) of reading strategies for this study have been adapted from the work of several researchers, particularly Sheorey, Mokhtari and Phakiti</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
6	Sources cited (but still plagiarized)	<i>The classification is clustered as the most fundamental orientation in the following typologies of strategies: cognitive and</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material

		<i>metacognitive reading strategies.</i>	referenced. This often masks other forms of plagiarism by obscuring source locations.
7	Sources cited(but still plagiarized)	<i>Flavell meanwhile states that cognitive strategies are aimed at the direct goal of making cognitive process</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
8	Sources cited(but still plagiarized)	<i>The reader reflects on strategies they adopted as well as strategies they did not employ to determine whether their plan succeeded or whether they should employ the same plan the next time</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
9	Sources cited(but still plagiarized)	<i>According to Heaton "Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance the language</i>	The writer mentioned an author's name for a source, but neglects to include specific Information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

Based on the tables above the classification of plagiarism tendency on English students' theses were used source cited but still plagiarism, they was

mentioned an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masked other forms of plagiarism by obscuring source locations.

B. The plagiarism tendency on English students' theses at IAIN Palangka Raya

In this part of the study focused on the plagiarism tendency on English students theses at IAIN Palangka Raya. The interview ask about the plagiarism tendency on English students theses faced by English thesis of 2016 graduation students from IAIN Palangka Raya.

The result of interview expressed the plagiarism tendency on English students' theses. As follows;

1. ATJ

"Plagiat sangat membantu bagi pemula. Tidak yakin, karena sebagian juga ada. Sedikit. Sedikit. Lumayan. Merasa tidak salah. Iya itu karena tidak ketat. Sering malas, cape, lagi bingung aja pengen nulis apa gitu. Cara penulisannya saya paham, kadang mencari isi dari skripsi itu agak susah, Iya saya tahu. Rasanya itu di cabut gelarnya. Googling. Iya pasti itu target saya. Di paraphrase. Cape, gak ada ide, buntu."

"Plagiarism is very helpful for beginners. Not sure, because some also exist. A little. A little. Passable. Feeling not wrong. Yes, because it is not strict. Often lazy, tired, confused just want to write anything. The way of writing I understand, sometimes to search the contents of the thesis was a bit difficult, yeah I know. It feel it's revoked the title. Goggling. Yeah, it's definitely my target. Used paraphrased. Tired, I do not have an idea, a dead end." (Interview on Sunday December 11st 2016 at 07.00-07.15 pm)

2. AW

"Plagiat adalah menciplak hasil orang lain dan mengakuinya sebagai punya kita. Tidak yakin, karena jujur saja saya ini banyak mengambil punya orang

lain. Pasti dari 100% mungkin sekitar 40% lah. Iya ada sebagian. Bagi saya sih itu bukan sesuatu yg menjadi tekanan, karena itu adalah suatu kewajiban saya untuk menyelesaikan studi saya dalam jangka tertentu. Sebenarnya merugikansih apalagi tidak dicantumkan tapi karena kurang sumber makanya saya lakukan kadang-kadang. Oh iya itu benar sekali saat ini kampus kita masih kurang dalam masalah plagiat. Iya kadang-kadang ketika motivasi saya rendah saya mengalami kemalasan ya begitulah. Iya masih belum terlalu jelas bagaimana penulisan karya ilmiah itu, aturannya seperti apa, ya masih kurang. Belum tahu. Googling kadang-kadang. Oh pasti. Paraphrase. Cape, susah menemui dosen pembimbing bikin saya males banget itu.”

"Plagiarism is to copy of others and to admit it as ours. Not sure, because to be honest, I also copy from others. Definitely 100% may be around 40%. Yes, there are some. For me, it was not something to be pressured because it is an obligation for me to finish my study in a certain period. Actually it was detrimental especially not listed but due to lack of resources so I do sometimes. Oh yes, it's right now we are still lacking in the campus of plagiarism problem. Yes, sometimes when I experienced my low motivation yes that's laziness. Yes it is not clear how the scientific writing was the rules, it is still lacking it. Not know. Gogging, oh definitely. Paraphrase. Tired, hard to see the supervisor makes me really lazy. "(Interview on Sunday December 11st 2016 at 07.00-07.25 pm)

