CHAPTER I
INTRODUCTION

In this chapter, the researcher presents: Research Background, Research Problem, Research Objective, Scope and Limitation, Research Significance, and Definition of Key Terms.

1.1 Research Background

Writing seems the most important, yet complicated skill in learning English. According to Hamp and Heasley, (2006), among the four skills of learning English: reading, speaking, writing, and listening, writing is the most difficult and complicated one. In writing skill, students need some understanding about knowledge in writing such as grammar, vocabulary, and punctuation. In addition, students must have the ability to think creatively and imaginatively to produce a great quality of writing. Darwish et al. (2016) stated that English Foreign Language (EFL) students usually encounter difficulties when having to pour their ideas into an article. The EFL students often find it difficult to start their writing even for the first sentence. The lack of students’ writing skill brings the students hard to start writing. Moreover, if EFL students are not committed to the college level of writing, then it will lead them in plagiarism.

Mansour et al. (2017) stated that plagiarism is the use of concepts, words, manuscript, and data without acknowledgment of the original source. It means, plagiarism is the same as stealing another's work and acknowledging it as our own. According to Culwin and Lancaster (2001), there are seven characteristics
of plagiarism; a). Admitting someone’s writings as their own, b). Admitting other’s idea as their own, c). Admitting others’ findings, d). Admitting the groups work as self-property or self-produced, e). Presenting the same writing on different occasions without mentioning their originated, f). Summarizing and paraphrasing (indirect quotation) without mentioning the source, and g). Summarizing and paraphrasing with mention the source but the sentence sequence and the diction still too similar to the source.

On the other hand, the issue of plagiarism is increasingly widespread, especially in the level of education. Sujarwo et al. (2012) stated that plagiarism becomes a “common view” in education. He adds that plagiarism occurs in all the different level of education such as in the National Final Exam in Primary, Secondary education, or even in the academic writing for undergraduate students. It means plagiarism is extremely widespread in Indonesian education.

Plagiarism is a bad action that can bring a big impact on the students’ education and habits. According to Mansour et al. (2017), plagiarism is an illegal action similar to cheating. It also can be defined as dishonesty of critical thinking and the manner of independence that is necessary to increase knowledge. It means, when students doing plagiarism, they cannot increase the knowledge and they will get nothing from what they did. As stated by Posner (2007) when students plagiarize they produced nothing of value. Moreover, they will lose their sense of honesty and confidence to work on their own. This leads students to do plagiarism continuously.

In this digital age, the students tend to use the internet as the source to plagiarize. Ibrahim et al. (2017) stated that nowadays, falling into the plagiarism
trick became very easy because the availability and expansion of the internet resources that provide all the information needed anywhere. It means the Internet provides various types of information that can be accessed with just one click. It makes the students choose the internet as the source to plagiarize since they also the digital native people who can easily access it. Meanwhile, this condition makes the plagiarism opportunities on internet getting bigger.

The Indonesian Ministry of Education has made a regulation regarding the plagiarism contained in Law No. 27 of 2011. The regulation stated that plagiarism is the unintentional or intentional act of obtaining or attempting to take credit or value for a scientific work by quoting part or all of the work and claimed the work as his own work without declaring properly and put the original source. So with the law on plagiarism, the Indonesian Ministry of Education strongly opposes the plagiarism in the level of education.

Moreover, there are many factors that drive a person to plagiarize. Engkizar et al. (2017) explains in his research on Islamic Education Students at the State University of Padang about the habits and factors that encourage students in plagiarism. The results of the research stated that there are eight factors that cause students to do plagiarism; no knowledge about plagiarism, Instant culture of students in accomplishing academic coursework, high volume of coursework from lecturers, students' low interest in reading, not enough time to solve coursework with books, ease of information technology facilities, low purchasing power for buying books, lack of knowledge in how to write scientific papers. From those eight factors, the three highest factors that cause plagiarism behavior actually come from the inside the students themselves, which are: Low purchasing power
for buying books, The low interest in reading, and lack of knowledge in how to write scientific papers.

In addition, Sariffudin et al (2017) in his research about the form and the motivation in performing in plagiarism in high education stated that the highest factor causes plagiarism in Diponegoro University is the lack of knowledge about plagiarism. The students are not aware of plagiarism and they do not feel guilty in doing plagiarism since they do not know exactly what plagiarism is. The second highest factor is lots of tasks but with limited time so it caused plagiarism.

In fact, those researches above attracted the researcher to conduct further research on the plagiarism issues because, the researcher wants to expand the research to know the other reason, factors, and attitudes toward plagiarism in University of Muhammadiyah Malang. There is no previous research about Plagiarism behavior in University of Muhammadiyah Malang, so the researcher expected this research can give new knowledge about plagiarism for students in University of Muhammadiyah Malang.

1.2 Research Problems

Based on the background above, the researcher attempts to investigate the following problems:

1. What are the factors that lead the students doing plagiarism in academic writing?

2. What is the students’ perception on plagiarism in academic writing in ELED UMM?
1.3 Research Objectives

1. To find out the factors that lead the students doing plagiarism in academic writing.
2. To find out the students’ perception of plagiarism in academic writing in ELED UMM.

1.4 Scope and Limitation

The scope of this study is the ELED students of University of Muhammadiyah Malang. Because of limited time and energy, the researcher limits the study for the sixth semester students in academic year 2015/2016 who take the thesis writing class.

1.5 Research Significance

After this research has completed, the result of this research hopefully gives a significant contribution to the teacher and the student. For the teacher, this research hopefully can help the teacher to know what factors that make the students doing plagiarism and decide the best way to prevent and decrease the plagiarism. For the students, this research hopefully can give information about the way how to avoid plagiarism.

1.6 Definitions of Key Term

Perception is the way of people judge or evaluates others (Allport 1966)

Students' perception is the thinking of students based on habit but more complex because it involves from previous learning or previous experiences. (Hazari, 2014)
Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise (Hartley and James, 2008)

Plagiarism is an act of stealing which committed by a person toward other person work or writing which later claimed as his own work, either consciously or not (Engkizar et al 2017)