

**AN ANALYSIS OF PLAGIARISM IN ACADEMIC WRITING AT SEVENTH
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN LANGSA**

SKRIPSI

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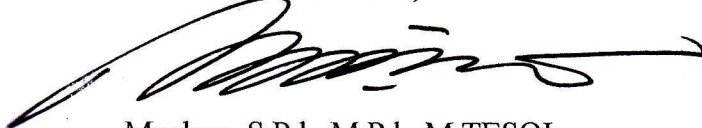
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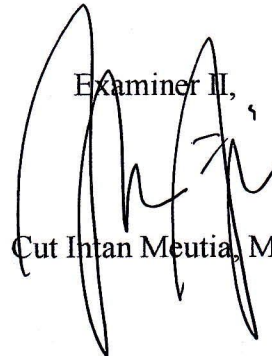
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PERNYATAAN KEASLIAN TULISAN

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*An Analysis of Plagiarism in Academic Writing at Seventh Semester Students' of IAIN Langsa*" untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 31 Agustus 2018

Yang membuat pernyataan



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The Writer

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ABSTRACT

Mursila. 2018. An Analysis of Plagiarism in Academic Writing at Seventh Semester Students of English Department of IAIN Langsa. *Skripsi*, English Education Departement, Tarbiyah and Teachers' Training Faculty, State Institute for Islamic Studies (IAIN) Kala Langsa.

Supervisor (1). Dr. Muhaini, MA, **(2).** RahmiFhonna, MA.

The study focused on analysis using types of plagiarism in academic writing through title "An Analysis of Plagiarism in Academic Writing at Seventh Semester Students of English Department of IAIN Langsa". The study employed descriptive design. The object of the study was 14 academic writing assignments of the student at seventh semester in IAIN Langsa which was collected through simple random sampling technique. The study was analyzed by using software *smallseotools* and searching the source in the assignments through the internet. The result analysis showed that copy-paste and source plagiarism were the types of plagiarism which frequently occurred on the students' assignment. Those plagiarisms similarly appeared twelve times. It approved that the student prefer chosen fast way in finishing their assignments as the student in English Department. Therefore, the student executed those plagiarisms.

Keywords: *Plagiarism and Academic Writing*

CHAPTER I

INTRODUCTION

A. Background of the Study

The English student at seventh semester, in IAIN Langsa, is expected to be competent in writing and arranging sentences and ideas in academic writing. They are also taught to be able to use and quote the reference as the source from one theory or the idea from other writers or authors without carrying out plagiarism. Furthermore, the student learned several courses to accomplish thesis proposal and also the thesis at the end of their study. The courses are like writing 1, writing 2, writing 3, writing 4, research methodology (qualitative-quantitative), and Classroom Action Research. Moreover, it is confirmed by a notification that the researcher cites in Adik W, it is the circular letter of the Director General of Higher Education dated January 27, 2012 calls for that count in August 2012 all Public University Students and Private Universities are obligated to publish scientific papers as one of graduation requirement.¹

However, in fact, most of the English students unconsciously plagiarize other authors' written or idea. Sometimes they ignore the way how to cite the reference or source from the experts. These might happen because the students have lack of source or other reasons like sluggish and so forth.

In addition, the same problem is also discovered in America as Pew Research Center Institute and The Chronicle of Higher Education in America have

¹Adik. *Preventing and Solving Plagiarism in Educational Institutions*. Jurnal Kesehatan Masyarakat Nasional, 6 (5) ,195-200. 2012 .P. 196. [http:// download. portalgaruda. org/article. php?article=269550&val=7113&title=Mencegah%20dan%20Menanggulangi % 20 Plagiarisme % 20di%20Dunia%20Pendidikan](http://download.portalgaruda.org/article.php?article=269550&val=7113&title=Mencegah%20dan%20Menanggulangi%20Plagiarisme%20di%20Dunia%20Pendidikan) (accessed on December 22, 2017).

conducted a survey of 1055 students on several campuses. From the survey results prove that 55% of students plagiarized in their thesis. Then, the Ministry of Education and Culture stated that in Indonesia the case of plagiarism especially in the type of copy-paste from 2013 reached 800 cases. These explanations substantiates that the violence of plagiarism is increasingly rampant.²

Another case shows that appearing of the internet in the educational world make easy the students in conducting plagiarism. Through the internet, the students may access easily many websites and available applications in order to find various data and files, like economic, education, science, politic and many others. Because of this, the students are easy to copy-paste any data. They require into their works without paraphrasing. As the result, it is predicted that the number of plagiarism in students' work increases significantly.

Moreover, attending ghostwriter in academic is pretty dangerous to education world, because it will devastate the reputation of academic in one institute. Even in our country has been deciding law about copyright without quoting the reference of an idea of an author. Nevertheless, why do the students still apply the violence? The opinion above proves that the ethics in writing does not be the priority anymore in education.

Additionally, quoting the reference of the book is an obligation that must be conducted by the student as an ethic in academic writing. Meanwhile, it is sometimes to be a problem, the student overwhelmed in it until their written

²Lulu., et. all. *Upaya Perpustakaan Dalam Mengurangi Plagiarisme Pada Karya Ilmiah Mahasiswa (Studi Kasus di UPT Perpustakaan UNIKA Soegijapranata)*. Jurnal Ilmu Perpustakaan, 4 (3), 1-13. 2015. P. 2. <https://ejournal3.undip.ac.id/index.php/jip/article/view/9733/9454>. (accessed on August 1, 2018)

becomes the plagiarism. It is pointed out in Bahadori and Izadi, a study focusing on plagiarism reveals that 48% of the students were not aware of the methods and requirements of referencing.³ It still becomes the problem that must be solved by education term.

The student plagiarism is not only applying per word or per sentence but also most of English student written are found in one essay, scholarly paper, proposal, or even in thesis forms. Ragen (as cited in Pecrorari) uttered that to take a piece of writing without acknowledging the creator is plain theft.⁴ It absolutely must be avoided by all students in an Institute. Likewise, translating a part or entirely written from a language in other languages without acknowledging the sources can be a plagiarism. It is violence and theft in academic term. Consequently, the researcher will conduct the study to obtain what types of plagiarism that is often and dominant used by the English student at seventh semester in academic writing at IAIN Langsa. Is it word by word, word switch, or what other types of plagiarism those are detected in the English student of Academic Writing.

³ Bahadori & Izadi. *Plagiarism: Concepts, Factors and Solutions*. Iranian Journal of Military Medicine, 14 (3), 168-177. 2012. P. 173. <https://militarymedj.ir/article-1-1049-en.pdf> (accessed on December 22, 2017)

⁴ Diane. *Academic Writing and Plagiarism: A linguistic analysis*. (London : British Library, 2010). P. 1.

B. Research Question

Based on the background above which has explained before, then the research question in this study is what types of plagiarism that is dominant found in the student writing assignments?

C. Purpose of the Study

The purpose of the study is to identify what types of plagiarism that is dominant found in the student writing assignments.

D. Significances of Study

The result of the study is expected to be useful information theoretically and practically. Both explanations about theoretically and practically would be told below.

Research beneficiaries;

a. Theoretical

Significance of the study theoretically is purposing to make the student being able in classifying and differencing the types of plagiarism in academic writing until after they have understood well about types of plagiarism they are able to avoid every kind of plagiarism. Finally, the students have affordability to prevent whatever types of plagiarism in their own writing.

b. Practical

1. The students effect

The researcher hopes that the result of the study can change the mindset of the student to avoid using plagiarism (whatever types) in the student academic writing by the way paraphrasing and taking the conclusion of the source text. And the student should try by their own self to produce good academic writing without being indicated plagiarism.

2. The lecturer effect

The researcher hopes that the study will increase the awareness of lecturer to their student writing to be able to guide the student not only to scientific of the student written but also to substance of scientific process to create the great intellect without existing plagiarism or cheating in the student written.

3. Other Researchers in TESOL (Teaching English for Speakers of Other languages)

The result of the study is hoped to be contradicts an evidence that implementing of plagiarism is not allowed. It contravene with the ethical of linguistics. So it must be avoided by the student, educator, scholar and ever a scientist. It is not only in education world but also in all terms either politic, economic, music, social, and other field of study.

E. Scopes of the Study

In this study, the researcher focused in identifying using types of plagiarism in academic writing course in IAIN Langsa. It is done because discussing about plagiarism is too large. Those are the negative effect of doing plagiarism, how to avoid plagiarism in scientific writing, detecting plagiarism by using software and etc. Therefore the researcher desired to concentrate just in one parts, it was detecting using types.

CHAPTER II

LITERATURE REVIEW

A. Plagiarism

1. Definition of the Plagiarism

Debora explained that the word of plagiarism is derived from Latin word, it is *plagiarius* which has meaning someone who kidnaps the child or slave of another. The word was used by Martin who published Martial's Latin poem as his own. Also the term was normally used about in 1600 years ago to describe who execute literary theft.⁵ Additionally, Susan D stated that the first appearance of plagiarism word in English to 1621 was when Bishop R. Montague wrote, "Were you afraid to be challenged for plagiarism?" The term has Latin roots (*plagiarius* meaning "plunderer", from *plagium*, "hunting net," from *plaga*, "net").⁶

Furthermore, plagiarism was also explained in Syed S, he approved that the verb "plagiarize" as to steal and use the ideas or writings of another as one's own.⁷ It was confirmed by Bahadori and Izadi, they remarked the word "steal" means "taking away somebody's possession with deception and tricks or to take hold of something without the right to do so. Furthermore, in the same journal, it defined that the word plagiarism comes from the word *plagarius* meaning

⁵Debora. *False Feathers: a Prespective on Academic Plagiarism*. (Berlin: Springer-verlag, 2014) P. 3.

⁶ Susan. *My Word!: Plagiarism And College Culture*. (New York: Cornell University Press, 2009). P. 12.

⁷ Syed. *Plagiarism in Academia*. International Journal of Teaching and Learning in Higher Education, 21 (3), 353-359. 2009. P. 353. <https://files.eric.ed.gov/fulltext/EJ909069.pdf> (accessed on January 17, 2018)

kidnapper, robber, misleader, and literary thief.⁸ They are all about the definition of plagiarism etymologically.

Meanwhile, in terminology term, plagiarism could be defined in Syed S where is adopted from the Oxford Dictionary, it described plagiarism as to take and use another person's thoughts, writing, invention as one's own.⁹ Also, Moulton and Robison stated that plagiarism can also be seen as depriving authors of profit that is rightfully theirs which is theft. Depriving authors of credit can also be a theft form.¹⁰ Furthermore, Ragen (as cited in Diane) said that to take a piece of writing without acknowledging the creator is plain theft.¹¹

In addition, Feri explained that Plagiarism is a form of misappropriation of the intellectual property rights of others, in which the work is presented and acknowledged unlawfully as a personal work. Then, plagiarism is also detrimental to the plagiarist, because plagiarism kills creativity, vacuum of ideas, and lazy nature that elicits the action of plagiarism.¹² Lulu, et all argued that plagiarism (or often called or retrieval of articles, opinions, and so on from others and making it looks like as his own an article and an opinion) could be considered an act criminal for stealing the copyrights of other writers without asking for permission and including the source which he dictated. In education, the perpetrator of plagiarism could get severe punishment such as expelled from school/university,

⁸Bahadori & Izadi. *Plagiarism: Concepts, Factors and Solutions*. P.169.

⁹ Syed. *Plagiarism in Academia* P.353.

¹⁰Bahadori & Izadi. *Plagiarism: Concepts, Factors and Solutions*. P.169.

¹¹Diane. *Academic Writing and Plagiarism*. P.1.

¹²Feri. *Seri Referensi Praktis: Konten Internet*. (Jakarta: PT Elex Media Komputindo, 2007). P. 71.

finances in the form of money and even punishment jail. Perpetrators of plagiarism called a plagiarist.¹³

Ridhatillah (as cited in Lulu, et. all) said plagiarism is an act of abuse, theft or seizure, publication, statement, or declare it as his own thoughts, ideas, writings, or actual creations belongs to someone else.¹⁴ Furthermore, Alexander Lindsey in the writings of Plagiarism and Originality (as cited In Soelistyo) defined that plagiarism is as an act of copying ideas, ideas or works of others to be recognized as own work or use the work of others without mentioning the source thus raises the assumption wrong or wrong about the origin of an idea, idea or work.¹⁵

Plagiarism also defined in The University of Auckland (as cited in Paynter and Mills) as using the work of other writers in preparing an assignment and presenting it as his own without explicitly acknowledging or referencing where it came from. Plagiarism can also mean not acknowledging the full extent of indebtedness to a source.¹⁶ Next, from the source of University of Melbourne (as cited in Tim S) plagiarism means the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source. Moreover, in Harvard University Extension School told "plagiarism is the theft of someone else's ideas and work. Whether a student

¹³ Lulu., et. all. *Upaya Perpustakaan Dalam Mengurangi Plagiarisme Pada Karya Ilmiah Mahasiswa (Studi Kasus di UPT Perpustakaan UNIKA Soegijapranata)*. P.2.

¹⁴ Lulu., et. all. *Upaya Perpustakaan Dalam Mengurangi Plagiarisme Pada Karya Ilmiah Mahasiswa (Studi Kasus di UPT Perpustakaan UNIKA Soegijapranata)*. P. 3.

¹⁵ Soelistyo. *Plagiarisme ; Pelanggaran Hak Cipta dan Etika*. (Yogyakarta: Kasinius, 2011). P. 8-9.

¹⁶ John & Corner. *Academic Plagiarism: An Analysis of Current Technological Issues*. New Zealand: University of Auckland. 2003. P. 2. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.468.2499&re=rep1&type=pdf>. (accessed on January 17, 2018)

copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, the theft is the same”.¹⁷

From several definitions above it can be concluded that plagiarism is one of crimes that happened in academic world. It can be described from robbing, deception, kidnapping, and confession of one person to a written of other writer which is in used wordlessly or without laying the reference of the written then state that the written as their own written. It is absolutely not allowed.

2. The Characteristics of Plagiarism

The researcher finally found the characteristics of plagiarism in conference papers belongs to Purwani with the word “plagiarism boundaries”. They are eight characteristics of plagiarism.

“Firstly, quoting the words or the phrases of others without using quotes and mentioning the source identity. Secondly, using the ideas, views or theories of others without mentioning the identity of the source. Thirdly, using the facts (data, information) belongs to others without mentioning the identity of the source. Fourthly, acknowledging the writings of others as their own writing. Fifthly, paraphrasing (change the sentence of others into the composition sentence without changing the idea) without mentioning the identity of the source. Sixthly, submitting a scientific paper produced and/or has published by others as if it were his own paper. Seventhly, collecting scientific paper made by others (by way of buying or paying) and is recognized as his paper. And the last is using a work to be collected on an academic task, which has previously been used on other related academic tasks with a course.”¹⁸

From the eight characteristics above we can conclude that the main features of plagiarism are placed to the sentence “without mentioning the identity of the source”. Therefore, in quoting, the student must be careful in referencing.

¹⁷Tim S. *Student Plagiarism in an Online World: Problems and Solutions*. (Australia: Central Queensland University, 2008). P. 2.

¹⁸Purwani. *Panduan Anti Plagiarisme*. Workshop Literasi Informasi bagi Pustakawan. (Yogyakarta: Universitas Sanata Dharma, 2013). P. 1-9.

Also, Fishman (as cited in Debora) told about the characteristics of plagiarism which has five points. First, it will be plagiarism if a person uses words, ideas, or work products. Second, plagiarism occurs when a person attributable to another identifiable person or source. Third, a person takes the work without attributing the source. Fourth, also plagiarism appears when a person in a situation in which there is a legitimate expectation of original authorship. Fifth, in this point, a person wants to obtain some benefits or gains to find financial in it.¹⁹

From the explanation both Purwani and Fishman above it could be concluded that it has some substances to avoid from plagiarism detecting.

1. The first point, it requires the writer to paraphrase and summarize each word, idea or work that has been taken in other author written.
2. The writer is demanded to quote the source undoubtedly as that have been learned in academic writing. Because if the writer induces incorrect in referencing it can be detected plagiarism.
3. The writer should avoid taking the work of other author to be his own.

From this point, as the writer have to learned and practice more than about writing or academic writing to produce maximal and brilliant result.

¹⁹ Debora. *False Feathers: a Prespective on Academic Plagiarism*. (Berlin: Springer-verlag, 2014). P. 4.

Also, the characteristics of plagiarism were mentioned in the book of “Buku Panduan Pencegahan dan Penanggulangan Plagiarisme” by using scope of plagiarism. The following were the points.²⁰

- 1) Quoting the words or phrases of others without using quotes and without mentioning the source identity.
- 2) Using the ideas, views or theories of others without mentioning identity the source.
- 3) Using facts (data, information) belonging to others without mentioning identity the source.
- 4) Recognizing the writings of others as their own writing.
- 5) Paraphrasing (change the sentence of other writers to be his own sentences.
- 6) Submitting a scientific work produced and/or has been published by the other writers as if it is his work.

In addition Daniel R (as citing in Hengki) classified the categories of plagiarism as the followings.²¹

- 1) Quoting word by word or sentence by verbatim without mentioning the source of the writing and the author.
- 2) Taking the idea of someone who has not yet become "Common knowledge" and still exclusive of its inventors and then claim it as hers.

²⁰ TIM LPPM. *Buku Panduan Pencegahan dan Penanggulangan Plagiarisme*. STIKES An Nur Purwodadi. 2015. P. 4. <http://annurpurwodadi.ac.id/uploads/2016/04/Panduan-Plagiarisme.pdf> (accessed July, 22 2018)

²¹ Hengki. *Plagiarisme dalam Penelitian*. Article's Paper, 84-92. 2015. P. 87-88. https://www.researchgate.net/publication/312032045_PLAGIARISME_DALAM_PENELITIAN (accessed July 21, 2018)

- 3) Mentioning the names of people who have ideas, but sentences and languages using language people quoted verbatim and not use quotation marks between them, then that including inappropriate actions.
- 4) Translating the work of people from foreign languages without mentioning the original source, of course the translating works is the result of the writer, but not so with the idea. It might call it with an adaptation, if it translates freely customized with our context.

Next Daniel R (as cited in Hengki) suggested that categories were not plagiarism as the followings.²²

- 1) Ideas or statements taken has became common knowledge and prevalent in society.
- 2) When someone's idea has settled on him, and in time it is issued either verbally or writing does not need to find who is have, as long as the expression or idea of delivery with language itself (keep referring to point 1) or it can be meant with paraphrasing.

Also, the followings were also the way how to prevent plagiarism based on Hengki.²³

- 1) Using two quotes, if it was taken direct in one sentence, by mentioning the source. One thing the writer should avoid is quoting from blog or web by copy-paste without having the main source book.
- 2) Writing down the bibliography or reference well and correctly with the guidelines that are settled by each institution in writing the bibliography.

²² Hengki. *Plagiarisme dalam Penelitian*. P. 88.

²³ Hengki. *Plagiarisme dalam Penelitian*. P. 89-99.

- 3) Performing paraphrasing by keep mentioning the source, paraphrasing is revealing ideas of others by using the words themselves, without changing the intent or the meaning of ideas / ideas with a fixed mention the source. In this case, the author do adaptations of what is proposed by the author of the book or speaker then the author must keep writing the name of the owner of the idea and publication.
- 4) Avoiding as little as possible to read articles not published in magazines, journals and books because of the potential for copy-pasting very high. If you do not have a book then you have to give explanation of the source where you get it.
- 5) Being hoped that each the source in the work which contained in the thesis or dissertation on the theory/literature review should already have the book because the potential of plagiarism can appear when you just type returns a post without understanding and paraphrase.

From the explanations above about the characteristics of plagiarism, it can be concluded that the technique to avoid plagiarism had three ways, those were paraphrasing, summarizing, quoting, citing and referencing. The followings were be in detail.