3. NIQ

“Sebenarnya kalau dalam dunia ilmiah karya ilmiah itu plagiat itu adalah sesuatu yang di larang tetapi kalau setahu saya ada beberapa tingkatannya misalnya di bolehkan plagiat tetapi dengan persenan sedikit misalnya 20% atau 30%. Saya rasa kalau plagiat di thesis saya mungkin ada beberapa persen tetapi tidak banyak karena yang namanya plagiat itu adalah tidak mencantumkan sumber di thesis yang kita buat sedangkan di dalam thesis saya dari manapun itu saya selalu mencantumkan sumbernya. Iya sudah pasti ada beberapa sumber dari internet tetapi saya selalu mencantumkan dari mana saya mendapatkan teori itu. Tidak ada. Sudah pasti, itu karena pada saat mengerjakan skripsi itu selalu di buru-buru untuk menyelesaikannya tepat waktu Saya rasa saya tidak merugikan orang lain karena saya selalu mencantumkan sumber. Saya rasa kalau pihak akademik itu sudah membuat aturan yang jelas kalau soal skripsi itu apalagi masalah plagiarism Iya. Alasannya? Merasa malas ketika mengalami kesulitan mencari ide – ide tidak mendapatkannya membuat kita merasa malas itulah yg memberikan dampak buruk dalam pengerjaan skripsi tersebut. Saya rasa tidak karena di buku pedoman kita memiliki buku panduan dalam penulisan skripsi itu. Iya tahu,

karena dari dosen-dosen atau dari pelajaran scientific kemarin itu ada. Mencoba bertanya referensi dari dosen dan juga mencari kepada teman-teman yang sudah menyelesaikan tugas akhir. Iya itu sudah pasti target saya. Otomatis kita harus mengetahui apa saja aturan dalam membuat skripsi tadi bagaimana tentang plagiarism itu sendiri kita harus mempelajarinya. Hanya karena tidak menemukan ide dalam penulisan."

"Actually, in the scientific world, plagiarism is something that is banned but as I know there are several levels such as in allowing plagiarism but with a little tip, for example, 20% or 30%. I think plagiarism in my thesis is may be a few percent but not much because the name is not included plagiarism in thesis resources that we make while in my thesis from anywhere that I always acknowledgment. Yes certainly there are several sources on the internet but I always put where I get the theory. There is no. Certainly, it was because at the time the thesis work was always in a rush to finish it on time I think I do not harm other people because I always credit the source. I think that the academic authorities that already make the rules clear thesis about it, even the problem of plagiarism Yeah. The reason? Feeling lazy when having trouble finding an idea - the idea is not to get it made us feel lazy that which had an adverse impact on the execution of the thesis. I do not think so because in the guidebook we have a guide book in the writing of it. Yeah, know, because of the lecturers or scientific subjects yesterday it there. Trying asking references from lectures, and also seek to friends who have completed the final task. Yes, it is definitely my target. Automated we must know what are the rules in making the thesis was how about plagiarism itself we have to learn it. Just because it does not find the idea in writing. "(Interview on Sunday December 11st 2016 at 07.00-07.35 pm)

4. AKS

"Plagiat itu seperti menyalin punya seseorang ke skripsi kita atau thesis kita. Tidak yakin, karena kalau tidak seperti itu thesis saya tidak selesai. Iya ada, Tidak ada. Iya benar tepat sekali, saya tertekan sekali. Tidak merasa salah, kenapa? Ya karena saya baca terlebih dulu sebelum menyalin biar tidak salah. Iya tidak terlalu ketat alhamdulillah saat ini kami belum ada aturan seperti itu mungkin tahun depan akan di adakan plagiarism itu ada aplikasinya Iya saya pernah merasakan malas, seperti habis konsultasi dan menemukan kesulitan kesulitan dan itu tidak tahu seperti apa harus mengerjakan skripsinya. Kurang paham sih gak, paham iya setengah setengahlah belum terlalu paham, agak sedikit paham. Tidak tahu, Jurnal, dengan penelitian sebelumnya. Sebenarnya iya, tapi pada akhirnya lulus aja sudah cukup. Di paraphrase. Cape dan sibuk."