1) Paraphrasing

Stephan explained that “paraphrase involves changing a text so that it is quite dissimilar to the source yet retains all the meaning. This skill is useful in several areas of academic work, but this unit focuses on using paraphrasing in note-making and summary writing. Effective paraphrasing is vital in academic

writing to avoid the risk of plagiarism.”²⁴ It told that paraphrase was one of ways to avoid plagiarism that was done by rewriting the text in a new form by using the writer/student own words without eliminating the meaning of the text and giving the footnote of the source. Below were the examples of the paraphrase.

2) Summarizing

Summarizing had the same goal and form with paraphrase. It purposed to avoid plagiarism. However, the summary would be shorter form from the original text. Usually, it was only the main meaning of the original text. The way to summarize in academic writing and in daily activity (like from novel and other book) were almost the same. So, it could be done well by the writer. As Stephan defined that “Making summaries is a common activity in everyday life. If a friend asks us about a book we are reading, we do not tell them about everything in the book. Instead, we make a summary of the most interesting and important aspects. The same principle applies to summarizing in academic writing.”²⁵

3) Quoting

Quoting should be given when the writer took the idea or opinion which could not be paraphrase or it could be looked like the theory. So, the writer need to quote to differ the writer own words and someone else words as Debora told that “if the words you use are not from you, they need to be quoted so that the reader knows what is from the author and what is from someone else.”²⁶

4) Citations and referencing

²⁴Stephen. *Academic Writing: A practical guide for students*. (Canada: RoutledgeFalmer, 2003). P. 21.

²⁵Stephen. *Academic Writing: A practical guide for students*. P. 23.

²⁶Debora. *False Feathers: a Prespective on Academic Plagiarism*. P. 119.

Debora explained that the place of citations and referencing were different. Citations are usually put in footnotes, endnotes or inline and give the exact location of the material use. Meanwhile, referencing put on the last chapter or in other word was often mentioned with bibliography. However, those purposed to inform the original source where the writer took it.²⁷

1. The Types of Plagiarism

Debora explained that there is enlightened the typology of plagiarism.²⁸

a. Copy-paste

This plagiarism is the easiest plagiarism to detect by the system or software because the sequences of characteristics one written with the origin words of the copy is the same. After appearing internet this plagiarism is often practiced by the student.

b. Translation

Translating from one idea or paragraph from source language to be in target language is the best way used to multiply references or to fortify the opinion of one written however here is wrongness in utilizing it for example like modifying the written of the other author through translating either by hand or using software like *Bablefish and Google Translate* without acknowledging the source or paraphrase. Whereas changing the word by translating from source language to be in target language is still someone else work. As a result, it is not fair to take without acknowledging the source.

²⁷Debora. *False Feathers: a Prespective on Academic Plagiarism*. P. 122.

²⁸Debora. *False Feathers: a Prespective on Academic Plagiarism*. P.7-14.

c. Disguised Plagiarism

Inserting, deleting, changing, adding or switching a word or a phrase by using synonym from thesaurus without changing the construction of the text can be also named plagiarism because disguising form still exists in this written.

This kind of plagiarism is sometime intricate in detecting by the system if it some or all words have changed. But it can be solved by the carefulness of a person intends to detect.

d. Shake & Paste Collections

Shake and paste collection is one of plagiarism kinds that is done by way taking the number of sources, sentence per sentence or in paragraph form from several sources to assemble to be a one in the written. Because of that, the result of this text is not logic and coherence.

e. Clause Quilts (Patch Writing)

Clause quilts plagiarism is one of kind plagiarism that is easy to detect but it gets difficult in finding the source because the plagiarist pick up and jumble word, phrase, or half sentence partial or not complete either bit or piece of it with or without giving credit from different author.

f. Structural Plagiarism

Structure plagiarism is plagiarism where the plagiarist does plagiarism with take the text structurally either in using argumentative structure, the source, the footnotes, the experimental setup, or even the research goal. This plagiarism cannot be detected by software because the plagiarist does not give the credit at the same time he uses paraphrase until the work words like origin.

g. Pawn Sacrifice

Pawn sacrifice is kind of plagiarism where a plagiarist takes text from other source then edit or change several words. After that, he gives footnote in part of paragraph however not in other part of the paragraph (or only at bibliography).

h. Cut & Slide

Cut and slide, this plagiarism is almost the same with pawn sacrifice. However the different with unmodified the word, he takes it directly from several sources or not. At the same time he just give footnote in part of paragraph however not in other part of the paragraph (or only at bibliography).

i. Self Plagiarism

Self-plagiarism is one of plagiarism kinds which is done by an author at other time he rewrites his old written in a new one without citing or acknowledging the authorship. This issue is still discussed because it refers to the work of the own writer subsequently several writers agree with it and several others does not.

j. Other Dimensions

In this part here is explained that kind of plagiarism can be combined by a plagiarist for example like shake & past with translation or clause quilt of self-plagiarisms. Taking the material from one source at the same time the plagiarist uses reference from other source is also plagiarism.

“There are other dimensions that could be used in classifying types of plagiarism. For example, some plagiarisms only take material from one source, while others use multiple sources. There can also be combinations of types, e.g. a shake & paste plagiarism could also entail a translation, or

a clause quilt of self-plagiarism could be constructed. And even though citations are given, the citation may be misplaced or intended to cover a quotation that extends over multiple pages, or even be completely missing with the source only given in the bibliography.”²⁹

The followings were the types of plagiarism that was stated by Andreas L.

“First, total plagiarism is the act of plagiarism by a writer by plagiarizing or stealing the work of others entirely and claiming as his own work. Second, partial plagiarism is the act of plagiarism by a writer by way of tracing some of the work of others to be the result of his own work. Usually, in this type of plagiarism a writer takes statements, theoretical basis, sample, method of analysis, discussion and or certain conclusions from the work of others to his work without mentioning the original source. Third, auto-plagiarism (self-plagiarism) is plagiarism by a writer of his own work, in part or in whole. For example, when writing a scientific article an author copies and pastes certain parts of his work in a book that has been published without mentioning the source. Fourth, inter-language plagiarism is plagiarism by a writer by translating a foreign-language paper into Indonesian. Then, the author makes the translation as a result of his work without mentioning the source. The modus operandi is almost similar to the type of total plagiarism and partial plagiarism. The assumption is, the readers will not know that the article is a translation because of different languages”.³⁰

Furthermore, Soelistyo (as cited in Purwani) mentioned four types of plagiarism as in the followings.³¹

1. Word for word plagiarism

This is one of plagiarism types where plagiarist plagiarizes the words of other author intact and drastically the same words without referencing and acknowledging the source.

2. Plagiarism of Source

²⁹ Debora. *False Feathers: a Prespective on Academic Plagiarism*. P.14.

³⁰ Andreas. *Plagiarisme Akademik*. Java Daily Radar Post on june 25th 2010. <https://storage.kopertis6.or.id/kelembagaan/ARTIKEL%20PLAGIARISME%20AKADEMIK1.pdf>. (accessed December 15, 2017)

³¹ Purwani Istiana. *Perpustakaan dan Plagiarisme*. 1-9. P. 8-9.

Source plagiarism is one kind of plagiarisms where plagiarist does not indicate the source of references (idea and thought) clearly and completely.

3. Plagiarism Authorship

This plagiarism is the types of plagiarism where a plagiarist consciously admits and acknowledges the other paper as his own paper.

4. Self-plagiarism

Self plagiarism is plagiarism where the plagiarist plagiarizes his own old paper in a new paper without acknowledging reference source of his own old paper. It is named plagiarism because he has published the paper previously.

Additionally, Adik W also classified about several types of plagiarism. They are word by word plagiarism, word switch plagiarism, style plagiarism, metaphor plagiarism, idea plagiarism, and self plagiarism.³² The followings are the explanation of them.

1. Word by Word Plagiarism

Word by word plagiarism is kind of plagiarism where the writer takes part of other written as his own written without citing the sources of the author.

2. Word Switch Plagiarism

Word switch plagiarism is kind of plagiarism where the writer takes and cites a piece of other written either in word, sentence or in paragraph form by replacing and switching several words or sentences (with/without acknowledging the sources of the author).

³² Adik. *Preventing and Solving Plagiarism in Educational Institutions*. P. 197-199.

3. Style Plagiarism

Using and implementing the style of one author without acknowledging the author source can be a plagiarism in academic writing.

4. Metaphor Plagiarism

In writing, as a writer is unfrequented found complicated word or other phenomena until make the writer needs to explain it by using and searching other definition from other author. Meanwhile, it can be metaphor plagiarism if the writer does not acknowledge the source.

5. Idea Plagiarism

Capturing or taking other author idea is allowed in academic writing but without citing the source, it is the reason to be plagiarism, or it is named with idea plagiarism.

6. Self-Plagiarism

Several authors differ in giving opinion in self plagiarism type. Some of them agree if an author takes their own written to be affirmation in their new written without acknowledging the source. Meanwhile the other one disagree with this opinion, they regard that it is kind of dishonesties as an author. As a result, as a writer should avoid this plagiarism.

About self plagiarism is also ever committed by Stephen. He did it by taking (by starting) with his own previously published chapter which he updates for the new chapter. It is told by him (with “I became very concerned that I was

committing massive “self-plagiarism”) in the article that is published by James as an editor.³³

2. The Factors of Doing Plagiarism

Adik W explained that the causes of plagiarism is divided into three factors. First, plagiarizing intentionally, this plagiarism is the plagiarism that has been thought and intended before by a plagiarist. It is happened because the laziness of the student in finishing their own assignment or the deadline of submitting their assignment, or even the student thinks that it will not be check by the lecturer. Therefore, it gives a chance for the student to plagiarize by doing block-copy-paste from internet, magazines or other sources. Secondly, plagiarizing unintentionally, this plagiarism happened because of forgetfulness or miscomprehension in citing the sources. It is the explanation of the causes of plagiarism.³⁴

Soetanto (as cited in Lulu., et. all) classified the factors of why the student do plagiarism as the followings.³⁵

- 1) Cultural factors in cheating can be the main problem in occurring the plagiarism
- 2) Less in having knowledge about writing scientific papers can cause plagiarism in a work
- 3) The writer sometime wants to find a shortcut in achieving achievement

³³ James, GB. *Plagiarism Is Plagiarism Is Plagiarism*. International Anesthesia Research Society, 118 (1), 1-2. 2014. P. 1-2. [http:// journals. lww. com/ anesthesiaanalgesia /Fulltext/2014/01000/ Plagiarism Is Plagiarism Is Plagiarism. 1. aspx](http://journals.lww.com/anesthesiaanalgesia/Fulltext/2014/01000/Plagiarism_Is_Plagiarism_Is_Plagiarism.1.aspx). (accessed January 17, 2018)

³⁴ Adik. *Preventing and Solving Plagiarism in Educational Institutions*. P.197.

³⁵ Lulu., et. all. *Upaya Perpustakaan Dalam Mengurangi Plagiarisme Pada Karya Ilmiah Mahasiswa (Studi Kasus di UPT Perpustakaan UNIKA Soegijapranata)*. P. 4.

- 4) Plagiarism can be happened because the time pressure is narrow in completing the task
- 5) Being lazy in thinking can make the desire of the writer in doing plagiarism
- 6) Internet facilitate helps the writer to do plagiarism
- 7) The writer regards plagiarism problem a piece of cake thing because no adequate sanctions for plagiarist
- 8) The legal process of plagiarism case is too long and tiring, so it causes apathy
- 9) Plagiarism is considered as an unimportant things

Hengki explained the factors of doing plagiarism as the followings.³⁶

- 1) Doing copy-paste on the work of other writers can be happened because the limited time that is given by the teacher or lecturer in submitting the assignments.
- 2) Being lazy in reading related books with research, lack of mind training to do analysis and logic against resources owned libraries and less looking for more (English) references and also journal references where whole of these can cause occurring plagiarism in the work.
- 3) The writer has lack in understanding of when and how to quote the source until the work has potential plagiarism.
- 4) Whatever the reason someone takes action plagiarism, this can be categorized as a theft act.

³⁶ Hengki. *Plagiarisme dalam Penelitian*. P. 89.

Feri S told several factors of doing plagiarism as the followings.³⁷

- 1) The ethical consciousness of the students in referencing is being lack.
- 2) The internet facility can raise the violence in doing plagiarism.
- 3) Cultural change: plagiarism is uttered as a collaborative activity and a learning behavior, not a violation.
- 4) The student will gain the academic achievement with various efforts, and one of it is through copy-paste the materials which the students need.
- 5) The availability of search engines that is increasingly able to find the internet content sources which are meant.
- 6) Plagiarists are increasingly professional in using and searching for the materials (materials mean source or part of plagiarism) that they need.

The factors of doing plagiarism were also explained from the University of Alabama in Huntsville (as cited in Tim S).³⁸

- 1) Lack of research skills
- 2) Lack of writing skills
- 3) Problems evaluating in Internet sources
- 4) Confusion about how to cite sources
- 5) Misconceptions about terminology.
- 6) Pressure.
- 7) Poor time management and organizational skills
- 8) Product-oriented writing assignments
- 9) Cultural factors.

³⁷ Feri. *Seri Referensi Praktis: Konten Internet*. P. 72.

³⁸ Tim S. *Student Plagiarism in an Online World: Problems and Solutions*. P. 2.

Andreas also uttered the factors of plagiarism that is almost the same with Adik's opinion. First, the writer (student) wants to finish his thesis or dissertation in order to get an academic degree as soon as possible without having to work hard according to the process of research and scientific writing correct. On the other hand, the supervisor is not careful in the process of guidance. Most supervisors do not bother to guide students. They only orientate on thesis products, theses or dissertations produced by students. Similarly, when tested, the testers also do not bother to check whether the work of students who tested the original and was free from the sins of academic ethics. Secondly, the authors (lecturers) are eager to take up academic functional positions and the salary class so they can enjoy a large increase in allowances and incentives. Especially in the last few years, the government provides professional allowances to teachers and lecturers in a fairly large amount. Thirdly, the author wants to be widely known or still famous by producing many books, publishing many scientific articles, writing popular articles in the mass media, producing a lot of research and other academic works. The goal is to get money or a lot of fund incentives.³⁹

Based on the opinions above it could conclude that the factor of plagiarism generally is classified into two. They are the factor based on intentional and unintentional and the factor based on the writer, user, or plagiarist.

³⁹ Andreas. *Plagiarisme Akademik*.

3. Academic Writing

1. Descriptions and purposes of Academic Writing

Academic writing absolutely has been one obligation course in English department. Through this course the students will recognize the ability of themselves in writing also it will assist the students in finishing final assignment which called thesis. Stephan said that one of the aims of academic writing course is to help the student in writing essays or other assignments for exams or coursework.⁴⁰ This opinion is almost the same in other institutes or colleges. Like in English Department of IAIN Langsa, the course purposes to assist the English student in accomplishing final examination in scientific or research proposal. In the course the student will learn about the appropriate vocabularies (formal, objective and technical language) in the scientific or proposal research, correct referencing, describing charts and organizing the various sections of an essay absolutely. As stated by Stephan below.

“Academic Writing is designed for anybody who is studying (or planning to study) at English-medium colleges and universities and has to write essays and other assignments for exams or coursework. International students especially find the written demands of their courses extremely challenging. On top of the complexity of the vocabulary of academic English they have to learn a series of conventions in style, referencing and organization.”⁴¹

The similarity opinion was also uttered by Maya K.

“The Academic Writing Course focuses on development of academic writing skills of MA students of Social Sciences, by raising awareness of, practicing and reflecting upon the conventions of written texts. In addition

⁴⁰ Stephan B. *Writing: A practical guide for students*. P. 1.

⁴¹ Stephan B. *Writing: A practical guide for students*. P. 1.

the course will help the students become familiar with genres of and enhance skills related to critique, argumentation and research-based writing. MA students will acquire an awareness of and ability to use effectively the discourse patterns of Academic English, improve critical reading and thinking skills, have an opportunity to develop writing process through generating ideas, drafting, peer evaluation and teacher grading, learn to take into consideration the expectations of their readership with regard to academic discourse conventions. Students will also learn how to incorporate the work of other authors into their own writing according to existing requirements of academic practice.”⁴²

From the two explanations above it could be concluded that academic writing is one of the obligation courses that survives in college. This course is studied to help students in accomplishing their final project thesis. Because the thesis is one types of academic writing. This course learns about how one is able to write well academically, organized, structured, also using formal language, besides this course also learn how to adopt theory or other writer's idea to strengthen our writing by using the way that has been determined therefore nobody is harmed or the appearance of plagiarism, it can be anticipated by summarizing, paraphrasing, and quoting.

2. Plagiarism in Academic Writing

Plagiarism problem was not old violent that had just occurred in academic world. It had been happened since in 1600 years ago that was known by “literary theft” as had been mentioned by Debora.⁴³ Nowadays the same problem was more rampant after existing the internet the student easier in finding the source and exactly many of them stole data either in word for word, sentence or even entirely of other author work.

⁴² Maya Kalandadze. *English Academic Writing*. (Tbilisi: Center for Social Science, 2007). P. 3.

⁴³ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P. 3.

In addition, Diane explained that many students do plagiarism in different countries. First in the UK, in finishing self-reported, the majority of the students were detected by plagiarism. Not only in the UK, the same problem was also found that the student in the University of South Africa act plagiarism action where it as able to be proof after checking 151 students' essays. The characteristic of plagiarism violent is discovered in repeating the text of the source with or without changing the words.⁴⁴

Additionally, Debora also uttered that Karl-Theodor zu Gutenberg as the student doctoral level in one of the University in Germany, in his dissertation it was found plagiarism with pawn-sacrifice form from Hellen's online manuscript. The same case was still uncovered in the work of Gutenberg meanwhile it is in his thesis where in this time he used cut and slide plagiarism in the thesis.⁴⁵ Below is the pictures of the Gutenberg's work which was taken in Debora.

⁴⁴Diane Pecorari. *Teaching to Avoid Plagiarism: How to Promote Good Source Use*. (New York: Open University Press, 2013). P. 24.

⁴⁵Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P. 11-12.

Guttenberg, K.-T. zu (2009)
*Verfassung und Verfassungsvertrag: Konstitutionelle
 Entwicklungsstufen in den USA und der EU.*
 Berlin: Duncker & Humblot, p. 345

In Europa besteht „demokratische Identität“ in der Wahl der Parlamente, zu der man in der Eigenschaft als Teil des Volkssouveräns berechtigt ist. US-Amerikaner erleben demokratische Identität weniger in diesem Bereich als darin, Rechte zu haben, auf die man sich jederzeit gerne zu berufen vermag, und die man als Einzelperson oder Vertretung eines Minderheitsinteresses vor Gericht einklagen kann. Demzufolge erhalten Recht und Justiz in den Vereinigten Staaten eine gänzlich andere Funktion als in Europa, nämlich letztlich eine in weiten Teilen politische.⁹⁹⁸

In Europa bedeutet übrigens „Politik“ unter anderem, dass in den politischen Instanzen, insbesondere in den Parlamenten um die Gesetzgebung gestritten wird; die so entstandene Rechtsordnung wird dem Staat anvertraut. In den Vereinigten Staaten wird um Rechte gestritten; der Staat schafft hierfür nur den äußeren Rahmen. Wenn in den Vereinigten Staaten die Auseinandersetzung um die Verteilung von Macht direkt – horizontal – in der Gesellschaft zwischen den Privaten stattfindet, und nur zu einem kleineren Teil im Parlament, so deshalb, weil den Gründervätern dieser Nation die Vorstellung eines „vernünftigen Gemeinwillens“ fremd war, der in Europa der Staatsbildung weitgehend zugrunde liegt. Die „founding fathers“ wollten eine möglichst staatsfreie Gesellschaft, in welcher die Machtverteilung zwischen Privaten oder allenfalls Minderheitsgruppen ausgehandelt wird, um Mehrheiten zu vermeiden, welche die Legitimation hätten beanspruchen können, den Staat zu stärken.

⁹⁹⁸ Vgl. auch G. Haller, *Recht – Demokratie – Politik. Zum unterschiedlichen Verständnis von Staat und Nation dies- und jenseits des Atlantiks.* Referat anlässlich der Tagung „Die USA – Innenansichten einer Weltmacht“, 7/8. Februar 2003 an der Katholischen Akademie in Bayern, München, <http://www.grethaller.ch/kath-ak-muenchen.html>.

Haller, G. (2003)
Recht – Demokratie – Politik. Zum unterschiedlichen Verständnis von Staat und Nation dies- und jenseits des Atlantiks.
http://www.grethaller.ch/texte/2003/recht-demokratie-politik_europa-und-usa.html

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Fig. 1.1. The Example of Pawn Sacrifice Plagiarism

zu Guttenberg, K.-T. (2009)

Verfassung und Verfassungsvertrag: konstitutionelle Entwicklungsstufen in den USA und der EU. Berlin: Duncker & Humblot, pp. 189-190.

Seit dem Abschluss der Einheitlichen Europäischen Akte 1986 ist dies ein Indikator dafür geworden, dass die europäische Integration auf die Identität ihrer Mitgliedsstaaten zurückwirkt. Die Frage nach der konstitutionellen Legitimität einer vertieften Integration stellt sich überhaupt nur dort, wo der nächste politische Schritt tatsächlich eine Vertiefung des Integrationsprozesses bedeutet.⁵³⁷

⁵³⁷ Vgl. L. Kühnhardt, Auf dem Weg zu einem europäischen Verfassungspatriotismus, in: NZZ, 16. Juli 2004: „Wo dies der Fall ist, geht es um die Übertragung nationalstaatlicher Souveränität auf die EU. Es ist nicht verwunderlich, dass in einer solchen Situation in einigen Ländern der EU die Referendumsfrage virulent wurde – und bei der europäischen Verfassung wieder virulent geworden ist. Andere Staaten votierten schon in früheren Fällen – und auch jetzt wieder – für die primäre Verantwortung ihrer frei gewählten und dadurch entsprechend zur Abstimmung mandatierten Parlamente.“

Kühnhardt, L. (2004)

Auf dem Weg zu einem europäischen Verfassungspatriotismus. In: *Neue Zürcher Zeitung*, Vol. 225, No. 163, 16 July, p. 9.

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Fig. 1.2. The Example of Cut & Slide Plagiarism

3. The Previous Study

The title of the previous study was “Academic Plagiarism: An Analysis of Current Technological Issues” that was researched by Paynter and Mills, this study was prefer to focus to how the students plagiarize and why the student commits it. Furthermore, it purposed to prevent the plagiarism in academic. Also, the researcher used electronic plagiarism detectors like *Turnitin.com* in detecting the plagiarism.

Additionally, in the previous study, the information was the most significant where in it the researcher used three methods. First, in declaring the

seminar during one semester, this occasion was used to hold discussions on various topics, each one lead by a nominated student. Second, from a review of the literature and these discussions an online survey was created. Third, *Turnitin.com* was used to analyze student assignments.⁴⁶

However, it differed with the study. The differences could be seen by the followings. First, the study only analyzed what types of plagiarism that occurred in the students' writing assignments. Therefore, it absolutely related to object not to subject of the study. Second, the researcher utilized *smallsetools.com* in detecting plagiarism then in analyzing the study would be continued manually because the weakness of the software system cannot determine the types of plagiarism as been conveyed by Debora, software system can be useful tool, but they cannot in and of themselves determine plagiarism that is something that educators must determine themselves.⁴⁷

The second previous study was the research from Arista and Listyani with the title "Plagiarisme di Kalangan Mahasiswa". This previous study had been the same problem with the study, it was about plagiarism. Also, the previous study used descriptive qualitative in researcher design, it was the same with the researcher study. However this study focused to the reasons (because of motive) and purposes (in order to motive) of the subject study did plagiarism, meanwhile the researcher study used object of the study where it was the assignments of student academic writing at seventh semester. Then in the study both the previous

⁴⁶Paynter, J., & Mills, Coner, J. *Academic Plagiarism: An Analysis of Current Technological Issues*.

⁴⁷Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.1.

and the researcher were different in collecting data technique where the previous study utilized observation and interview in collecting data.⁴⁸

That is all about the previous study which explained about the similarity and the differences between the previous study and the study.

⁴⁸ Arista & Listyani. *Plagiarisme di Kalangan Mahasiswa*. Paradigma Jurnal, 3 (2), 1-5. 2015. P. 1-3. <http://jurnalmahasiswa.unesa.ac.id/index.php/paradigma/article/view/11572/10878>. (accessed August, 1st 2018)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used descriptive study because the researcher described and explained what types of plagiarism that was dominant used in students' writing through analysis. As Sugiyono stated that the descriptive method is a method used to describe or analyze a research result but not used to make wider conclusions.⁴⁹ Also, M.Nazir argued that descriptive research method is a method in researching the status of a group of people, an object, a set of conditions, a system thinking, or a class of events in the present this descriptive method is to create a description, description or systematic, factual and accurate painting of facts, characteristics as well as the relationship between the phenomena being investigated.⁵⁰ Furthermore, Mcillan stated that a descriptive study simply describes a phenomenon.⁵¹ Based on the opinions of the experts, it could conclude that using descriptive method in analyzing using types of plagiarism in academic writing assignments (as an object of the research or sample) was appropriate. Because, the result of analysis would be described in words.

B. Research Setting

The study was conducted at English department at IAIN Langsa at the end of eighth semester in academic years 2018 on 26 July to 5 August where the

⁴⁹ Sugiyono. *Metode Penelitian Bisnis*. Bandung: Alfabeta. P. 21.

⁵⁰ M.Nazir. *Metode Penelitian*. (Jakarta : Ghalia Indonesia, 2011). P. 91.

⁵¹ McMillan, James H. *Educational Research Fundamental for the Consumer*. 5th ed. (United States of America: Pearson Education Inc, 2008). P. 186.

course of academic writing is the main course in English Department at seventh semester. Consequently, the researcher decided to conduct it to the students' academic writing assignments at seventh semester.

C. Population and Sample

The population in this study was 71 assignments of the students from 3 units (the data was taken from the attendance list). Meanwhile the sample would be taken 20 % from population. It was appropriate with Gay and Dhiel (as cited in Sri Rahayu) explained that the sample in the study should be as much as possible where it is able to be representative. However, the sample must be taken accordance with the type of research used by the researcher. For descriptive study, the minimum sample is 10 %.⁵² This was the reason of the researcher to take only 20 % sample. In conclusion, the sample of study was 20 % or 14 assignments of Academic Writing course.

D. Sampling

The sample of the study had very similar features, such as; the student had been similarly from seventh semester, the student had equally learned academic writing well and been taught by the same lecturer. From those features could prove that the final examination of the students' academic writing assignments would had effective result. The important thing was the students' assignments were not affected by plagiarism, because plagiarism was one sub of sub in academic writing course. Because the characteristics of the sample were homogeny the researcher used simple random sampling in choosing the sample.

⁵² Sri Rahayu. *SPSS (Versi 12.00 dalam Riset Pemasaran)*. (Surabaya: Alfabeta, 2005). P. 45-46.

As Burhan told that simple random sampling is one of sampling techniques where whole members have the same opportunity to be sampled because of the very homegene nature of the population.⁵³ It was better if amount of the population had been beforehand known by the researcher to make it easy to draw. The sample was selected by giving number on each name of the population from 1 to 71 after that it was directly randomized in a bottle where the number that came out would be a sample of the study.

E. Smallseotools.com

Smallseotools is one of free online plagiarism checkers which purpose to detect using plagiarism in written form. This software works very similar with others search engine in Google, it works fast, it is able to check each phrase which be done by copy-past from other sources that have been saved in the internet.

The way to use the software is very simple, after searching with *Smallseotools.com* someone will see several menu in it home, plagiarism checker, grammar checker, advertise and blog (you can see in the figure below). In checking plagiarism, someone clicks at plagiarism checker then some columns will appear. Someone can directly insert the text in the first column however the software is able to be checked with only 1000 words per each column more than that someone should enter the text or document after 1000 words have been checked. If the text is detected by plagiarism, the result will be recognized with red line features in the definite phrases. But if the text is pure handwriting of someone that the unique will appear after processing. Furthermore if someone do

⁵³ Burhan Bungin. *Metodologi Pnelitian Kuantitatif (Komunikasi, Ekonomi, dan Kebijakan Public Serta Ilmu-ilmu Sosial Lainnya)*, eds 2nd. (Jakarta: Kencana Prenada Media Group, 2005). P. 116.

paraphrasing in every text which taken in other sources, it cannot be detected by the engine. Therefore paraphrasing and giving correct credit determine the result of plagiarism checking.

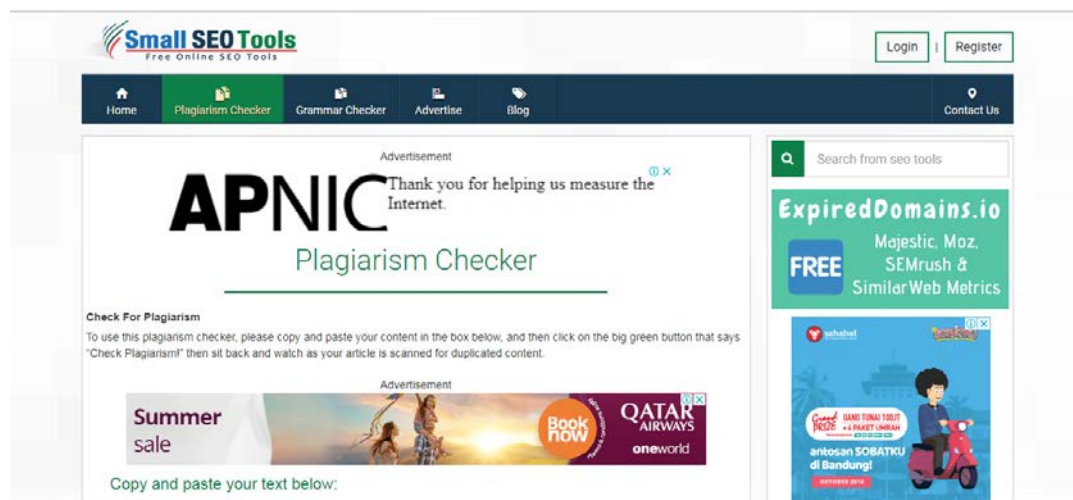


Fig. 3.1. Plagiarism Checker

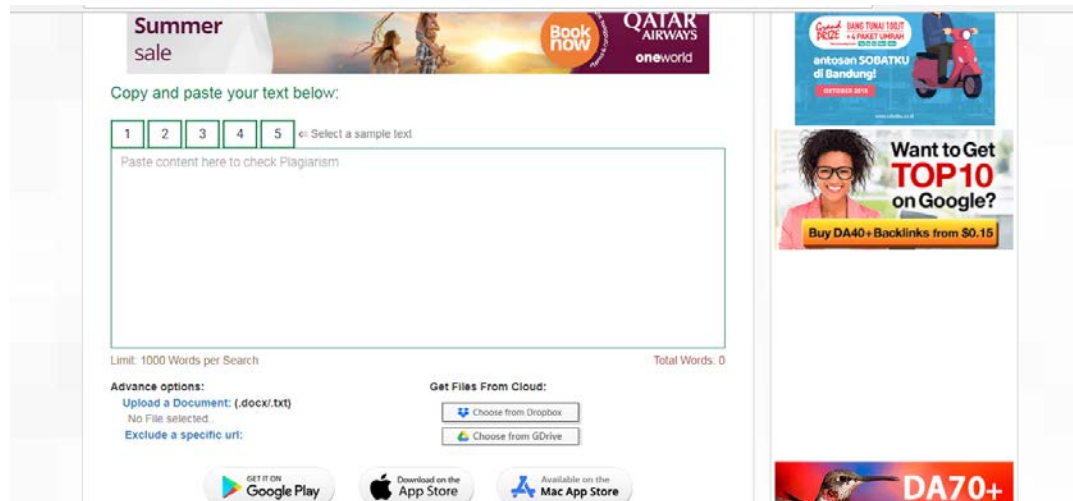


Fig. 3.2. The Columns for Inserting Text

Completed: 100% Checked 59% Plagiarism 41% Unique

100% Checked

English as an international language is spoken almost all over the world.	- Unique
Nowadays, English takes an important role as communication language used in many sectors of life s...	- Unique
English has become the language used by many people all over the world to connect and share with ...	- Unique
Therefore, people should understand and master English in order to gain broader knowledge, informa...	- Plagiarized
It is one element that links the four language skills of speaking, listening, reading and writing all togeth...	- Unique
In order to communicate well in a foreign language, students should acquire an adequate number of ...	- Plagiarized
The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the pr...	- Plagiarized
Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an ...	- Plagiarized
David Wilkins states that without grammar very little can be conveyed, without vocabulary nothing can...	- Unique
In listening, students' vocabulary influences their understanding toward teacher's speech, class discu...	- Plagiarized
In reading, students' vocabulary affects their ability to understand and comprehend a text	- Unique
In addition, dealing with writing, students' vocabulary also influences how clear they convey their thou...	- Plagiarized

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2. Article Spinner / Rewriter
3. Keyword Position Checker

Fig. 3.3. The Result after Checking Plagiarism

F. The procedures of Data Collection

The followings were the steps of data collection and analysis which accomplished by the research.

1. First step, the researcher meet the lecturer of the Academic Writing course to ask permission to conduct the study in the course.
2. Second step, the researcher tried to find 10 data of the student (that was following the academic writing course) based on the sample which was selected through sampling technique.
3. After the data had been collected, the researcher directly analyzed the data.

G. The Procedures of Data Analysis

In analyzing the data, the researcher used two ways. Those were using *smallseotools.com* as plagiarism detection software and finding sources through

google. Those methods had been explained clearly in Waber-wulf as the technique to detect plagiarism.⁵⁴

1. First analyzing used *smallseotools.com*. Obtaining several data of the students, the researcher directly inserted the data in *smallseotools.com* to detect the plagiarism. It is one of detector plagiarism online tools which could be utilized to check how many percent of the student writing instruments were detected by plagiarism.
2. Second way used technique finding sources from *google*. The weakness of the software could not detect whole plagiarisms except only the data which had been saved in it. It made the researcher finding sources from *google* to identify other types of plagiarism where had been explained in the chapter II on pages 16-22.

In finding source, here were three techniques in analyzing the data. The followings would be told.

- a. Finding the source through red code which had been detected by the software. It could be seen from the figure 3.3 above. By clicking on the red code the source of the sentence would appear.
- b. Finding the source through copy the footnote which existed on the assignment then paste on *google*.
- c. Copying the paragraph one by one then insert it on I *google* to find the source.

⁵⁴ Debora Waber-wulf. *False Feathers: a Perspective on Academic Plagiarism*. P. 87 & 97.

After the researcher obtained the source, it would be identified more intensively by determining what types of plagiarism that occurred on the assignment

CHAPTER IV

RESULT OF THE STUDY

In this chapter the researcher discussed the result finding of the research about an analysis of using types of plagiarism in seventh semester students' academic writing assignments at English Department at IAIN Langsa. This study was conducted on July 26 to 5 August 2018.

A. Result Finding

At first obtaining the study, the researcher directly inserted the student academic writing assignments in the software of *smallseotools.com* one by one. Part of the assignments had been detected and signed as plagiarism through red code of each phrase in the text.

However, the software was only able to detect copy-paste text which saved in it. Because of this, the software was complicated in detecting other types of plagiarism. Therefore, the researcher implemented second plan, it found types of plagiarism manually by searching the source in the assignments through the internet. The researcher searched the source of each footnote in the text through the internet and copy-paste the paragraph without giving footnote. It purposed to identify the types of plagiarism.

The second plan was a little bit complicated because the researcher inserted one by one paragraph. Moreover, the assignments were established several paragraphs which was about seven pages. Also, there was type of plagiarism which was difficult in finding the source like clause quilts or patch writing plagiarism, this plagiarism is one of kind plagiarism that is easy to detect but it gets difficult in finding the source because the plagiarist pick up and jumble word, phrase, or half sentence partial or not complete either bit or piece of it with or without giving credit from different author.⁵⁵

In addition, structural plagiarism is a type of plagiarism where the plagiarist does plagiarism by taking the text structurally either in using argumentative structure, the source, the footnotes, the experimental setup, or even the research goal. This plagiarism cannot be detected by software because the plagiarist does not give the credit at the same time he uses paraphrase until the work words like origin of his/her own writing.⁵⁶ Conversely, it could be solved by searching source in the internet.

B. Result Analysis

The followings were the explanations of students' assignments of academic writing which detected by several types of plagiarism.

1. Assignment 1

In the first assignment, the researcher found several types of plagiarism. The following was the explanation of it.

⁵⁵ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P. 9.

⁵⁶ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P. 10.

Table. 4.1. Copy-paste & Source Plagiarism

Paragraph 1 & 2	The Original Paragraph in Dyna ⁵⁷
<p>Pronunciation is one of the essential nouns based in an oral form and the basic ability of speaking English as well as other languages. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound.</p> <p>The study of pronunciation has become an important aspect in teaching English as a foreign Language. In learning process, student may face difficulty which is crucial to be described and analyzed. One of them is difficulty in pronouncing English words. Pronunciation has become a dilemma for students.</p>	<p>Pronunciation is one of the essential nouns based in an oral form and the basic ability of speaking English as well as other languages. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound.</p> <p>The study of pronunciation has become an important aspect in teaching English as a foreign Language. In learning process, student may face difficulty which is crucial to be described and analyzed. One of them is difficulty in pronouncing English words. Pronunciation has become a dilemma for students.</p>

The first paragraph in the yellow was the paragraph which was detected as copy-paste plagiarism. Because the plagiarist took the paragraph directly without paraphrasing or giving two quotes in it. It was affirmed by Debora that copy-paste plagiarism is the easiest plagiarism to detect by the system or software because the sequences of characteristics one written with the origin words of the copy is the same. This plagiarism is often practiced by the student because of the internet.⁵⁸ Copy-paste plagiarism was also named with word for word plagiarism as Soelistyo (as cited in Purwani) said that word for word plagiarism is one of plagiarism types where plagiarist plagiarizes the words of other author intact and

⁵⁷Dyna Ariyani. et. al. *Improving Students' Pronunciation by Using Reading Aloud in Junior High School*. 2013. P. 1. <https://media.neliti.com/media/publications/216100-none.pdf>. (accessed August, 1st 2018)

⁵⁸Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.7.

drastically the same words without referencing and acknowledging the source.⁵⁹ Additionally, the paragraph was including in plagiarism of source because the plagiarist did not mention the original source where the plagiarist took it.

Actually, either copy-paste/word for word or source plagiarism was in the one because not mention the source was in the characteristics of plagiarism however Soelistyo separated both of them as Soelistyo classified the types of plagiarism to be four kind. There are word for word plagiarism, plagiarism of source, plagiarism authorship and self plagiarism.⁶⁰

The following was other types of plagiarism which was found in the assignment 1.

Table. 4.2. Pawn Sacrifice & Translation Plagiarism

Paragraph 4	The Original Paragraph in Nafisah ⁶¹
Concise Oxford Learners Dictionary eleventh edition explain if pronunciation is the way in which the word is pronounced ² . It can be concluded that pronunciation is the science of the ways in which words are pronounced or spoken.	Senada dengan itu, Concise Oxford Learners Dictionary eleventh edition menjelaskan bahwa pronunciatin is the way in which the word is pronounced. Dapat disimpulkan bahwa pronunciation adalah ilmu tentang cara-cara bagaimana kata-kata dilafalkan atau diucapkan.

The paragraph on the left one would not be named as plagiarism if the plagiarist mentioned the source correctly in the first part, meanwhile at the second sentence, “It can be concluded that pronunciation is the science of the ways in which words are pronounced or spoken” the plagiarist did not so. This plagiarism

⁵⁹ Istiana Purwani. *Perpustakaan dan Plagiarisme*. Conference Paper. 2013. 8.