Plagiarism is like someone's thesis to ours. Not sure, because if I do not like that my thesis is not completed. Yes No, No. Yeah it is right, I was depressed all. Did not feel wrong, why? Yes because I read it first before copying let me not go wrong. Yeah, not too strict Alhamdulillah, right now we have no rules maybe next year will be held plagiarism was no application; yeah I ever felt lazy, like I've been consulting and discover the difficulties and I really did not know what to do on my thesis. Lack of understanding not, understand yes, not yet understand, a little bit of understanding. Do not know, Journal, with previous studies. Actually yes, but in the end pass just had enough. Paraphrase. Tired and busy. (Interview on Sunday December 11st 2016 at 07.00-07.45 pm)

5. LS

“Menurut saya plagiat itu adalah mengkopy paste dari gagasan orang lain atau ide orang lain yang kita masukkan yg kita cantumkan dalam sebuah penelitian kita. Iya kita menganggap bahwa itu ide kita sendiri padahal kita mengambil dari orang lain. Menurut saya dalam thesis saya, terkandung unsur plagiat, itu karena kita masih dalam tahap proses, kita masih dalam tahap bagaimana cara membuat karya ilmiah yang baik jadi kita masih mengambil unsur-unsur atau ide-ide dari orang lain yg kita cantumkan ke dalam thesis. Iya ada, pasti ada. Ada beberapa article dari beberapa paragraph itu saya ambil dari bahasa inggris memang dari bahasa inggris saya ambil dari journal, kemudian saya buat kedalam bahasa saya sendiri namun tidak keluar dari isi dari article itu sendiri. Menurut saya itu sangat stress dan sangat tertekan karena kita mempunyai deadline sendiri dan kita harus mengejar waktu itu jika kita keluar maka kita harus menyelesaikan disemester selanjutnya. karena itu alas an kenapa mengkopy paste karya orang lain yg kita anggap punya kita. Secara bathin itu mungkin kita merasa salah karena kita mengaku-ngaku atau menganggap sebuah gagasan orang lain itu menjadi gagasan kita tapi karena kita mempunyai deadline yg harus kita selesaikan dan kita kejar jadi tidak punya pilihan lain sehingga kita harus mengambil gagasan atau ide orang lain yang kita masukan kedalam skripsi yang kita teliti. Menurut saya pribadi inikan dalam sebuah dosen pembimbing itu tidak membimbing hanya satu mahasiswa saja, banyak beberapa mahasiswa yang harus dia bombing dan beberapa mahasiswa pun banyak yang minta skripsinya atau thesisnya minta acc secepatnya sehingga beberapa dosen juga tertekan, jadi plagiat itu tidak terlalu diperhatikan jadi beberapa dosen itu cuman membaca sekilas misalkan ada yang perlu diperbaiki itu diperbaiki sehingga yang plagiat-plagiat nya itu terlewat jadi karena saat kita plagiat di footnote nya itu dengan si penulis atau dari

karangan orang lain padahal itu dari punya orang lain kita ambil sehingga dosen itu sendiri tidak mengetahui kalau itu sebenarnya plagiat.