⁶⁰ Istiana Purwani. *Perpustakaan dan Plagiarisme*. Conference paper. P. 8-9.

⁶¹ Nafisah Endahati. *Peningkatan Kemampuan Pronunciation Mahasiswa Kelas A1 Semester I Program Studi Pendidikan Bahasa Inggris FKIP UPY TA 2013/2014 Melalui Pendekatan Audiolingual*. Article. 2017. P. 3. [http:// repository. upy. Ac .id/445/1/ template%20artikel%20penelitian%20Nafisah%20Endahati. pdf](http://repository.upy.ac.id/445/1/template%20artikel%20penelitian%20Nafisah%20Endahati.pdf). (accessed August, 1st 2018)

was called as pawn sacrifice because the plagiarist only gave footnote in part of paragraph however not in other part of the paragraph (or only at bibliography) by changing the words.⁶² Changing the words was seen through translating from Indonesian into English. Because of translating, this plagiarism also belonged to translation or inter-language plagiarism.

Table. 4.3. Copy-paste & Pawn Sacrifice Plagiarism

Paragraph 5	The original text in Riswanto & Endang H ⁶³
<p>Kenworthy stated: “there are six factors that influence learner’s pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation.”³ The researcher found that some problems, why Indonesian’s people difficult to speak english. Because english is not native language Indonesian’s people. So, like factors above very infulence to Indonesian’s people how their pronunciation. There are about five local languages in south Bengkulu, Indonesia. That is why it is difficult to teach pronunciation because the students are varied and they are all influenced by their own mother tongues. Consequently, almost of students at Senior High School students 07 South Bengkulu have difficulties in pronouncing English words. Therefore, it needs appropriate technique in teaching pronunciation</p>	<p>There are six factors that influence learners’ pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy:1987). There are about five local languages in south Bengkulu, Indonesia. That is why it is difficult to teach pronunciation because the students are varied and they are all influenced by their own mother tongues. Consequently, almost of students at Senior High School students 07 South Bengkulu have difficulties in pronouncing English words. Therefore, it needs appropriate technique in teaching pronunciation.</p>

⁶² Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.10.

⁶³ Riswanto & Haryanto, E. *Improving Students’ Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia*. International Journal of Humanities and Social Science, 2 (21), 82-87. 2012. P. 82. http://docplayer.net/22325026-Improving-students-pronunciation-through-communicative-drilling-technique-at-senior-high-school-sma-07-south-bengkulu-indonesia.html#download_tab_content. (accessed August, 1st 2018)

Combining two types of plagiarism or more than it was told by Debora which was named with other dimension. The other dimension is kind of plagiarism that can be combined by the plagiarist, for example shake & past with translation or clause quilt of self-plagiarisms. Taking the material from one source at the same time the plagiarist uses reference from other source is also plagiarism.⁶⁴

The paragraph on the left was actually taken from the same source either which was given footnote or not however the plagiarist only mentioned the source that was taken by the original writer from Kenworthy and not at other part of the paragraph. At the same time, the plagiarist also did not paraphrase the paragraph. Therefore, the paragraph which was in yellow color was detected as plagiarism of other dimension that was combining from copy-paste and pawn sacrifice.

2. Assignment 2

Table. 4.4. Authorship/totally Plagiarism

Paragraph 1-6	The Original Work in Erna W ⁶⁵
English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to	English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to

⁶⁴ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.13.

⁶⁵ Erna Watiningsih. *The Effectiveness of Using Bingo Game in Teaching Vocabulary of the Eighth Grade Students at the SMP N 15 Purworejo in The Academic Year 2016/2017*. Thesis: English Education Program of Purworejo Muhammadiyah University. 2017. P.1-3. <http://repository.umpwr.ac.id:8080/bitstream/handle/123456789/1224/132120052-Erna%20Watiningsih.pdf?sequence=1&isAllowed=y>. (accessed August, 1st 2018)

gain broader knowledge, information, and technology.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Vocabulary is one of English communication that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.¹ In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on the observation that conducted in SMAN 5 Langsa, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually

gain broader knowledge, information, and technology.

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Based on the observation that conducted in SMP N 15 Purworejo, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually

used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (*Lembar Kerja Siswa*), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

Those problems must be solved because it can be difficult for students to continue for the next level or grade. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class.

Based on the phenomena above, the researcher tries to find the effective solution to improve the students' vocabulary by using Bingo Game in the teaching learning process. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons why I choose Bingo Game as the media to improve their vocabulary mastery. First, Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, Bingo Game can

used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They are lazy to memorize the unfamiliar words that they heard or read in the text. They have difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (*Lembar Kerja Siswa*), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

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<p>help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it.</p> <p>Based on the problems and the potentials of Bingo Game in improving students' vocabulary mastery, the researcher intended to improve the students' vocabulary mastery through Bingo Game. Therefore, this study was important for SMAN 5 Langsa in order to improve the students' vocabulary mastery in the teaching and learning process.</p>	<p>joyful learning. Fourth, Bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected withit.</p> <p>Bingo vocabulary game will help students in understanding. Students will not think that vocabulary is difficult lesson. It is also make students motivated in learning vocabulary. Therefore, the use of bingo vocabulary game will help students in mastering vocabulary.</p>
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The second assignment was almost 100 % detected by plagiarism. It was recognized with authorship plagiarism because the plagiarist consciously admits and acknowledges the other work as his own work.⁶⁶ Because of that, the researcher argued that each word was the same and not differing and changing in it. It was only the location of the study which had been changed.

Furthermore, the researcher also disputed that the second assignment was including in totally plagiarism as be said by Andreas that the total plagiarism is the act of plagiarism by a writer that was done through plagiarizing or stealing the work of others entirely and claiming as his own work.⁶⁷

3. Assignment 3

Table. 4.5. Copy-paste & Pawn Sacrifice Plagiarism

Paragraph 1	The Original Paragraph from the Website Below
<p>Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every</p>	<p>Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every</p>

⁶⁶ Purwani Istiana. *Perpustakaan dan Plagiarisme*. P. 9.

⁶⁷ Andreas Lako. *Plagiarisme Akademik*.

<p>individual in making a good relationship with others. Through language people can represent their opinions, ideas and feelings to each other As H. Brown Douglas stated that language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.¹ It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language).</p>	<p>individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other. As H. Brown Douglas (2005:5) says “language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.” It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language). http://repository.usu.ac.id/bitstream/handle/123456789/64571/Chapter%20I.pdf;jsessionid=C7006E36A7C8379D0649DEDD5719796B?sequence=5</p>
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The above paragraph in yellow one was also copy-paste and pawn sacrifice plagiarism because the plagiarist did copy-paste directly the paragraph from one source without paraphrasing. Also, the plagiarist placed fake footnote in the paragraph whereas the paragraph was taken in one source nevertheless the plagiarist made it to be two parts, at the first part of paragraph the plagiarist gave footnote in Douglas and at the last part paragraph did not, its characteristics defined as pawn sacrifice plagiarism.

Table. 4.6. Translation & Source Plagiarism

Paragraph 2	The Original Paragraph from the Website below
<p>English ordinarily thought as a second language or as a foreign language. In indonesia, English is one of the important thing that be requires, which is must be equipt by the person who want to work in other</p>	<p>Bagi orang-orang Indonesia, baik yang hendak belajar atau bekerja di dalam maupun di luar negeri, bahasa Inggris menjadi salah satu persyaratan yang mutlak harus dipenuhi. Meningkatnya jumlah penutur bahasa Inggris, menurut Wijana (1995: 1), dipengaruhi oleh</p>

<p>country or the students who want to study in over sea. Wijana said that: there are three factors that influence the increasing of English as a speech. The first is, the widespread deployment of English language in English-speaking countries or former British colonies that even today continue to use English as the first language or as second language after independence. The second is, there are many imigrant who have english as their first language in the world such as USA, Australia and Selandia and etc. The third is the increasing of person awareness of English as the language of business.</p>	<p>tiga faktor utama, yaitu:</p> <ol style="list-style-type: none"> 1) Penyebaran penggunaan bahasa Inggris yang luas di negara-negara berbahasa Inggris atau bekas jajahan Inggris yang bahkan sampai sekarang terus menggunakan bahasa Inggris sebagai bahasa utama atau B2 utama setelah kemerdekaan. 2) Imigrasi sejumlah besar penduduk yang berbahasa Inggris ke berbagai belahan dunia, seperti Amerika Utara, Australia, Selandia Baru, dan sebagainya. 3) Meningkatnya kesadaran di beberapa negara di mana bahasa Inggris memainkan peran yang semakin penting sebagai bahasa bisnis dan perdagangan, bahasa komunikasi internasional, dan bahasa untuk tujuan-tujuan lain. <p>http://etd.repository.ugm.ac.id/index.php?mod=download&sub=DownloadFile&act=view&typ=html&id=83599&ftyp=potongan&potongan=S2-2015-353434-chapter1.pdf</p>
--	---

The paragraph on the left table was considered as plagiarism because it has less citing the footnote. It was suitable to what Soelistyo (as cited in Purwani) told that Source plagiarism is one kind of plagiarisms where plagiarist does not indicate the source of references (idea and thought) clearly and completely.⁶⁸ Moreover, the paragraph was also in translation plagiarism because taking the source with translating without paraphrasing, it could be seen from the first and the second point in dividing the factors that can influence improving or increasing in English speech.

⁶⁸ Purwani Istiana. *Perpustakaan dan Plagiarisme*. Conference paper. P.9.

Table. 4.7. Copy-paste & Source Plagiarism

Paragraph 3	The Original Paragraph from the Website below
<p>In learning English, there are four basic skills that should be mastered by the students : listening, speaking, reading, and writing. Besides the four language skills, the students have capability in language components such as grammar, pronunciation, and vocabulary.</p>	<p>In learning English, there are four basic skills that should be mastered by the students: listening, speaking, reading and writing. Besides the four languages skill, the students have capability in language components such as grammar, pronunciation, and vocabulary. http://repository.usu.ac.id/bitstream/handle/123456789/64571/Chapter%20I.pdf;jsessionid=C7006E36A7C8379D0649DEDD5719796B?sequence=5.</p>

The paragraph above was copy-paste and source plagiarism. The plagiarist took the part paragraph of the source word for word without paraphrasing and giving the footnote.

Table. 4.8. Cut & Slide Plagiarism

Paragraph 4 & 5	The Original Paragraph from the Website below
<p>Grammar is an important element to be learn in learning a language. It plays an important role in improving our skill in English. Through learning of grammar the students will know system of language so they will be able to combine and build words into meaningful sentence. As Penny Ur stated in her book A Course in Language Teaching Practice and Theory,” Grammar can be defined as words put together to make correct sentences”.³ It does not only affect how the units of words are combined in order to make correct sentence but also affects their meaning.</p> <p>It can be solve from the statements above, it is no suspicion that by mastering grammar, the students will have a way to be able to</p>	<p>Grammar is an important element to be learnt in learning language. Grammar is an aspect which becomes most difficult to learn in English. It plays an important role in improving our skill in English. It is a very basic knowledge and an important tool for students to master English. Through learning of grammar the students will know system of language so they will be able to combine and build words into meaningful sentence.</p> <p>As Penny Ur (1996:75) states in her book A Course in Language Teaching Practice and Theory, “Grammar can be defined as words put together to make correct sentences”. It does not only affect how the units of words are combined in order to make correct sentence but also affects their meaning. It can be concluded from the statements above, it is no doubt that by mastering grammar, the students will have a way to be able to speak, to</p>

<p>speak, to read, and to write English correctly. Finally the students can create a good communication and interaction in English language actively both oral and written English between each other.</p>	<p>read, and to write English correctly. Finally the students can create a good communication and interaction in English language actively both oral and written English between each other.</p> <p>http://repository.usu.ac.id/bitstream/handle/123456789/64571/Chapter%20I.pdf;jsessionid=C7006E36A7C8379D0649DEDD5719796B?sequence=5.</p>
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Both the paragraphs above were taken from the same source however the plagiarist only given one footnote in defining grammar from Penny Ur. Also, the paragraph had been stolen directly without changing the words. These characteristics were cut & slide plagiarism as Debora told that cut & slide is almost the same with pawn sacrifice. However the different with unmodified the words, he takes it directly from several sources or not. At the same time, he just gives footnote in part of paragraph however not in other part of the paragraph (or only at bibliography).⁶⁹

4. Assignment 4

Table. 4.9. Copy-paste & Source Plagiarism

Paragraph 3	The Original Parts of Paragraph in Julia ⁷⁰
<p>Listening is a complex process that involves far more than our ears. To listen well, we rely on our ears, minds, and hearts. Listening is far more complex than physically receiving messages. Listening has psychological and cognitive dimensions or physically receiving messages, does not. We can describe hearing as an active and compound process that can take notice, receive</p>	<p>Listening is a complex process that involves far more than our ears. To listen well, we rely on our ears, minds, and hearts. Although we often use the words listening and hearing as if they were synonyms, actually they are different. Hearing is a physiological activity that occurs when sound waves hit our eardrums. People who are deaf or hearing-impaired receive messages</p>

⁶⁹ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.12.

⁷⁰ Julia T. Wood. *Interpersonal Communication: Everyday Encounter, sixth Edition*. (Canada: Wadsworth Cengage Learning, 2013). P. 147.

<p>messages physically, select and organize messages, understand messages that respond and remember.¹</p>	<p>visually through lipreading or sign language.</p> <p>Listening is far more complex than hearing or otherwise physically receiving messages. Listening has psychological and cognitive dimensions that mere hearing, or physically receiving messages, does not. The multifaceted aspects of listening are reflected in the Chinese character shown in Figure 6.1, which includes the symbols for the eyes, ears, and heart. We can define listening as an active, complex process that consists of being mindful; hearing, selecting and organizing information; interpreting communication; responding; and remembering.</p>
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The part of paragraph above was lost footnote and two quotes. The plagiarist combined two paragraphs from original source then made it in one without modifying the words. It was called with copy-paste and source plagiarism.

Table. 4.10. Disguised Plagiarism

Paragraph 3	The original Parts of Paragraph in Julia ⁷¹
<p>We can describe hearing as an active and compound process that can take notice, receive messages physically, select and organize messages, understand messages that respond and remember.¹</p>	<p>The multifaceted aspects of listening are reflected in the Chinese character shown in Figure 6.1, which includes the symbols for the eyes, ears, and heart. We can define listening as an active, complex process that consists of being mindful; hearing, selecting and organizing information; interpreting communication; responding; and remembering.</p>

⁷¹ Julia T. Wood. *Interpersonal Communication: Everyday Encounter, Sixth Edition*. P. 147.

The piece of paragraph on the left table was the last paragraph 3 of the assignment 4. The plagiarist given footnote in the sentence but several words of the sentence had been changed for example like verb of *define* changed with *describe*, *listening* with *hearing*, *complex* with *compound* and *selecting* with *select*. For more clearly explanation, it can be seen in the right table the word in the red one. About switching the words without changing the construction was disguised plagiarism, it had been told by Debora that disguised plagiarism is plagiarism which was done by inserting, deleting, changing, adding or switching a word or a phrase by using synonym from thesaurus without changing the construction of the text can be also named plagiarism because disguising form still exists in this written.⁷²

Table. 4.11. Cut & Slide Plagiarism

Paragraph 6 & 7	The original paragraph in Denham., et. all ⁷³
<p>Slang words or phrases are typically very informal, and they are usually restricted to a particular group typically teens and young adults as a marker of in group. Slang is also characterized by having a fairly short life most slang words do not last more than a generation. Slang is a features most of languages and is an indicator of the ways in which languages adapts for the purposes of those who use it. Slang can be distinguished from jargon. Jargon is also words or phrases used by a particular group, but jargon is not as informal, rather, it is associated with particular profession, trades, sports, occupations, games and so on.</p>	<p>Let's explore the concept of slang in a bit more depth. Slang words or phrases are typically very informal, and they are usually restricted to a particular group-typically teens and young adults-as a marker of in-group status. Most are not new words but existing words that have acquired new meanings for some group. Slang is also characterized by having a fairly short life most slang words do not last more than a generation. And those that do stick around soon cease to be slang; some former slang words include <i>dwindle</i>, <i>mob</i>, <i>hubbub</i>, and <i>rowdy</i>. There are a few exceptions: words that still are</p>

⁷² Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.8.

⁷³ Denham, et. all. *Linguistic For Everyone : An Introduction*. Sixth Edition. (Canada: Wadsworth Cengage Learning, 2012). P. 192.

<p>Slang should also not be confused with style or register. We all have different ways of speaking formally and informally, though these styles can vary a great deal across speech groups. Slang should be distinguished from a taboo word.³</p>	<p>informal and colorful but are used by multiple groups and generations. <i>Cool</i> is one. Can you think of other words that still seem to be slang but are used by, say, you, and your parents are maybe even your grandparents? While particular terms are sometimes view unfavorably by those who do not use them, slang is a features most of languages and is an indicator of the ways in which languages adapts for the purposes of those who use it. As Gilbirt Keith Chesterton wrote way back in 1902, “the one stream of poetry which is continually flowing is slang.” Slang can be distinguished from jargon. Jargon is also words or phrases used by a particular group, but jargon is not as informal, rather, it is associated with particular profession, trades, sports, occupations, games and so on. (First paragraph from page 192)</p> <p>Slang should also not be confused with style or register. We all have different ways of speaking formally and informally, though these styles can vary a great deal across speech groups. (Second paragraph from page 192)</p> <p>Slang should be distinguished from a taboo word.</p>
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The paragraph on the left table was detected by cut and slide plagiarism because both paragraphs above were taken in the same source however the plagiarist only cited at seventh paragraph. Furthermore, it was taken directly from different paragraph in original source and made it to be in the one. It was clear by looking on the right table in red color.

5. Assignments 5

Table. 4.12. Disguised Plagiarism.

Paragraph 2	The Original Paragraph in Maria., et. all ⁷⁴
<p>The teachers are the most important figure in education. The good way of teaching is a very personal way of the teacher. Effective teaching is concerned with the student as a person and with his general improvement. The teacher should distinguish individual the differences among his/her students and adjust instructions that best suit to the learners. It is a fact that as educators, we play the important roles in the classroom. Teachers must be consider that the light in the classroom. We are entrusted with so many general responsibilities that range from the very simple to most complex and very challenging for jobs. Everyday, we confront them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so we as teacher should motivated the learners in the classroom. When students are motivated, then learning will easily to take place. However, motivating students to learn requires a very important role on the part of the teacher. It requires a variety kind of teaching styles or techniques have to find out what students' interests. Some students seem the enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. Erickson states that "Effective learning in the classroom depends on the teacher's ability to keep the interest that brought students</p>	<p>The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Everyday we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead</p>

⁷⁴ Maria., et. all. *The Effect of the Teacher's Teaching Style on Students' Motivation Action Research*. NYU STEINGARDT: Department Teaching & Learning. <https://steinhardt.nyu.edu/teachlearn/research/action/motivation>. (accessed August, 1 2018)

<p>to the course in the first place.” Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges. Teachers must recognize the differences and subtly in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas.²</p>	<p>children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978). Not all students are motivated by the students are motivated by the approval of others or by overcoming challenges.</p> <p>Teachers must same values, needs, desires and wants. Some recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students.</p>
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The paragraph on the left table was given footnote but almost all words in it were similar with the original one (on the right table). It had only changed several words for example like *should* with *must*, *recognize* with *distinguish*, *must be* with *are*, *confront* with *encounter* and for the next it could be seen in the red color in both columns. Also, inserting some words in the paragraph like adding determiner *the* at third sentence, adding subject *we* at ninth sentence, and so forth.

The features above showed that the paragraph was detected by disguised plagiarism.

Table. 4. 13. Copy-paste & source Plagiarism

Paragraph 3 & 4	The Original Paragraphs from the Website Below
<p>The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Everyday, we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by</p>	<p>The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Everyday we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their</p>

<p>the approval of others or by overcoming challenges.</p> <p>Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas.</p>	<p>instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978). Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges.</p> <p>Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students. https://steinhardt.nyu.edu/teachlearn/research/action/motivation</p>
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The paragraph 3 and 4 had been detected by copy-paste and source plagiarism because each word was taken directly without paraphrasing and also the correct source or footnote did not be given.

Table. 4.14. Copy-paste Plagiarism

Paragraph 6	The Original Text in Maghsood., et. all ⁷⁵
<p>The teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences between the students, include students in</p>	<p>The teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences between the students, include students in</p>

⁷⁵Maghsood, A., et. all. *The effect of teacher's teaching style on students' adjustment*. Procedia Social and Behavioral Sciences. 2011. P. 1393. https://www.researchgate.net/publication/251713701_The_effect_of_teacher%27s_teaching_style_on_students%27_adjustment/fulltext/54bc530cf253b50e2d4d9e/251713701_The_effect_of_teacher%27s_teaching_style_on_students%27_adjustment.pdf?origin=publication_detail. (accessed on July 27, 2018)

the decision-making, and acknowledge students' developmental, personal and relational needs) produced a lot of motivation in their students than those who used a little of such practices. ³	the decision-making, and acknowledge students' developmental, personal and relational needs) produced a lot of motivation in their students than those who used a little of such practices (Daniels & Perry, 2003; Perry & Weinstein, 1998)
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The paragraph was absolutely given footnote however it was lost two quotes. Giving two quotes had been one ways to avoid plagiarism as Hengki explained in the first point the way how to prevent plagiarism which contents using two quotes, if it was taken direct in one sentence, by mentioning the source. One thing the writer should avoid is quoting from blog or web by copy-paste without having the main source book.⁷⁶ Furthermore, the paragraph in yellow one was taken originally without modifying where it could be looked in original paragraph (on the right table). Because of that, the paragraph was copy-paste plagiarism.

6. Assignment 6

Table. 4.15. Source Plagiarism.

Paragraph 3
As Harold laswell puts it: the success of a communication is determined by the five factors of communicators, messages, media, communicants, and feedback. The five elements are interrelated and influential. feedback as a concept is an important part of teaching and learning.

The plagiarist did not mention the correct footnote where was taken it. Meanwhile, there was the one of expert opinion. Because of that, the paragraph above was included in source plagiarism.

⁷⁶ Henki. *Plagiarisme dalam Penelitian*. P. 89.

Table. 4.16. Cut & Slide Plagiarism

Paragraph 4	The Original Paragraph in Rahman, M F ⁷⁷
<p>Feedback had also been considered as one of the very important pedagogical practices from educational perspectives. Studies conducted in different time periods provided the testimony of the importance of feedback in the Teaching-Learning Process. Ovanda found that feedback had been emergent in the literature as a means to facilitate both the learning process and teaching performance.⁴The context of constructive, systematic feedback include evaluation as an important element in the process of decision making for teaching. Later on Hattie and Timperley argued that feedback was one of the most powerful influences on learning and achievement.⁵ Feedback can either be positive or negative and may serve not only to show learns how well they have performed but also to motivate them and build a supportive classroom climate.</p>	<p>Assessments are important in teaching and learning because they allow teachers to provide more effective instructions and to establish a basis for evaluating achievement (Hollowell, 2011). Like assessment on the other hand, feedback had also been considered as one of the very important pedagogical practices from educational perspectives. Studies conducted in different time periods provided the testimony of the importance of feedback in the teaching-learning process. Ovanda (1992) found that feedback had been emerged in the literature as a means to facilitate both the learning process and teaching performance. The context of constructive, systematic feedback included evaluation as an important element in the process of decision making for teaching. Assessment and feedback help teachers to check the current status of their students' language ability through which they can know what the students know and what the students do not know. It also gives chances to students to participate in modifying or re-planning the upcoming classes (Bachman & Palmer, 1996). Later on Hattie & Timperley (2007) argued that feedback was one of the most powerful influences on learning and achievement. In a more recent study Akter, (2010) had proved that giving feedback to learners on their performance was an important aspect of effective teaching. Feedback can either be</p>

⁷⁷ Rahman, M F., et. all. *Assessment and Feedback Practices in the English Language Classroom*. Journal of NELTA, 16(1-2), 97-106. 2009. P.98. [https:// www. nepjol. info/index.php/NELTA/article/download/6133/5030](https://www.nepjol.info/index.php/NELTA/article/download/6133/5030) (accessed on July 29, 2018).

	positive or negative and may serve not only to show learners how well they have performed but also to motivate them and build a supportive classroom climate.
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The paragraph above on the left table was taken in one source however the plagiarist gave the footnote by taking in note of the original source then the fake paragraph did not modify or paraphrase. These characteristics were cut and slide plagiarism because the plagiarist took one source with unmodified the word, he took it directly from several sources or not, at the same time he just gave footnote in part of paragraph however not in other part of the paragraph (or only at bibliography).⁷⁸

Table. 4.17. Pawn Sacrifice Plagiarism

Paragraph 5	The Original Paragraph in Maharani & Widhiasih ⁷⁹
To create a conducive learning, feedback on every student's skill is required. According to the parson as stated in the Sawitri, feedback is useful for improving student achievement in language learning. ⁶ Feedback must be comprehensive, useful and in accordance with what students have been through. A lecturer should have a strong foundation of speech performance or words to students who aim to keep students motivated to learn a English language. For students, feedback is useful for helping students through self-evaluation. Feedback is also essential for ongoing self-verification, elaboration and student	Untuk menciptakan pembelajaran bahasa asing yang kondusif, diperlukan umpan balik terhadap kegiatan yang dilakukan setiap siswa. Menurut Parson (1999) seperti yang tercantum di Sawitri (2007), umpan balik bermanfaat untuk meningkatkan prestasi siswa dalam belajar bahasa. Umpan balik atau dalam bahasa Inggris disebut <i>feedback</i> harus bersifat komprehensif, berguna dan sesuai dengan apa yang telah dilakukan siswa. Seorang guru hendaknya memiliki fondasi yang kuat tentang kinerja ujaran atau kata-kata terhadap siswa yang bertujuan untuk tetap memotivasi siswa belajar sebuah bahasa asing. Bagi siswa,

⁷⁸ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.12.

⁷⁹ Maharani & Widhiasih. *Respon Siswa terhadap Umpan Balik Guru saat Pelajaran Bahasa Inggris di SD Saraswati 5 Denpasar*. Jurnal Bakti Saraswati. 05(02), 88-92. 2016. P. 89. <http://eproceeding.undiksha.ac.id/index.php/senari/article/download/843/600/>. (accessed on July 29, 2018).

self-development.	umpan balik berguna untuk membantu siswa mengidentifikasi kelemahan dan kekuatan diri yang tidak bisa diketahui oleh siswa melalui evaluasi diri. Umpan balik juga merupakan sumber informasi yang penting untuk verifikasi, elaborasi dan pengembangan diri siswa secara berkelanjutan.
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Changing the words by translating and citing only at second sentence not at the last paragraph whereas each word taken in the same source were the characteristics of pawn sacrifice plagiarism as told by Debora, in her book that pawn sacrifice is kind of plagiarisms where the plagiarist only gave footnote in part of paragraph however not in other part of the paragraph (or only at bibliography) by changing the words.⁸⁰ The example of this plagiarism had been explained on page 27.

Table. 4.18. Pawn Sacrifice Plagiarism

Paragraph 6	The Original Paragraph in Maharani & Widhiasih ⁸¹
<p>At the university level, especially in speaking requires appropriate target feedback. Providing the right feedback will make the impression of a pleasant and positive speaking subject. This is based on the reality that speaking is one skill that is difficult to master, so they are reluctant to communicate using English. One reason is the lecturer feedback is less precise, so that students are afraid and embarrassed to communicate using the English language. Oliver in Pattan stated that the way the teacher corrects language</p>	<p>Salah satu penyebabnya adalah umpan balik guru kurang tepat sehingga membuat siswa takut dan membenci bahasa Inggris. Oliver (2003) dalam Pattan (2010) menyatakan bahwa cara guru mengoreksi pemakaian bahasa mempengaruhi modifikasi verbal siswa. Dalam artian, setiap detail komentar atau umpan balik yang diutarakan guru akan mempengaruhi siswa. Sebaiknya umpan balik diberikan ke konten dan tidak fokus pada tata bahasa dan struktur dari bahasa asing tersebut.</p>

⁸⁰ Debora Waber-wulff. *False Feathers: a Prespective on Academic Plagiarism*. P.10.

⁸¹ Maharani & Widhiasih. *Respon Siswa terhadap Umpan Balik Guru saat Pelajaran Bahasa Inggris di SD Saraswati 5 Denpasar*. Jurnal Bakti Saraswati. P. 90.

usage affects the student's verbal modification. ⁷ In the sense that every detail of the comments or feedback the lecturer expressed will affect the student.	
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The plagiarist only gave the footnote on fifth sentence, whereas either fourth or sixth sentence was the sentence that taken in the same source. Therefore, the paragraph was pawn sacrifice plagiarism because the plagiarist lost footnote at one part and the plagiarist also changed the original word by translating.

7. Assignment 7

Table. 4.19. Copy-paste & Source Plagiarism

Paragraph 7 & 8	The original Paragraph in Maya R ⁸²
Language shift is the process by which a speech community in a contact situation (i.e. consisting of bilingual speakers) gradually stops using one of its two languages in favor of the other. The eventually favored language is almost without exception that of the majority or dominant linguistic group; in most countries over the past century this has two tended to mean the language of the current or former colonial power. If the disfavored language is one that has as its last speakers the members of the community in question, then the language faces endangerment and eventually, language death. The topic of language endangerment and death has recently become of interest to linguists, after dire predictions of the large number of languages that are anticipated to be lost in the next century, and work on the topic has been accelerated as have efforts to	Language shift is the process by which a speech community in a contact situation (i.e. consisting of bilingual speakers) gradually stops using one of its two languages in favor of the other. The eventually favored language is almost without exception that of the majority or dominant linguistic group; in most countries over the past century this has tended to mean the language of the current or former colonial power. If the disfavored language is one that has as its last speakers the members of the community in question, then the language faces endangerment and eventually, language death. The topic of language endangerment and death has recently become of interest to linguists, after dire predictions of the large number of languages that are anticipated to be lost in the next century, and work on the topic has been accelerated (Grenoble & Whaley

⁸² Maya Ravindranath. *Language Shift and Speech Community: Sociolinguistic Change in Garifuna Community in Belizu*. The Dissertation of University of Pennsylvania. P. 1-2.

<p>reverse the process of language shift. There are, however, very few examples where language maintenance or language revitalization efforts can be thought to have been completely successful. Once the process of language shift has started and language loss is imminent, there is little chance that the language will ever again be spoken as the first and primary language of any community.</p> <p>The goal of this thesis is to examine a multilingual speech community where language shift to the dominant national language has not yet occurred.</p>	<p>1996) as have efforts to reverse the process of language shift. There are, however, very few examples where language maintenance or language revitalization efforts can be thought to have been completely successful. Once the process of language shift has started and language loss is imminent, there is little chance that the language will ever again be spoken as the first and primary language of any community.</p> <p>The goal of this thesis is to examine a multilingual speech community where language shift to the dominant national language has not yet occurred. The speech community in Hopkins, Belize, where most speakers are bilingual in Garifuna and Belizean Creole (also known as Bileez Kriol), offers a unique opportunity to look at language shift from a much earlier point than has generally been possible, for the obvious reason that it is usually impossible to predict language shift before it happen.....</p>
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The paragraph on the left table (plagiarized) and paragraph on the right table (original) above were almost the same. The similar both the paragraph defined that it was in the copy-paste plagiarism. Because, the plagiarist took the paragraph word for word without paraphrasing. Also, it eliminated footnote of original source, because of that the paragraph was also called with source plagiarism.

8. Assignment 8

Table. 4.20. Source Plagiarism

Paragraph 5
<p>Since the mid-1960s, Indonesians used the English word to borrow, even today Indonesians have used western lending such as science, technology, business and economics. According to Weinrich, Indonesians use the word borrowing because they realize that the Indonesian language has semantic differences contained in the English language. Therefore, Indonesians use English to express the same meaning as English.</p>

The second sentence had eliminated footnote whereas that was the argument of the expert. Therefore, it was detected by source plagiarism.

Table. 4.21. Word Switch Plagiarism

Paragraph 7	The Original Paragraph in Olussianya⁸³
<p>Borrowing is a very important resource for developing language vocabulary and terminology. The literature on the loan points to various ways as "borrowing", "adoption", "loaning" etc. and limits the term to situations in which a particular language includes its lexicon words from another language or dialect of that language.²</p>	<p>Borrowing is a very important source of developing the vocabularies and terminologies of a language. Existing literatures on borrowing designate it variously as "borrowing", "adoption", "loaning" etc and restrict the term to a situation whereby a particular language incorporates in its lexicon words from another language or dialect of that language. For instance, Greenberg (1957: 69), as cited by Abdul (1987: 87) defines borrowing as "the acceptance in one language of a form, in both its sound and its meaning aspects, from another language; though usually with both phonetic and semantic modifications". Abdul (1987: 87) refers to words or items involved in the process as borrowings, loanwords, loanforms, loans, or adoption.</p>

⁸³Olusanya E. komolafe. *Borrowing Devices in Yorùbá Terminography*. International Journal of Humanities and Social Science, 4(8), 49-55. 2014. P.49. [http:// www. ijhssnet.c om/journals/Vol 4 No 8 June 2014/6.pdf](http://www.ijhssnet.com/journals/Vol_4_No_8_June_2014/6.pdf). (accessed on July 16, 2018)

The paragraph on the left table was absolutely given footnote but lost two quotes then the paragraph was almost the same with the original one, the plagiarist only switched several words such as *resource* with *source*, *for* with *of*, *in which* with *whereby*, *the* with *existing*, *limits* with *restrict* and *includes* with *incorporates*. Also the plagiarist replaced the construction of the sentence for example like “Borrowing is a very important *resource for* developing *language vocabulary and terminology* (plagiarized)” with “Borrowing is a very important *source of* developing *the vocabularies and terminologies of a language* (original)” and “*the literature on the loan points to various ways* changing words and construction as “borrowing”, “adoption”, “loaning” etc” with “*existing literatures on borrowing designate it variously* as “borrowing”, “adoption”, “loaning” etc”

Based on the features above the paragraph was identified word switch plagiarism. This plagiarism was told clearly by Adik W, word switch plagiarism is word switch plagiarism is kind of plagiarism where the writer takes and cites a piece of other written either in word, sentence or in paragraph form by replacing and switching several words or sentences (with/without acknowledging the sources of the author).⁸⁴

Table. 4.22. Copy-paste & Source Plagiarism

Paragraph 8	The Original Paragraphs from the Website Below
Borrowing is a very important source of developing the vocabularies and terminologies of a language. Existing literatures on borrowing designate it variously as	Borrowing is a very important source of developing the vocabularies and terminologies of a language. Existing literatures on borrowing designate it variously as “borrowing”, “adoption”,

⁸⁴ Adik Wibowo. *Preventing and Solving Plagiarism in Educational Institutions*. P. 197.

<p>“borrowing”, “adoption”, “loaning” etc and restrict the term to a situation whereby a particular language incorporates in its lexicon words from another language or dialect of that language.</p>	<p>“loaning” etc and restrict the term to a situation whereby a particular language incorporates in its lexicon words from another language or dialect of that language. For instance, Greenberg (1957:69), as cited by Abdul (1987: 87) defines borrowing as “the acceptance in one language of a form, in both its sound and its meaning aspects, from another language; though usually with both phonetic and semantic modifications”. Abdul (1987: 87) refers to words or items involved in the process as borrowings, loanwords, loanforms, loans, or adoption. https://www.scribd.com/document/343050677/Yoruba-Borrowing-Devices-Terminography</p>
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The paragraph on the left table had been detected by copy-paste and source plagiarism because the plagiarist did not mention the source also it had been taken word for word.

9. Assignment 12

Table. 4.23. Copy-paste & Source Plagiarism

Paragraph 1	The Original Paragraphs from the Website Below
<p>Scientists are now beginning to tease out the effects of all this electronic engagement. Too much screen time may be linked to an increased incidence of risky behaviors, and more social network activity seems to correspond to mood problems among teens. But there's good news, too. Moderate computer use may be associated with the development of some cognitive and social skills. The more hours teenagers spend using a computer or watching TV, the weaker their emotional bonds with their parents, reports a study of more than 3,000 adolescents published in the <i>Archives of Pediatrics & Adolescent Medicine</i>. On the other hand, teens who spent more time reading and doing homework reported</p>	<p>Scientists are now beginning to tease out the effects of all this electronic engagement. Too much screen time may be linked to an increased incidence of risky behaviors, and more social network activity seems to correspond to mood problems among teens. But there's good news, too. Moderate computer use may be associated with the development of some cognitive and social skills. Here, a closer look at the cons and then the pros of screen time: The more hours teenagers spend using a computer or watching TV, the weaker their emotional bonds with their parents, reports a study of more than 3,000 adolescents published in the <i>Archives of Pediatrics & Adolescent Medicine</i>. On the</p>

<p>feeling closer to their moms and dads. "Strong attachment to parents" a bond of understanding, trust, and affection "is protective against poor psychological health and participation in risky health behaviors," the study's authors note, so "concern about high levels of screen time is warranted.</p>	<p>other hand, teens who spent more time reading and doing homework reported feeling closer to their moms and dads. "Strong attachment to parents" — a bond of understanding, trust, and affection — "is protective against poor psychological health and participation in risky health behaviors," the study's authors note, so "concern about high levels of screen time is warranted." https://www.goodhousekeeping.com/life/parenting/tips/a19226/children-overuse-electronics-technology/</p>
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Copy-paste and source plagiarism were found on this paragraph. The reason were because the plagiarist eliminated the footnote and took the word originally without paraphrasing.

Table. 4.24. Copy-paste & Source Plagiarism

Paragraph 2, 3 & 4	The Original Paragraphs from the Website Below
<p>Television can be a powerful teacher. Watching <i>Sesame Street</i> is an example of how toddlers can learn valuable lessons about racial harmony, cooperation, kindness, simple arithmetic and the alphabet through an educational television format. Some public television programs stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful prosocial teaching devices. In some disadvantaged settings, healthy television habits may actually be a beneficial teaching tool .Still, watching television takes time away from reading and schoolwork. More</p>	<p>Television can be a powerful teacher (Wright JC). Watching <i>Sesame Street</i> is an example of how toddlers can learn valuable lessons about racial harmony, cooperation, kindness, simple arithmetic and the alphabet through an educational television format. Some public television programs stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful prosocial teaching devices. The educational value of <i>Sesame Street</i> has been shown to improve the reading and learning skills of</p>

recent and well-controlled studies show that even 1 h to 2 h of daily unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading.

Today, television has become a leading sex educator in Canada. Between 1976 and 1996, there has been a 270% increase in sexual interactions during the family hour of 2000 hours to 2100 hours. Television exposes children to adult sexual behaviours in ways that portray these actions as normal and risk-free, sending the message that because these behaviours are frequent, 'everybody does it'. Sex between unmarried partners is shown 24 times more often than sex between spouses, while sexually transmitted infections and unwanted pregnancy are rarely mentioned.

Teens rank the media as the leading source of information about sex, second only to school sex education programs. Numerous studies document adolescents' susceptibility to the media's influence on their sexual attitudes, values and beliefs. A detailed guide to responsible sexual content on television, and in films and music can be found in other peer-reviewed publications. Some people believe that the media can influence sexual responsibility by promoting birth control, such as condom use. No current empirical evidence supports this concept; it is expected

its viewers (Huston AC). In some disadvantaged settings, healthy television habits may actually be a beneficial teaching tool (Wright JC).

Still, watching television takes time away from reading and schoolwork. More recent and well-controlled studies show that even 1 h to 2 h of daily-unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading.