Kalau merasa malas pernah, biasanya kita merasa malas itu karena melihat beberapa mahasiswa teman kita yang satu misalkan satu pembimbing tidak mengejanya tapi saat kita melihat deadline yang sangat mendesak sehingga itu kita harus mengejanya menurut saya seperti itu. Iya saya sempat mengalami kebingungan karena di akademik itu mempunyai dua kurikulum dalam penulisan itu pada tahun 2013 kalau tidak salah dengan tahun yang baru itu mempunyai tata cara penulisan yang berbeda sedangkan itu biasanya tidak diseminarkan atau tidak dibuka kuliah umum dalam pembahasannya yg mana yg harus dituruti. Saat itu saya mengerjakan dengan kurikulum yang baru tapi saat saya konsultasi lagi dengan dosen itu balik lagi dengan kurikulum yang lama jadi bingung sebenarnya ini mengikuti yg mana. Saat kita menyelesaikan thesis akhir itu ada di depannya itu kita bersumpah bahwa itu punya kita sendiri mungkin saat kita melakukan sebuah penyimpulan itu akan membuat tekanan batin karena kita mengaku punya kita sendiri, itu sih kalau sanksi hukumnya masih belum mengetahui secara jelasnya. Kalau ditempat kita kuliah atau dikampus itu masih kurang. Buku-buku yg membahas tentang bahasa inggris tetapi di dalamnya tidak mencakup tentang penelitian, di dalamnya cuma mencakup tentang skill berbahasa, teorinya, tapi tidak mencakup secara luas sebuah pembahasan itu membahas tentang apa dan juga di internet itu ada yang bukti itu tempat kita mendownload beberapa article atau journal internasional tapi kita juga mengalami kesulitan disitu karena saat kita mencari itu dan kita pun harus menterjemahkannya satu persatu perparagraph itu maksudnya mau kemana dan kita dan mungkin kalau bisa dikampus kita sendiri menyediakan kaya sebuah laman khusus atau menyediakan sebuah tempat yg disitu yg mencakup journal internasional untuk mahasiswa bahasa inggris lebih mudah untuk mendapatka sumber karena kalau kita mencari sendiri itu tidak valid. Iya tentunya demikian lulus dengan cepat dan nilai bagus targetnya itu mungkin sebagiannya kesana tapi lebih khususnya lagi targetnya bisa pas tepat di waktu nya. Kalau untuk SI mungkin kalau membuat skripsi tanpa adanya unsur plagiat itu susah. Iya tentunya kalau gak katemu ide mungkin kita ada tapi, kita lebih bingungnya gini saat kita mempunyai ide tapi kita susah untuk mengutarakannya ke dalam tulisan. Apalagi kita bahasa inggris kita harus banyak konsultasi dengan beberapa sumber baik itu teman baik itu dosen ataupun misalkan kita membaca-baca di internet. Jadi kecenderungannya itu lebih ke bagaimana cara kita mengaplikasikan ide yang kita punya mungkin itu saja.”

I think plagiarism is copying paste of someone's ideas or the ideas of others that we put, we include in our study. Yes, we assume that the idea is our own when we take from others. I think in my thesis, contained elements of

plagiarism, it is because we are still in the process; we are still in the process of how to make the scientific work well, so we still take the elements or ideas from others that we've entered into a thesis. Yes, it is. There are some articles from a few paragraphs that I took from the English language then, I made it into my own language but still strict on that article. I think it was very stressful and very depressed, because we have an own deadlines and we have time to catch it if we go out then we should finish next semester. Therefore, reasons why copying paste someone's work that we assume ours. In inner maybe we feel guilty, because we claim or assume an idea of someone because we have deadlines that must be dealt with and we had no other choice so we had to take an idea or ideas of others that we input into the thesis that we examine. I personally this supervisor was not guiding only one student, many students too that he/she guides and several students ask for their thesis or a thesis's acceptance immediately, so that some lecturers are also depressed, so plagiarism was not too much intentioned so some lecturers is just skimming suppose there needs to be fixed it fixed so that plagiarism is elapsed because when we did plagiarism in footnotes with the author or from the works of others when it was on other people we take, so that lecturers themselves do not know if it is actually plagiarism. feel lazy yes, namely those that we feel lazy because students see some of our friends are one example of the counselors did not give chase but when we see an urgent deadline so that we should pursue it seems to me like that. Yes, I had experienced confusion because in academic it has two curriculums, in writing, in 2013 if not mistaken with the new year it has procedures for different writing while it's usually seminar or not opened a public lecture in the discussion which one must be obeyed. When I worked with a new curriculum but when I consulted again with the lecturer was back again with the old curriculum so confused which actually is following? When I finished the final exam thesis that in front of lectures that I swore that it was our own, as possible when I do an oath that would make psychological stress because we claim to have our own, legal sanctions if they do not know the details. our campus is still lacking. Books that discuss about the English language, but it does not cover any of the research, if only covers about skill language, theory, but it does include widely a discussion that talks about what and also on the internet indeed there is evidence our place fetching some article or journal international but we also had trouble because when we seek and we must translate one by one per paragraph, it means going where and maybe that