Today, television has become a leading sex educator in Canada. Between 1976 and 1996, there has been a 270% increase in sexual interactions during the family hour of 2000 hours to 2100 hours (Crespo CJ). Television exposes children to adult sexual behaviors in ways that portray these actions as normal and risk-free, sending the message that because these behaviors are frequent, 'everybody does it'. Sex between unmarried partners is shown 24 times more often than sex between spouses (AAP), while sexually transmitted infections and unwanted pregnancy are rarely mentioned.

Teens rank the media as the leading source of information about sex, second only to school sex education programs. Numerous studies document

<p>that the debate will continue.</p>	<p>adolescents' susceptibility to the media's influence on their sexual attitudes, values and beliefs (brown JD).</p> <p>A detailed guide to responsible sexual content on television and in films and music can be found in other peer-reviewed publications (brown JD).</p> <p>Some people believe that the media can influence sexual responsibility by promoting birth control, such as condom use. No current empirical evidence supports this concept; it is expected that the debate will continue.</p> <p>https://www.ukessays.com/essays/market-ing/psychosocial-development-of-children.php</p>
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10. Assignment 13

Table. 4.25. Copy-paste & Source Plagiarism

Paragraph 1, 3 & 3	The Original Paragraphs from the Website Below
<p>It is important to learn English because it's an international language for most people around the world. Moreover, English is the first foreign language in Indonesia and also one of the subjects taught in schools and courses. Grammar is one of the language aspects found to be difficult for the students to learn and also for the teachers to teach. It's difficult for the student because the students have</p>	<p>It is important to learn English because it is an international language for most people around the world. Moreover, English is the first foreign language in Indonesia and also one of the subjects taught in schools and courses.</p> <p>Students or learners may get problems in learning English as the foreign language because there are many differences between Indonesian and</p>

remembered the rules and change of the verb, to be, time etc. Beside, many materials must be learned by the students in English grammar. It's impossible to understand if they do not remember about the rules in it.

Students or learners may get problems in learning English as the foreign language because there are many differences between Indonesia and English in term of grammar, vocabulary, etc. According to the 1994 English curriculum of SMP/MTs, the goal of English teaching at SMP/MTs is mainly to prepare the students to have the language skills (reading, listening, speaking and writing). The skills must be taught integrated without ignoring the language components separately. And it's hoped that the students can communicate in the students communicate in the target language, both spoken and written. consequently, grammar of structure cannot be separated from language teaching. Although the main goal is to teach how to use language communicatively.

English structure plays an important role in understanding English. By mastering the English structure the students will be able to develop their speaking, listening, reading, and writing skills. English structure also has an important role to avoid misunderstanding in communication. Question Tags is one of topics which should be taught in the first term program in the third years of SMP/MTs. According to swan

English in term of grammar, vocabulary, etc. According to the 1994 English curriculum of SMP, the goal of English teaching at SMP is mainly to prepare the students to have the language skills (reading, listening, speaking and writing). The skills must be taught integrated without ignoring the language components: vocabulary, pronunciation, and structures. Teachers should not teach the language skills and language components separately. And, it is hoped that the students can communicate in the target language, both spoken and written. Consequently, grammar or structure cannot be separated from language teaching, although the main goal is to teach how to use language communicatively.

English structure plays an important role in understanding English. By mastering the English structure the students will be able to develop their speaking, listening, reading, and writing skills.

English structure also has an important role to avoid misunderstanding in communication. Question Tags is one of topics which should be taught in the first term program in the third years of SMP. According to Swan (1988:511) short questions or tag questions are very common in spoken English. Native speakers often used them at the ends of their sentences.

<http://www.aminlimpo.com/2013/03/the-students-mastery-in-using-question.html>

(1988:511) short questions or question tags are very common in spoken English. Native speakers often used them at the ends of their sentence.	
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11. Assignment 14

Table. 4.26. Copy-paste & Source Plagiarism

Paragraph 4, 6, 7, 8 & 9	The Original Paragraphs from the Website Below
<p>The material that has been taught for students of junior high school not only vocabulary and grammar but also genres and supporting competence such as linguistic competence, sociolinguistic competence, and strategy competence. genres are written text that have systemic linguists and characteristic lexico grammatical features. one of them is narrative text. it is taught by teacher in order to amuse/entertain the readers and to tell a story.</p> <p>This phenomenon is happened in the almost country in the world. it is the great duty for the language teacher. using a variety of activities and teaching aids and assessing students appropriately will increase student's participation. one of the strategies that can be used by the teacher in teaching writing to the students is by using media to support the teaching and learning process.</p> <p>Teacher should be creative to select the teaching media and techniques to draw students' interest and motivation in learning listening. teaching and learning process become more interesting and interactive teaching process becomes efficient, increasing students' output since the media communicate the element of knowledge.</p> <p>The whole Character of philosophy language they believe that language is the language will not be separated into letters and combinations of letters "translated" and vice versa complete system of</p>	<p>The material that has been taught for students of Junior High School not only vocabulary and grammar but also genres and supporting competence such as linguistic competence, sociolinguistic competence, and strategy competence. Genres are written text that have systemic linguists and characteristic lexicogrammatical features. One of them is narrative text. It is taught by teacher in order to amuse/entertain the readers and to tell a story.</p> <p>In the language learning, basically the teacher still focuses on the old learning model; the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon is happened in the almost country in the world. It is the great duty for the language teacher. The most important element and fundamental for the interaction is the ability to understand what the speaker has said. In the daily life, we often meet listeners who cannot listen well both of their mother tongue and foreign language, maybe it is caused by the lack of focus or concentration, or egocentrism. Whereas most of people has been estimated spend many time for communication for 45% to listen, 30% to speak, 16% to read and just 9% to write.</p> <p>From the reality above, teachers must make conscientious decision about selecting teaching strategy for specific purposes and about establishing and maintaining a positive and orderly classroom environment. Using a variety of activities and teaching</p>

making meaning with words functioning in relation to each other in context. In this research, the problem is the student's ability to write narrative text. In order to be able to teach well, teachers must have the ability of professionals consisting of ten competencies. Teachers must have professional ability which consists of ten teachers' competences.

One of the competences is by identifying, choosing, and not using media. It is good for students because they like to learn using visual aid. As a means for teaching writing comprehension skill, students will be more interested in the process of teaching learning and more active in learning. They will feel that they are just not an object of teaching learning process but also a subject of it.

aids and assessing students appropriately will increase student's participation.

One of the strategies that can be used by the teacher in teaching listening to the students is by using media to support the teaching and learning process. Teachers should be creative to select the teaching media and techniques to draw students' interest and motivation in learning listening. Teaching and learning process become more interesting and interactive teaching process becomes efficient, increasing students' output since the media communicate the element of knowledge.

Brown states that using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. There are many kinds of teaching media that can be used to convey the lesson. One of the media that can be used is picture. By using pictures in teaching listening, it is expected that this method can give better results and can increase Junior High School students' motivation to master listening skill.

In order to be able to teach well, teachers must have professional ability which consists of ten teachers' competences. One of the competences is by identifying, choosing, and using media. Gagne and Briggs, as quoted by Azhar Arsyad says: "Learning media is including instrument physically, that is used for conveying the content of learning material, it consists of the book, tape recorder, cassette, etc."

From the explanation above, the writer concludes that uses pictures that will be used as media in teaching listening comprehension on narrative text. Pictures can be used as media to present new language through listening comprehension.

It is good for students because they like to learn using visual aid. By using pictures as a means for teaching listening comprehension skill, students will be more interested in the process of teaching learning and more active in learning. They will feel that they are just not an object of teaching learning process but also a subject of it. By pictures they will

	be active as a participant and they are given a chance for expressing their minds, emotions, feeling and attitudes. Hopefully, by doing this the students will also improve their listening skill. https://dokumen.tips/documents/theeffectiveness-of-using-pictures-to-alaikum-wr-wb-i-inform-that-i-have.html
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The result analysis showed that from 14 student assignments 11 of them were detected by 7 types of plagiarism. There were copy-paste or word for word plagiarism, translation or inter-languages plagiarism, disguised plagiarism, pawn sacrifice plagiarism, source plagiarism, cut and slide plagiarism and authorship/totally plagiarism. The table below would explain more noticeably how many plagiarisms that were occurred in the assignments.

Table. 2.27. The Result Analysis of Using Types of Plagiarism in Academic Writing Assignments

No.	Assignment	Types of Plagiarism						Authorship/Total P
		Copy-paste/Word for Word	Translation/Inter-languages	Disguised P	Pawn Sacrifice	Source P	Cut & Slide	
1	Paragraph 1 & 2	√				√		
	Paragraph 4		√		√			
	Paragraph 5	√			√			
2	Paragraph 1-6							√
3	Paragraph 1	√					√	
	Paragraph 2		√			√		
	Paragraph 3	√				√		
	Paragraph 4 & 5						√	
4	Paragraph 3	√				√		
	Paragraph 3			√				
	Paragraph 6 & 7						√	
5	Paragraph 2			√				
	Paragraph 3 & 4	√				√		
	Paragraph 6	√						
6	Paragraph 3					√		
	Paragraph 4						√	
	Paragraph 5				√			
	Paragraph 6				√			
7	Paragraph 7 & 8	√				√		
8	Paragraph 5					√		
	Paragraph 7			√				
9	Paragraph 1	√				√		
	Paragraph 2, 3, & 4	√				√		
10	Paragraph 1, 2, & 3	√				√		
11	Paragraph 4, 5, 7, 8, & 9	√				√		
Result		12	2	3	4	12	4	1
Total		38						

From the table 4.27 above described that the types of plagiarism occurred 38 times on 11 students' assignments. Those were copy paste was twelve times, translation plagiarism was twice, disguised plagiarism was three times, pawn sacrifice was four times, source plagiarism was twelve times, cut and cut plagiarism was four times and authorship plagiarism was one time. In conclusion, the types of plagiarism which frequently used was copy-paste or word for word and source plagiarism. Those plagiarisms were appeared twelve times on the assignments. It proved that the violence of plagiarism was increasing.

Doing plagiarism in one written was the worst thing in educational world. Because taking other writer's works meant stealing, kidnapping and robbing. As Bahadori and Izadi explained that the word plagiarism comes from the word *plagarius* that has meaning kidnapper, robber, misleader, and literary thief.⁸⁵

⁸⁵ Bahadori & Izadi. (2012). *Plagiarism: Concepts, Factors and Solutions*.P.169.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research done, the researcher found 38 times plagiarism on 11 students' assignments; copy paste was twelve times, translation plagiarism was twice, disguised plagiarism was three times, pawn sacrifice was four times, source plagiarism was twelve times, cut and cut plagiarism was four times and authorship plagiarism was one time. In conclusion, the types of plagiarism which frequently occurred on students' assignments were copy-paste and source plagiarism. These plagiarisms were similarly found twelve times in the students' assignments.

B. Suggestion

Plagiarism is as a crime in academia which is done by robbing, deception, and confession of one person to a written of other writer which is in used wordlessly or without laying the reference of the written then state that the written as their own written. Because it is one of crimes so obviously as the student in academia should avoid it from now on. Then, for the student should attempt to circumvent of this violence by finding out the step how to have truly reference and the way how to discover brilliant idea to pass up from plagiarism.

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APPENDICES

**PERATURAN
MENTERI PENDIDIKAN NASIONAL**

NOMOR 17 TAHUN 2010

**TENTANG
PENCEGAHAN DAN PENAGGULANGAN PLAGIAT
DI PERGURUAN TINGGI**

DENGAN RAHMAT TUHAN YANG MAHA ESA

MENTERI PENDIDIKAN NASIONAL

- Menimbang : a. bahwa setiap perguruan tinggi mengemban misi untuk mencari, menemukan, mempertahankan, dan menjunjung tinggi kebenaran;
- b. bahwa untuk memenuhi misi tersebut, mahasiswa/dosen/peneliti/tenaga kependidikan yang berkarya di bidang akademik di perguruan tinggi memiliki otonomi keilmuan dan kebebasan akademik;
- c. bahwa dalam melaksanakan otonomi keilmuan dan kebebasan akademik, mahasiswa/dosen/peneliti/tenaga kependidikan wajib menjunjung tinggi kejujuran dan etika akademik, terutama larangan untuk melakukan plagiat dalam menghasilkan karya ilmiah, sehingga kreativitas dalam bidang akademik dapat tumbuh dan berkembang;
- d. bahwa berdasarkan pertimbangan dalam huruf a, huruf b, dan huruf c, perlu menetapkan Peraturan Menteri Pendidikan Nasional tentang Pencegahan dan Penanggulangan Plagiat di Perguruan Tinggi;
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
3. Peraturan Pemerintah Nomor 37 tahun 2009 tentang Dosen (Lembaran Negara Republik Indonesia Tahun 2009 Nomor 76, Tambahan Lembaran 5007)

4. Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan (Lembaran Negara Republik Indonesia Tahun 2010 Nomor 23, Tambahan Lembaran Negara Nomor 5105);
5. Peraturan Presiden Republik Indonesia Nomor 47 Tahun 2009 Tentang Pembentukan dan Organisasi Kementerian Negara;
6. Keputusan Presiden Republik Indonesia Nomor 86/P Tahun 2009 mengenai Pembentukan Kabinet Indonesia Bersatu II;

MEMUTUSKAN :

Menetapkan : PERATURAN MENTERI PENDIDIKAN NASIONAL TENTANG PENCEGAHAN DAN PENANGGULANGAN PLAGIAT DI PERGURUAN TINGGI

BAB I KETENTUAN UMUM

Pasal 1

Dalam Peraturan Menteri ini yang dimaksud dengan:

1. Plagiat adalah perbuatan secara sengaja atau tidak sengaja dalam memperoleh atau mencoba memperoleh kredit atau nilai untuk suatu karya ilmiah, dengan mengutip sebagian atau seluruh karya ilmiah pihak lain yang diakui sebagai karya ilmiahnya, tanpa menyatakan sumber secara tepat dan memadai.
2. Plagiat adalah orang perseorangan atau kelompok atau pelaku plagiat, masing-masing bertindak untuk diri sendiri, untuk kelompok atau untuk dan atas nama suatu badan.
3. Pencegahan plagiat adalah tindakan preventif yang dilakukan oleh Pimpinan Perguruan Tinggi yang bertujuan agar tidak terjadi plagiat di lingkungan perguruan tingginya.
4. Penanggulangan plagiat adalah tindakan represif yang dilakukan oleh Pimpinan Perguruan Tinggi dengan menjatuhkan sanksi kepada plagiat di lingkungan perguruan tingginya yang bertujuan mengembalikan kredibilitas akademik perguruan tinggi yang bersangkutan.
5. Gaya selingkung adalah pedoman tentang tata cara penulisan atau pembuatan karya ilmiah yang dianut olehs tiap bidang ilmu, tehknologi, dan seni.
6. Karya ilmiah adalah hasil karya akademik mahasiswa/dosen/peneliti/tenaga kependidikan di lingkungan perguruan tinggi, yang dibuat dalam bentuk tertulis baik cetak maupun elektronik yang diterbitkan dan/atau di presentasikan.
7. Karya adalah hasil karya akademik atau non-akademik oleh orang perseorangan, kelompok, atau badan di luar lingkungan perguruan tinggi, baik yang diterbitkan, dipresentasikan, maupun dibuat dalam bentuk tertulis.
8. Perguruan Tinggi adalah kelompok layanan pendidikan pada jalur formal yang menyelenggarakan pendidikan tinggi, berbentuk Akademi, Politehnik, Sekolah Tinggi, Institut, atau Universitas.

9. Pimpinan Perguruan Tinggi adalah pemimpin perguruan tinggi dan semua pejabat di bawahnya yang diangkat dan/atau ditetapkan oleh pemimpin perguruan tinggi atau ditetapkan oleh pemimpin perguruan tinggi atau ditetapkan lain sesuai ketentuan peraturan perundang-undangan.
10. Pemimpin Perguruan Tinggi adalah pejabat yang memimpin pengelolaan pendidikan dengan sebutan Rektor untuk universitas atau institusi, ketua untuk sekolah tinggi, direktur untuk politeknik/akademik.
11. Senat Akademik/organ lain yang sejenis adalah organ yang menjalankan fungsi pengawasan bidang akademik pada aras perguruan tinggi atau dapat pada aras fakultas.
12. Menteri adalah Menteri Pendidikan Nasional.

BAB II LINGKUP DAN PELAKU

Pasal 2

- (1) Plagiat meliputi tetapi tidak terbatas pada :
 - a. mengacu dan/atau mengutip istilah, kata-kata dan/atau kalimat, data dan/atau informasi dari suatu sumber tanpa menyebutkan sumber dalam catatan kutipan dan/atau tanpa menyatakan sumber secara memadai;
 - b. mengacu dan/atau mengutip secara acak istilah, kata-kata dan/atau kalimat, data dan/atau informasi dari suatu sumber secara memadai;
 - c. menggunakan sumber gagasan, pendapat, pandangan, atau teori tanpa menyatakan sumber secara memadai;
 - d. merumuskan dengan kata-kata dan/atau kalimat sendiri dari suatu sumber kata-kata dan/atau kalimat, gagasan, pendapat, pandangan, atau teori tanpa menyertakan sumber secara memadai;
 - e. menyerahkan suatu karya ilmiah yang dihasilkan dan/atau telah dipublikasikan oleh pihak lain sebagai karya ilmiahnya tanpa menyatakan sumber secara memadai.
- (2) Sumber sebagaimana dimaksud pada ayat (1) terdiri atas orang perseorangan atau kelompok orang, masing-masing bertindak untuk diri sendiri atau kelompok atau untuk dan atas nama suatu badan atau anonim penghasil satu atau lebih karya dan/atau karya ilmiah yang dibuat, diterbitkan, dipresentasikan, atau dimuat dalam bentuk tertulis baik cetak maupun elektronik.
- (3) Dibuat sebagaimana dimaksud pada ayat (2) berupa:
 - a. komposisi musik;
 - b. perangkat lunak komputer;
 - c. fotografi;
 - d. lukisan;
 - e. sketsa;
 - f. patung; atau
 - g. hasil karya dan/atau karya ilmiah sejenis yang tidak termasuk huruf a, huruf b, huruf c, huruf d, huruf e, atau huruf f

- (4) Diterbitkan sebagaimana dimaksud pada ayat (2) berupa:
 - a. buku yang dicetak dan diedarkan oleh penerbit atau perguruan tinggi;
 - b. Artikel yang dimuat dalam berkala ilmiah, majalah, atau surat kabar;
 - c. kertas kerja atau makalah profesional dari organisasi tertentu;
 - d. Isi laman elektronik; atau
 - e. hasil karya dan/atau karya ilmiah sejenis yang tidak termasuk huruf a, huruf b, huruf c, huruf d,
- (5) Dipresentasikan sebagaimana dimaksud pada ayat (2) berupa:
 - a. presentasi di depan khalayak umum atau terbatas
 - b. presentasi melalui radio/televise/video/cakram padat/cakram video digital; atau
 - c. bentuk atau cara lain sejenis yang tidak termasuk pada ayat (2) berupa cetakan dan/atau elektronik
- (6) Dimuat dalam bentuk tertulis sebagaimana dimaksud pada ayat (2) berupa cetakan dan/atau elektronik
- (7) Pernyataan sumber memadai apabila dilakukan sesuai dengan tata cara pengacuan dan pengutipan dalam gaya selingkung bidang ilmu, teknologi, dan seni.

Pasal 3

Plagiator di perguruan tinggi adalah :

- a. Satu atau lebih mahasiswa
- b. Satu atau lebih dosen/peneliti/tenaga kependidikan atau;
- c. Satu atau lebih dosen/peneliti/tenaga kependidikan bersama satu atau lebih mahasiswa.