could be at the campus of our own to provide rich a specific page or provide places which includes an international journal for students of English easier to get source because if we seek for itself was not valid. Yes, of course, so pass quickly and good value target was probably partly there but more specifically target can fit right in its time. For S1 may be that making the thesis without any element of plagiarism is hard. Yes of course, if not finding an idea but maybe we are, we are more confused when we have ideas but we are hard to say so in writing. Our English language we have a lot of consultation with some good sources that a good friend of the lecturer or let us read on the internet. So the tendency is more about how we apply the idea that we've got maybe that was it. (Interview on Saturday January 01st 2017 at 07.00-08.15 pm)

Table 2.2
The classification of the tendency of plagiarism on English students' theses at IAIN Palangka Raya

No	Graduation 2016	The tendency of plagiarism on English students' theses at IAIN Palangka Raya
1	ATJ	<ul style="list-style-type: none"> - not sure the thesis by herself - it was found copy paste from internet (unable to cite properly) - it was found a translation from English to Indonesian -felt depressed and stressed (poor time management) -Felt lazy (procrastination) - it was my target -tired and there is no idea
2	AW	<ul style="list-style-type: none"> - not sure the thesis by herself - it was found copy paste from internet (unable to cite properly) - it was found a translation from English to Indonesian - felt depressed and stressed (poor time management) - felt lazy (procrastination) -pass the exam quickly and aced it was my dream

		-tired
3	NIQ	<ul style="list-style-type: none"> - not sure the thesis by herself - it was found copy paste from internet (unable to cite properly) - it was not found a translation from English to Indonesian - felt depressed and stressed (poor time management) -Felt lazy (procrastination) -yes there is my target -there is no idea
4	AKS	<ul style="list-style-type: none"> - not sure the thesis by herself - it was found copy paste from internet (unable to cite properly) - it was not found a translation from English to Indonesian -felt depressed and stressed (poor time management) -felt lazy (procrastination) - it was my target - tired and busy -there is no idea
5	LS	<ul style="list-style-type: none"> -not sure the thesis by herself - it was found copy paste from internet (unable to cite properly) - it was found a translation from English to Indonesian -ever felt depressed and stressed (poor time management) -ever lazy (procrastination) -there is my target -there is no idea

Base on the interview, the writer found the tendency of the English students theses. First, ATJ, AW, NIQ, AKS, and LS. Their tendencies were procrastination they were stress of having many approaching deadlines can cause them look for shortcuts in their work.

Second, poor time management, they were did not know how to manage their time they were often know exactly what they should be doing, even if they cannot do it, which is why very detailed schedules usually are no help.

Third, the writer found the tendency of English students' theses, was unable to cite properly, they are didn't how to cite resources and effectively organize their sources during research. This can lead to them using incorrect citing practices or the wrong format, causing unintentional plagiarism. This can include copying other students' assignments or not/incorrectly citing their theses.

To sum up, the writer concluded that some students graduation on English students 'theses at IAIN are plagiarism, because they used sources cited, but still plagiarized.

C. Discussion

This section presented the discussion based on the findings of the study. The discussion is concerned with the reason of plagiarism tendency on English students' thesis at IAIN Palangka Raya.

The result of the data analyzed and interview are:

1. Based on the type of plagiarism, the plagiarism on English students' theses are still plagiarisms, because they are mentioned an author's name for a source, but neglects to include specific Information on the location of

the material referenced. This often masks other forms of plagiarism by obscuring source locations.

2. The tendency on English students' theses are procrastination, they are stress of having many approaching deadlines can cause them look for shortcuts in their work.
3. Poor time management, they are often know exactly what they should be doing, even if they cannot do it, which is why very detailed schedules usually are no help.
4. The tendency on English students' theses is unable to cite properly they are didn't how to cite resources and effectively organize their sources during research. This can lead to them using incorrect citing practices or the wrong format, causing unintentional plagiarism. This can include copying other students' assignments or not/incorrectly citing their theses.

The findings above were also supported by Tshepo Batane (2012, p. 1) as stated in the previous studies. He found that using strategies to fight plagiarism (turnitin). Fa'iezah (2010, p. 1) and Yang (2014, p. iv), they found that plagiarism attitudes to realize and understand that plagiarism relates to the academic dishonesty between male and female and there was a significant difference between male and female participants' understanding of plagiarism in the scenario of "writing a paper with all the paragraphs from several articles by using citation and quotation marks". Abukhattala (2012, p. 145) revealed that, "there was mentioned strategies may not totally eradicate plagiarism in our

classes, perhaps we can make it so hard for students who search for an easy alternative that they resort to depending on themselves and writing their papers, properly citing references and to communicate correctly in their own words using their ideas". Teeter (2014, p. 95) found that, seeks to address the current imbalances in English-language analyses on plagiarism in Japan which fail to incorporate Japanese-language sources and studies.

In addition Chong (2013, p. ix) found that, Deep linguistic analysis contributes to solving the problems we address in this thesis. Further experiments show that combining shallow and deep techniques helps improve the classification of plagiarized texts by reducing the number of false negatives. The improvement was in terms of analysis, strategies, and attitudes. In addition, students must understand that achieving good grades are important but presenting the original masterpieces from the good sources of their own knowledge is more important. It means that all of the information from the author is the students must understand about plagiarism and how to avoid it and always accepted by the students' mind, is caused by the students should be good writer and do not copy paste without permission or taking someone else's idea, the students should be good sources of their own knowledge and need the lectures' guidance for help their theses.

But in general the result of analysis showing that the plagiarism tendency is still plagiarism for English theses, because there were mentioned an author's name for a sources, but neglects to include specific information on the

location of the material referenced this often masks other forms of plagiarism by obscuring sources locations.

Wang Albert Z. (2003, p. 2) claim that, Procrastination is a pervasive problem both inside and outside academia, incurring economic and personal costs that can often be easily avoided. While in many cases, students seem to do well in spite of procrastination, the evidence suggests that even those not "at-risk," and perhaps even doing well by most standards, would significantly improve their academic outcomes if they could take measures against procrastinating.

To sum up, there are two basic sets of research findings on the determinants of procrastination. The first captures correlations between personality or task traits and observed (usually self-reported) procrastination behavior; the second studies the basic decision making machinery that leads to seemingly irrationally costly delay, in the sense that the decision maker himself often believes that the costs do not justify the benefits from delay.

In line interview to the five English students graduation showed that the tendency are procrastination, poor time management and unable to cite properly and final result also indicates that the English students graduation can't understand the plagiarism by themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presented the conclusion and the suggestions of the thesis. The analysis in the previous chapter would be concluded and finally the writer attempted to suggest some important matters concerning to the discussion of this thesis. These suggestions were considered to be important for every one especially lecturers or students in IAIN Palangka Raya.

A. Conclusion

Based on the result of the study, some conclusion can be drawn as follows:

1. Based on the type of plagiarism, writer found that the thesis of English students theses were used source cite but still plagiarism because there were mentioned an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring sources locations.
2. The tendencies on English students theses' there were always procrastination, poor time management and unable to cite properly. The reasons why the students plagiarism because many students did not know how to avoid plagiarism. And English language skills may be one reason for plagiarism because it is difficult for these students to understand and represent ideas in a foreign second language.

B. Suggestion

In line with the conclusion, the writer would like to propose some the following suggestions for students, lectures and researcher.

1. For the students

The writer recommended the students should learn how to avoid plagiarism especially in theses, in order to improve the English skills to be good writer and provisional student.

2. For the lectures

The writer recommended that lecturer can be able to apply how to avoid plagiarism toward English students. However understanding how to correctly write a research paper so as to avoid it may be less obvious. It is useful to give a short lecture or a comprehensive handout on how to research and write a paper with correct citation and without plagiarizing.

3. For the next researcher

In this thesis, the writer recognized that design of study was very simple. There are still many weaknesses that could be seen. In this thesis the subject of the study that was found by the writer only 5 persons. The writer is expected that for further researcher by other researcher can improve this study with the better design, more subject, more sample and different object in order to support the result finding specially. In other words, the other researcher can use this research as the reference for conducting their research.

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