BAB III TEMPAT DAN WAKTU

Pasal 4

Tempat terjadi plagiat:

- a. di dalam lingkungan perguruan tinggi antarkarya ilmiah mahasiswa, dosen/peneliti/tenaga kependidikan dan dosen terhadap mahasiswa atau sebaliknya;
- b. dari dalam lingkungan perguruan tinggi terhadap karya ilmiah mahasiswa dan/atau dosen/peneliti/tenaga kependidikan dari perguruan tinggi lain, karya dan/atau karya ilmiah orang perseorangan dan/atau kelompok orang yang bukan dari kalangan perguruan tinggi, baik dalam maupun luar negeri;
- c. di luar perguruan tinggi ketika mahasiswa dan/atau dosen/peneliti/tenaga kependidikan dari luar negeri yang bersangkutan sedang mengerjakan atau menjadwalkan tugas yang diberikan oleh perguruan tinggi atau pejabat yang berwenang.

Pasal 5

Waktu terjadi plagiat:

- a. selama mahasiswa menjalani proses pembelajaran;

- b. sebelum dan setelah dosen mengemban jabatan akademik asisten ahli, lektor, lektor kepala, atau guru besar/professor;
- c. Sebelum dan setelah peneliti/tenaga kependidikan mengemban jabatan fungsional dengan jenjang pertama, muda, madya, dan utama.

BAB IV PENCEGAHAN

Pasal 6

- (1) Pimpinan Perguruan Tinggi mengawasi pelaksanaan kode etik mahasiswa/dosen/peneliti/tenaga kependidikan yang ditetapkan oleh enat perguruan tinggi/organ lain yang sejenis, yang antara lain berisi kaidah pencegahan dan pengangulangan plagiat.
- (2) Pimpinan Perguruan Tinggi menetapkan dan mengawasi pelaksanaan gaya selingkung untuk setiap bidang ilmu, teknologi, dans eni yang dikembangkan oleh perguruan tinggi.
- (3) Pimpinan Perguruan Tinggi secara berkala mendiseminasikan kode etik mahasiswa/dosen/peneliti/tenaga kependidikan dan gaya selingkung yang sesuai agar tercipta budaya antiplagiat.

Pasal 7

- (1) Pada setiap karya ilmiah yang dihasilkan di lingkungan perguruan tinggi harus dilampirkan pernyataan yang ditandatangani oleh penyusunnya bahwa :
 - a. Karya ilmiah tersebut bebas plagiat
 - b. Apabila dikemudian hari terbukti terdapat plagiat dalam karya ilmiah tersebut, maka penyusunnya bersedia menerima sanksi sesuai ketentuan peraturan perundangan-undangan.
- (2) Pimpinan Perguruan Tinggi wajib mengunggah secara elektronik semua karya ilmiah mahasiswa/dosen/peneliti/tenaga kependidikan yang telah dilampiri pernyataan sebagaimana dimaksud pada ayat (1) melalui portal Garuda (Garba Rujukan Digital) sebagai titik akses terhadap karya ilmiah mahasiswa/dosen/peneliti/tenaga kependidikan Indonesia, atau portal lain yang ditetapkan oleh Direktur Jenderal Pendidikan Tinggi.

Pasal 8

- (1) Karya Ilmiah yang digunakan untuk pengangkatan awa atau kenaikan jabatan akademim dan kenaikan pangkat dosen selain harus memenuhi ketentuan Pasal 7 juga harus dilakukan penilaian sejawat sebidang (*peer review*) oleh paling sedikit 2 (orang) dosen yang memiliki jabatan akademik dan kualifikasi akademik dosen diusulkan.
- (2) Penilaian sejawat sebidang sebagaimaa dimaksud pada ayat (1) dilakukan pada saat usul usul pngangkatan awal atau kenaikan jabatan akademik tersebut diproses pada:
 - a. Tingkat jurusan/depratemen/bagian, untuk jabatan akademik asisten ahli dan lektor;

- b. Tingkat jurusan/departemen/bagian, senat akademik/organ lain yang sejenis ada aras fakultas dan/atau aras perguruan tinggi untuk jabatan akademik lektor kepala dan guru besar/professor.
- (3) Untuk kenaikan jabatan akademik guru besar/professor dilakukan pula penilaian sejawat sebidang oleh paling sedikit 2 (dua) guru besar/profesor dari perguruan tinggi lain.

Pasal 9

- (1) Karya Ilmiah yang digunakan untuk pengangkatan awal atau kenaikan jabatan fungsional dan kenaikan pangkat peneliti/tenaga kependidikan selain harus memenuhi ketentuan Pasal 7 juga harus dilakukan penilaian sejawat sebidang (*peer review*) oleh paling sedikit 2 (orang) sejawat sebidang yang memiliki jabatan fungsional dan kualifikasi akademik yang setara atau lebih tinggi dari jabatan fungsional dan kualifikasi akademik peneliti/tenaga kependidikan yang diusulkan.
- (2) Penilaian sejawat sebidang sebagaimana dimaksud pada ayat (1) dilakukan pada saat usul pengangkatan awal atau kenaikan jabatan fungsional tersebut diproses pada perguruan tinggi yang bersangkutan.

BAB V PENANGGULANGAN

Pasal 10

- (1) Dalam hal diduga telah terjadi plagiat oleh mahasiswa, ketua jurusan/departemen/bagian membuat persandingan antara karya ilmiah mahasiswa dengan karya dan/atau karya ilmiah yang diduga merupakan sumber yang tidak dinyatakan oleh mahasiswa.
- (2) Ketua jurusan/departemen/bagian meminta seorang dosen sejawat sebidang untuk memberikan kesaksian secara tertulis tentang kebenaran plagiat yang diduga telah dilakukan mahasiswa.
- (3) Mahasiswa yang diduga melakukan plagiat diberi kesempatan melakukan pembelaan di hadapan ketua jurusan/departemen/bagian.
- (4) Apabila berdasarkan persandingan dan kesaksian telah terbukti terjadi plagiat, maka ketua jurusan/departemen/bagian menjatuhkan sanksi kepada mahasiswa sebagai plagiator.
- (5) Apabila salah satu dari persandingan atau kesaksian, ternyata tidak dapat membuktikan terjadinya plagiat, maka sanksi tidak dapat dijatuhkan kepada mahasiswa yang diduga melakukan plagiat.

Pasal 11

- (1) Dalam hal diduga telah terjadi plagiat oleh dosen/peneliti/tenaga kependidikan, Pimpinan Perguruan Tinggi membuat persandingan antara karya ilmiah

- dosen/peneliti/tenaga kependidikan dengan karya dan/atau karya ilmiah yang diduga merupakan sumber yang tidak dinyatakan oleh dosen/peneliti/tenaga kependidikan.
- (2) Pemimpin/Pimpinan Perguruan Tinggi meminta senat akademik/organ lain yang sejenis untuk memberikan pertimbangan secara tertulis tentang kebenaran plagiat yang diduga telah dilakukan dosen/peneliti/tenaga kependidikan.
 - (3) Sebelum Senat akademik/organ lain yang sejenis memberikan pertimbangan sebagaimana dimaksud pada ayat (2), senat akademik/organ lain yang sejenis meminta komisi etik dari senat akademik/organ lain yang sejenis untuk melakukan telaah tentang:
 - a. kebenaran plagiat
 - b. proporsi karya dan/atau karya ilmiah pihak lain yang diakui sebagai karya ilmiah plagiator,yang diduga telah dilakukan dosen/peneliti/tenaga kependidikan.
 - (4) Senat akademik/organ lain yang sejenis menyelenggarakan sidang dengan acara membahas hasil telaah komisi etik, dan mendengar pertimbangan para anggota senat akademik/organ lain yang sejenis, serta merumuskan pertimbangan yang akan disampaikan kepada Pemimpin/Pimpinan Perguruan Tinggi.
 - (5) Dosen/peneliti/tenaga kependidikan yang diduga melakukan plagiat diberi kesempatan melakukan pembelaan di hadapan sidang senat akademik/orga lain yang sejenis.
 - (6) Apabila berdasarkan persandingan dan hasil telaah telah terbukti terjadi plagiat, maka senat akademik/organ lain yang sejenis merekomendasikan sanksi untuk dosen/peneliti/tenaga kependidikan sebagai plagiator kepada Pemimpin/Pimpinan Perguruan Tinggi untuk dilaksanakan.
 - (7) Apabila salah satu dari persandingan atau hasil telaah, ternyata tidak dapat membuktikan terjadinya plagiat, maka sanksi tidak dapat dijatuhkan kepada dosen/peneliti kependidikan yang diduga melakukan plagiat.

BAB VI SANKSI

Pasal 12

- (1) Sanksi bagi mahasiswa yang terbukti melakukan plagiat sebagaimana dimaksudkan dalam Pasal 10 ayat (4) secara berurutan dari yang paling ringan sampai dengan yang paling berat, terdiri atas:
 - a. teguran;
 - b. peringatan tertulis;
 - c. penundaan pemberian sebagian hak mahasiswa;
 - d. pembatalan nilai satu atau beberapa mata kuliah yang diperoleh mahasiswa;
 - e. pemberhentian dengan hormat dari status sebagai mahasiswa;
 - f. pemberhentian tidak dengan hormat dari status sebagai mahasiswa; atau
 - g. pembatalan ijazah apabila mahasiswa telah lulus dari suatu program.

- (2) Sanksi bagi dosen/peneliti/tenaga kependidikan yang terbukti melakukan plagiat sebagaimana dimaksudkan pada Pasal 11 ayat (6), secara berurutan dari yang paling ringan sampai dengan yang paling berat, terdiri atas:
 - a. teguran;
 - b. peringatan tertulis;
 - c. penundaan pemberian hak dosen/peneliti/tenaga kependidikan;
 - d. penurunan pangkat dan jabatan akademik/fungsional;
 - e. pencabutan hak untuk diusulkan sebagai guru besar/profesor/ahli peneliti utama bagi yang memenuhi syarat;
 - f. pemberhentian dengan hormat dari status sebagai dosen/peneliti/tenaga kependidikan;
 - g. pemberhentian tidak dengan hormat dari status sebagai dosen/peneliti/tenaga kependidikan; atau
 - h. pembatalan ijazah yang diperoleh dari perguruan tinggi yang bersangkutan.
- (3) Apabila dosen/peneliti/tenaga kependidikan sebagaimana dimaksud pada ayat 2) huruf f, huruf g, dan huruf h menyanggah sebutan guru besar/profesor/ahli peneliti utama, maka dosen/peneliti/tenaga kependidikan tersebut dijatuhi sanksi tambahan berupa pemberhentian dari jabatan guru besar/profesor/ahli peneliti utama oleh Menteri atau pejabat yang berwenang atas usul perguruan tinggi yang diselenggarakan oleh Masyarakat melalui Koordinator Perguruan Tinggi Swasta;
- (4) Menteri atau Pejabat yang berwenang dapat menolak usul untuk mengangkat kembali dosen/peneliti/tenaga kependidikan dalam jabatan guru besar/profesor/ahli peneliti utama perguruan tinggi lain, apabila dosen/peneliti/tenaga kependidikan tersebut pernah dijatuhi sanksi sebagaimana dimaksud pada ayat (2) huruf f atau huruf g serta dijatuhi sanksi tambahan berupa pemberhentian dari jabatan guru besar/profesor/ahli peneliti utama.
- (5) Dalam hal pemimpin perguruan tinggi tidak menjatuhkan sanksi sebagaimana dimaksud pada ayat (1), ayat (2), dan ayat (3), Menteri dapat menjatuhkan sanksi kepada Plagiat.
- (6) Sanksi kepada pemimpin perguruan tinggi sebagaimana dimaksud pada ayat (5) berupa:
 - a. teguran;
 - b. peringatan tertulis;
 - c. pernyataan Pemerintah bahwa yang bersangkutan tidak berwenang melakukan tindakan hukum dalam bidang akademik.

Pasal 13

- (1) Sanksi sebagaimana dimaksud dalam Pasal 12 ayat (1) huruf a, huruf b, dan huruf c dijatuhkan sesuai dengan proporsi plagiat hasil telaah dan apabila dilakukan secara tidak sengaja.
- (2) Sanksi sebagaimana dimaksud dalam Pasal 12 ayat (1) huruf d, huruf e, huruf f, dan huruf g, dijatuhkan sesuai dengan proporsi plagiat hasil telaah dan apabila dilakukan secara sengaja dan/atau berulang.

- (3) Sanksi sebagaimana dimaksud dalam Pasal 12 ayat (2) huruf a, huruf b, huruf c, dan huruf d dijatuhkan sesuai dengan proporsi plagiat hasil telaah dan apabila dilakukan secara tidak sengaja.
- (4) Sanksi sebagaimana dimaksud dalam pasal 12 ayat (2) huruf e, huruf f, huruf g, dan huruf h, dijatuhkan sesuai dengan proporsi plagiat hasil telaah dan apabila dilakukan secara sengaja dan/atau berulang.
- (5) Penjatuhan sanksi sebagaimana dimaksud dalam Pasal 12 tidak menghapuskan sanksi lain sesuai ketentuan peraturan perundang-undangan.

BAB VII PEMULIHAN NAMA BAIK

Pasal 14

Dalam hal mahasiswa/dosen/peneliti/tenaga kependidikan tidak terbukti melakukan plagiat, pemimpin perguruan tinggi melakukan pemulihan nama baik yang bersangkutan.

BAB VIII KETENTUAN PENUTUP

Pasal 15

Peraturan Menteri ini mulai berlaku pada tanggal ditetapkan.

Ditetapkan di Jakarta
Pada tanggal 16 Agustus 2010

MENTERI PENDIDIKAN NASIONAL,

TTD

MOHAMMAD NUH

Salinan sesuai dengan aslinya.
Kepala Biro Hukum dan Organisasi
Kementerian Pendidikan Nasional,

Dr. Andi Pangerang Moenta, S.H.,M.H.,DFM.
NIP 19610828 198703 1 003

Name/Initial : DB
Task : Academic Writing
Title : Improving Students' Pronunciation by Using Talking Stick for English Subject at MTsS Timbang Langsa
Semester/Unit : VII/3
Assignment : 1

Pronunciation is one of the essential nouns based in an oral form and the basic ability of speaking English as well as other languages. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound.

The study of pronunciation has become an important aspect in teaching English as a foreign Language. In learning process, student may face difficulty which is crucial to be described and analyzed. One of them is difficulty in pronouncing English words. Pronunciation has become a dilemma for students.

Written in dictionary Cambridge Advance Learners Dictionary third edition, Pronunciation is the study of how words are pronounced¹. When we study pronunciation we will learn how to say something, both words and sentences. Learning to know how the words we are going to say are very important. Because when we speak, we give information about others. If the pronunciation in English is wrong. Then, the receiver of the information will misunderstand. Therefore, It is very important to learn how a word is spoken.

Concise Oxford Learners Dictionary eleventh edition explain if pronunciation is the way in which the word is pronounced². It can be concluded that pronunciation is the science of the ways in which words are pronounced or spoken. So, when we speak in English, we have the procedure. Not like speaking Indonesian. English is very different. For example "book", when reading in Indonesian will read "*bok*". However, if the English language will be read "*buk*". That is the ordinance in reciting the English language.

¹Nafisah Endahati, *Improving Pronunciation Of Class A1 Semester 1 Students Of English Education*, 2013/2014, 3

²Nafisah Endahati, *Improving Pronunciationon*, 4

Many of English foreign language learners have the difficulties in pronunciation learning process that is because of some factors.

Kenworthy stated: "there are six factors that influence learner's pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation."³ The researcher found that some problems, why Indonesian's people difficult to speak English. Because English is not native language Indonesian's people. So, like factors above very influence to Indonesian's people how their pronunciation. There are about five local languages in South Bengkulu, Indonesia. That is why it is difficult to teach pronunciation because the students are varied and they are all influenced by their own mother tongues. Consequently, almost of students at Senior High School students 07 South Bengkulu have difficulties in pronouncing English words. Therefore, it needs appropriate technique in teaching pronunciation

According to researcher, There are some factors that make students difficult with pronunciation. The factors are: 1) the students do not understand how to pronounce the words clearly. 2) The student understands how to pronounce the word is weak and relative less. 3) The students did not mastering the pronunciation well. 4) Unavailability of learning technique pronunciation is effect and interesting for students.

Based on the problem, this problem always happens at MTsS Timbang Langsa. There are much students get difficulty in pronunciation. In the first observations, that conducted by researcher when learning process, there are many pronunciation errors. Like, the word "today" they say the word like they read Indonesian's alphabet. Then, they are difficult to understand, because there some different how to read from their mother tongue. This should be an excellent time to instill an understanding of how to good read. But, this is no easy. Therefore, the teacher must use some strategies, methods, approach and techniques in accordance with teaching materials.

Based on the problems that occurred at the MTsS Timbang Langsa school is difficult in English pronunciation. The researcher want to improve their pronunciation by using a talking stick method.

The talking stick method is a very easy method to use in teaching. Because this method helps the spirit of students to be more taught follow the lesson during the learning process. This method is easy and can be used at the elementary, junior and senior high schools.

³Joane Kenworthy, *Teaching English Pronunciation*, (New York: Longman, 1987), 4

Based on the explanation above, the researcher is interested in carrying out a research entitled **“Improving Students’ Pronunciation by Using Talking Stick for English Subject at MTsS Timbang Langsa”**.

Name/Initial : MS
Task : Academic Writing
Title : Improving Students' Vocabulary Mastery through Bingo Game for Grade x of SMAN 5 Langsa
Semester/Unit : VII/1
Assignment : 2

English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.¹ In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on the observation that conducted in SMAN 5 Langsa, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is

¹ David P. Testing English as a Second Language. (USA :McGraw- Hill, Inc, 2012) P. 13.

usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (*Lembar Kerja Siswa*), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

Those problems must be solved because it can be difficult for students to continue for the next level or grade. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class.

Based on the phenomena above, the researcher tries to find the effective solution to improve the students' vocabulary by using Bingo Game in the teaching learning process. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons why I choose Bingo Game as the media to improve their vocabulary mastery. First, Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, Bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it.

Based on the problems and the potentials of Bingo Game in improving students' vocabulary mastery, the researcher intended to improve the students' vocabulary mastery through Bingo Game. Therefore, this study was important for SMAN 5 Langsa in order to improve the students' vocabulary mastery in the teaching and learning process.

Name/Initial : HS
Task : Academic Writing
Title : An Error Analysis of Using Other to The Second Year Students of
MAN 1 Langsa
Semester/Unit : VII/1
Assignment : 3

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can represent their opinions, ideas and feelings to each other. As H. Brown Douglas stated that language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.¹ It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language).

English ordinarily thought as a second language or as a foreign language. In Indonesia, English is one of the important thing that be requires, which is must be equipt by the person who want to work in other country or the students who want to study in over sea. Wijana said that: there are three factors that influence the increasing of English as a speech. The first is, the widespread deployment of English language in English-speaking countries or former British colonies that even today continue to use English as the first language or as second language after independence. The second is, there are many imigrant who have english as their first language in the world such as USA, Australia and Selandia and etc. The third is the increasing of person awareness of English as the language of business.

In learning English, there are four basic skills that should be mastered by the students : listening, speaking, reading, and writing. Besides the four language skills, the students have

¹ H. Brown Douglas, *Principles of Language Learning and Teaching*, (Englewood Cliffs: Addison Wesley Longman, Inc, 2000), p. 5.

capability in language components such as grammar, pronunciation, and vocabulary. In fact many grammars² of English is very different with Indonesian language structure.

Grammar is an important element to be learned in learning a language. It plays an important role in improving our skill in English. Through learning of grammar the students will know the system of language so they will be able to combine and build words into meaningful sentences. As Penny Ur stated in her book *A Course in Language Teaching Practice and Theory*, "Grammar can be defined as words put together to make correct sentences".³ It does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning.

It can be seen from the statements above, it is no surprise that by mastering grammar, the students will have a way to be able to speak, to read, and to write English correctly. Finally the students can create a good communication and interaction in English language actively both oral and written English between each other.

In English grammar, the students will learn about demonstrative pronouns. In grammar structure demonstrative pronouns are useful for replacing singular or plural words and whether they are obviously of their form or not. Frank states that demonstrative pronouns are the same pronouns used for demonstrative adjectives. What distinguishes just the demonstrative pronoun is that it takes the place of the noun phrase and the demonstrative adjective is always followed by a noun.⁴ However, there are still many students who find difficulty to learn it. One of the reasons is they do not master the grammar.

In an effort to master a foreign language, making errors during learning English is a natural process. It is normal because learning the second language is a process which involves the making of mistakes, even errors. However it cannot be neglected. The teacher should be aware of this issue and do something to avoid their students to make the same error. The error they made

² Grammar is a description of the structure of language and the way in which linguistic units, such as words and phrases, combined to produce sentences. Grammar usually taking into account the meanings and functions that these sentences have in the system language as a whole. The grammar may or may not be discussed regarding the description of the language sound (Richard and Schmidt, 2002), p. 7.

³ Penny Ur, *A Course in Language Teaching Practice and Theory*, (London: Cambridge University Press, 1996), p. 75.

⁴ Frank, Marcella, *Modern English : A Practical Reference Guide*. (New Jersey; Prentice Hall Inc.1972), p. 21.

should be regarded as necessary part of learning language. One of the strategies to prevent the students from making the same error is by analyzing the learners' error it self

In this research, the researcher choosen one of them is the structure students who learn English as the second language especially in using demonstrative pronoun in context correctly. In connection with this case, it is important to identify the roles of English demonstrative pronoun.

In my expectation, I expect that for the second grade of high school in MAN 1 Langsa would have understood how or when ever “ other – another ” use in a sentence. But in reality in turns out they have not fully understood. They are still confused and have an error in laying the demonstrative word in a sentences, thats why i want to research this problem. I want to research what are the most common mistakes encountered by the students in use demonstrative pronouns?. So the researchers interest to conduct the research with entitled “**An Error Analysis of Using Other to The Second Year Students of MAN 1 Langsa**”

Name/Initial : AA
Task : Academic Writing
Title : Student's Problem in Listening III Class Materials for Intimate Accents Utterances at English Department IAIN Langsa
Semester/Unit : VII/1
Assignment : 4

A language is a tool or embodiment of the culture that people use to communicate or communicate with each other, either through writing, oral or gestures, in order to convey the intentions of the heart or the will to the other person or to the other. Like English, in this global English has become a very powerful medium for the spread of culture to the world. English has evolved into an important international communication medium and medium of intellectual and social self-image. The importance of the role of English lies not only in the number of users as the mother tongue and the widespread distribution of its use geographically, but also due to the political and economic influence of the State in English as the mother tongue. Thus it seems very clear that English as the media language for science, literature or cultural manifestations that have a very important role.

Learning English is very important. It can be seen at the level of educational progress in our country today. Learning English began to be implanted early in our country Indonesia, ranging from basic education to higher education. Learning English is very complex because English consists of four skills: reading, writing, speaking and listening.

Listening is a complex process that involves far more than our ears. To listen well, we rely on our ears, minds, and hearts. Listening is far more complex than physically receiving messages. Listening has psychological and cognitive dimensions or physically receiving messages, does not. Copy-paste without paraphrasing We can describe hearing as an active and compound process that can take notice, receive messages physically, select and organize messages, understand messages that respond and remember.¹ Changing word we can define listening as an active, complex process that consists of being mindful; hearing, selecting and organizing information; interpreting communication; responding; and remembering. From original book. We can define listening as an active, complex process that consists of being

¹ Julia T. Wood, *Interpersonal Communication: Everyday Encounters*, Salemba Humanika, 2013, hal. 144

mindful, physically receiving messages, selecting and organizing messages, interpreting messages, responding, and remembering. From another source

It's because so much about language is so hard to see or hear. So from what it's easy to see and hear, we learn that there are languages, and then in many parts of the world there are assorted "dialects". These "dialects" are, in some sense, lesser than languages. Part of the difference would seem due to the fact that, as one typically supposes, a language is a collection of words.² Copy-paste without paraphrasing and quoting

But in fact, many students who still can't understand not even understand words or phrases spoken in English verbally or non verbally. In general, they find it difficult to understand English phrases or sentences. This means that listening skill (listening skills) in their English is still lacking. Similarly, what happens when they learn Listening III in this semester. Often they find it difficult to understand the phrase like jargon/slang in Listening III.

Slang words or phrases are typically very informal, and they are usually restricted to a particular group typically teens and young adults as a marker of in group. Slang is also characterized by having a fairly short life most slang words do not last more than a generation. Slang is a feature of most of languages and is an indicator of the ways in which languages adapt for the purposes of those who use it. Slang can be distinguished from jargon. Jargon is also words or phrases used by a particular group, but jargon is not as informal, rather, it is associated with particular profession, trades, sports, occupations, games and so on. Copy-paste without paraphrasing and quoting

Slang should also not be confused with style or register. We all have different ways of speaking formally and informally, though these styles can vary a great deal across speech groups. Slang should be distinguished from a taboo word.³ Copy-paste without paraphrasing and quoting And it is also a factor so that the students find it difficult to learn the word jargon / slang in Listening III for example the material is too fast to be heard so forget with what they have heard, do not know the meaning of words in English that is spoken or heard because of the limitations

² John McWhorter, *What Language Is: And What It Isn't and What It Could Be*, New York : Gotham Books, 2011, hal. 2

³ Kristin Denham And Anne Lobeck, *Linguistic For Everyone : An Introduction*, Cengage Learning, Washington , 2009, hal. 190

of English The vocabulary they have, not the concentration on the material being heard, do not understand the commands described in verbal, lazy in learning or no motivation to learn, and many other factors.

The problem is what makes them difficult to learn in Listening III. So when they follow the Listening III courses, it seems they are afraid and lazy to study the course. Though Listening III course is one part of the basic English skills that must be owned by every student majoring in english language, especially on IAIN Langsa campus. Learning Listening is not easy but in general most of the students ignore it.

This is a fact that still happens from year to year in the world of education, especially on students. Difficulties in learning Listening III faced by students of course influenced by many factors. Besides, the learning style of students is also very decisive in the success of learning. However, of the many problems faced by students in learning Listening III, there must be a proper way or solution to solve these problems. Therefore, the problematic nature of learning Listening III faced by students to be a concern for IAIN Langsa lecturers.

Of course this should be based on the self to be able to motivate the way students learn. In other words, students must often learn to understand some of the phrases in Listening III. Because in every sentence that the student hears, there is a meaningful word implied. Of course this becomes an obstacle for the students themselves, when the constraints come, the student must be confused and do not understand the meaning.

These constraints are often experienced by students, sometimes when obstacles come students become lazy to find out and feel indifferent to the circumstances. Do not dare to ask the lecturer. That is the obstacle in the process of learning Listening III. In Indonesian the phrase jargon / slang is very commonly spoken, but in English it becomes an obstacle for students. Because the spoken word is difficult for students to understand. This can make them more obsolete information.

One thing that is not less important is that the results of this study at least can provide several benefits that include three things. First, for students at least this research can know the learning strategy in comprehending phrase in Listening III which can be used as feedback in learning process. Secondly, the researcher hopes the students can develop the interest to know

the new things. Third, students should not be lazy to be able to find information in order to understand and know the many of his phrases that have never been heard.

In conclusion, based on the above explanation, the writer expected to find “*Student’s Problem in Listening III Class Materials for Intimate Accents Utterances at English Department IAIN Langsa*”. Therefore, the writer decided to conduct a research title in order to enable the researcher to know the real condition of phrase learning in Listening III which has been the main problem for students in mastery of English skills especially in Listening III.

Name/Initial : NQ
Task : Academic Writing
Title : The Effect of Teachers' Teaching Style toward Students' Perception on Students' Understanding in English Class
Semester/Unit : VII/2
Assignment : 5

The way of teachers teach is related to the way of they learn. Dunn and Dunn viewed that teachers' teaching styles correspond to their learning styles. Based on their personal learning experiences, teachers maintain to teach students how they themselves learn the best and introduce learning strategies that have profited to their own learning. The same learning strategies, however, may not work well for all of their students. Therefore, Dunn and Dunn states that the teachers must adapt their preferred way of teaching to reach each student. Grasha defined that teaching style as several substances that teachers used in every teaching learning process behaviors, roles, instructional practices, characteristics, and beliefs. He was agree with Dunn and Dunn and claimed that educators must change their teaching styles so as needs of all students.¹

The teachers is the most important figure in education. The good way of teaching is a very personal way of the teacher. Effective teaching is concerned with the student as a person and with his general improvement. The teacher should distinguish individual the differences among his/her students and adjust instructions that best suit to the learners. It is a fact that as educators, we play the important roles in the classroom. Teachers must be consider that the light in the classroom. We are entrusted with so many general responsibilities that range from the very simple to most complex and very challenging for jobs. Everyday, we confront them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so we as teacher should motivated the learners in the classroom. When students are motivated, then learning will easily to take place. However, motivating students to learn requires a very important role on the part of the teacher. It requires a variety kind of teaching styles or techniques have to find out what students' interests. Some students seem the enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. Erickson states that "Effective learning in the

¹ Anthony F.Grasha, Teaching with style : the integration of teaching and learning styles in the classroom, vol. 7 No 5 , 1995.

classroom depends on the teacher's ability to keep the interest that brought students to the course in the first place.” Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges. Teachers must recognize the differences and subtly in the classroom, be it the, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas.²

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Everyday, we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges.

² Maria, "The Effect of the Teacher's Teaching Style on Students' Motivation Action Research" accessed from <https://steinhardt.nyu.edu/teachlearn/research/action/motivation> on December 5th 2017, at 05.17

Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas.

Even though the sentences was given footnote but it was still detected by the plagiarism. This plagiarism is included in copy-paste plagiarism because the plagiarist directly took the sentences without paraphrasing however to cover the plagiarism the plagiarist changed several words, the words could be seen through red color.

The teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences between the students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced a lot of motivation in their students than those who used a little of such practices.³ Paraphrasing was lost here therefore it detected by copy-paste plagiarism. It is important that we have to know what we have to apply the effective teaching style to make the students will be understand about the material which the teachers will teach in the class. In fact, the teacher uses some the teaching style to teach their students. So, based on the problem above, this research will investigate the effect of the teachers' teaching style in English subject at MTSN 1 Langsa. In conclusion, based on the above explanation, the writer will conduct a research entitle : "The Effect of Teachers' Teaching Style toward Students' Perception on Students' Understanding in English Class".

³Maghsood Amin Khandaghi, Maryam Farasat, The effect of teacher's teaching style on students' adjustment, vol 15, p 1391-1392, <https://ac.els-cdn.com/S1877042811004782/1-s2.0-S1877042811004782-main.pdf>

Name/Initial : RY
Task : Academic Writing
Title : Feedback Style in Speaking Class in English education department
IAIN Langsa
Semester/Unit : VII/2
Assignment : 6

Nowadays, the ability to master of foreign language in an obligation for everybody. People use language for doing things each other and their use of language itself a join action.¹ The mastery in foreign language gives someone many advantage. Instead of there are many difficulty things to mastery well. Many language which exist in the world, and English is one of these in international forum, English as an international language should be mastery for everybody, it is caused that when someone is being in a city and they cannot speak or communicate in that's language. English come as alternative language.

English is the language taught in every nation and it was including in Indonesia but in Indonesia, English as a foreign language. There are four skill in English, there are : listening, speaking, reading, and speaking. Speaking is one of the skill that have more essential part in learning English. Because Speaking is the basic ability in teaching and learning language. In general, the society does not look at the structure, writing, and reading, but look at good and not good or it can give information or not.²

However learning foreign language like English is not always easy. Each skill components has certain difficulty. For skills in learning language, speaking skill is considered difficult to learn. Suriati quoted a statement about this difficulty that said, "Speaking is a complex process, which involveds thinking in language and social skills. Speaking is "the process of orally expressing thought and feelings of reflecting and shaping experience and sharing information."³ We often see a person spend many years to learn a language but the achievement still unsatisfied accorting to the target. A person who understand listening

¹ Clark H Clark, *Using Language*, (New York: Cambridge University Press, 2008) ,387

² Suriati Riri Isriyah, *Teaching Speaking Through Audio Visual AIDS*, Unpublished Thesis, (Bogor: University of Ibn Khaldun, 2011), 12

³ Suriati Riri Isriyah, *Teaching Speaking Through Audio Visual AIDS*, Unpublished Thesis, (Bogor: University of Ibn Khaldun, 2011), 12

sometimes do not know how to respond a conversation. Researcher believed students cannot speak after learning language for year is because of lacking interesting of students to learn English and lecturers also rarely guide students and give instructions to them in the classroom. Although on the other hand, students are also responsible for their own learning. However, teacher guidance and feedback is always required for students to learn and develop further. As Harold laswell puts it: the success of a communication is determined by the five factors of communicators, messages, media, communicants, and feedback. The five elements are interrelated and influential. feedback as a concept is an important part of teaching and learning.

Feedback had also been considered as one of the very important pedagogical practices from educational perspectives. Studies conducted in different time periods provided the testimony of the importance of feedback in the Teaching-Learning Process. Ovanda found that feedback had been emergent in the literature as a means to facilitate both the learning process and teaching performance.⁴ The context of constructive, systematic feedback include evaluation as an important element in the process of decision making for teaching. Later on Hattie and Timperley argued that feedback was one of the most powerful influences on learning and achievement.⁵ Feedback can either be positive or negative and may serve not only to show learns how well they have performed but also to motivate them and build a supportive classroom climate.

To create a conducive learning, feedback on every student's skill is required. According to the parson as stated in the Sawitri, feedback is useful for improving student achievement in language learning.⁶ Feedback must be comprehensive, useful and in accordance with what students have been through. A lecturer should have a strong foundation of speech performance or words to students who aim to keep students motivated to learn a English language. For students, feedback is useful for helping students through self-evaluation. Feedback is also essential for ongoing self-verification, elaboration and student self-development.

⁴ Md. Fazlul Rahman, Rasel Babul, & Md. Ashrafuzzaman, *Assessment an Feedback Practices in The English Language Classroom*, (Nepal : NELTA, 2011), 98

⁵ Hattie J & Timperley,H, *The Power of Feedback, Review of Education Research*, 77 (1) 2007, 81-112

⁶ Anak Agung Putri Maharani & Lul Ketut Sri Widhiasih, *Respon Siswa Terhadap Umpan Balik Guru Saat Pelajaran Bahasa Inggris di SD Saraswati 5 Denpasar*,(Denpasar: Jurnal Bakti Saraswati, 2016), 89

At the university level, especially in speaking requires appropriate target feedback. Providing the right feedback will make the impression of a pleasant and positive speaking subject. This is based on the reality that speaking is one skill that is difficult to master, so they are reluctant to communicate using English. One reason is the lecturer feedback is less precise, so that students are afraid and embarrassed to communicate using the English language. Oliver in Pattan stated that the way the teacher corrects language usage affects the student's verbal modification.⁷ In the sense that every detail of the comments or feedback the lecturer expressed will affect the student.

Based on the discussion above, the writer conducted the title “Feedback Style in Speaking Class in English education department IAIN Langsa”.

⁷ Anak Agung Putri Maharani & Lul Ketut Sri Widhiasih, *Respon Siswa Terhadap Umpan Balik Guru Saat Pelajaran Bahasa Inggris di SD Saraswati 5 Denpasar*, (Denpasar: Jurnal Bakti Saraswati, 2016), 90

Name/Initial : SR
Task : Academic Writing
Title : Language Shift and Language Maintenance: An Analysis Of Language Preservation In Cross-Breeding And Linguistic Different
Semester/Unit : VII/2
Assignment : 7

In Indonesia, there are many kinds of culture. Indonesia is a country with pluralistic society. Tribe as one of the elements of plurality of Indonesia spread and inhabit the entire archipelago. In Indonesia there are about 380 ethnic groups and approximately 200 local languages. The whole ethnic group is patterned *Bhineka Tunggal Ika*, which is a united whole that can not be scattered, each tribe materialized as a unit of society and culture that each stand alone and united by the national power of a nation. Factors that cause it is because the Indonesian territory consists of thousands of islands, and the population of Indonesia consist of various kinds of descendants. Indonesia as a country that consists of various ethnics (multiethnic) with a high degree of diversity has a great opportunity in different cultures or tribal marriages.

Cultural diversity is a symbol of cultural differences. Culture cannot be understood as a customary law. The diversity of meanings embodied in cultures ranges from the taste of food, architectural design, fashion style, speech with a particular dialect, as well as various ceremonial knacks. Culture itself is a set of attitudes, behaviors and symbols embraced by one group of people and is usually communicated from one generation to the next. Adults get their validity from the past, ie a time when the ancestors built an institution with no time limit.

With the advancement in mass communication technology and transportation bring a great influence to the inter-ethnic cultural contact with other tribes. Major cities have become a gathering place for people from various tribes, so the spread becomes very fast. Different cultural marriage is a marriage that occurs between couples from different cultural backgrounds, where there is a union of different ways of thinking and way of life. Acceptance of other cultures or tribes will make a person a great opportunity to be accepted by their partner's family. People will feel that their culture is accepted and appreciated. The opposite can happen, when a person is resist or rejects the culture from the prospective partner.

Indonesia various tribes and cultures, will not be avoided if the occurrence of crossbreeding between two cultures. Berastagi as a multicultural city with residents who live

come from various ethnic. Not only from the original ethnic Karo such as Batak Toba, Mandailing, Angkola, Pakpak, but from ethnic from outside North Sumatra such as Nias, China, Java, and even Tionghoa not a bit. It can be said that the people of Berastagi themselves come from various ethnic groups from Sabang to Merauke. In the future, multicultural life will increase with the marked increase in inter-ethnic cross-breeding. In a communication perspective it can be interpreted that the above phenomena will affect how the inter-ethnic couple communicates and assimilates. There is no way to separate Culture and communication because all one's behavior depends on the culture that influences. Communication is culture, culture is communication. The statement indicates that the relationship between communication and culture is very close. There is a mutual attachment between communication and cultural relations. Culture is the cornerstone of communication. So the ways of communication both verbal and non-verbal communication we are a reflection of the culture that affects us.

Communication is bound by culture. As cultures differ from one another, the practice and communication behavior of individuals cared for in these cultures will be different too. Communication is a form of human interaction that affect each other, intentionally or unintentionally. Not limited to forms of communication using verbal language, but also in terms of facial expression, painting, art, and technology. The simple definition of intercultural communication is to add the word culture to the statement "communication between two people/more of different cultural background". Intercultural communication processes can be well established and effective among mixed marriage partners. But there is a process of withdrawal by some informants from the previous tribe, high anxiety about the future of his tribe, excessive ethnocentrism sense, and culture shock that had experienced by some informants

The relationship between ethnic Batak Toba with Karo has been established since the first. However, these cultural differences will trigger miscommunication and conflict. That conflict will be greater if the two cultures are very different than if they were the same. It is suspected that the marriage between ethnic Toba and ethnic Karo will experience miscommunication and conflict because they have different cultures. The many obstacles, the differences and the opposition will be much greater appear and meet in their married lives. There are now some 6,000 languages in the world, half of which are likely to be lost within the present century. According to Krauss, the situation is even worse: of these 3,000 remaining languages,

only 600 have a good chance of real survival over the long term, i.e., if the trend persists, some 90% of the world's languages will be lost.

Language shift is the process by which a speech community in a contact situation (i.e. consisting of bilingual speakers) gradually stops using one of its two languages in favor of the other. The eventually favored language is almost without exception that of the majority or dominant linguistic group; in most countries over the past century this has tended to mean the language of the current or former colonial power. If the disfavored language is one that has as its last speakers the members of the community in question, then the language faces endangerment and eventually, language death. The topic of language endangerment and death has recently become of interest to linguists, after dire predictions of the large number of languages that are anticipated to be lost in the next century, and work on the topic has been accelerated as have efforts to reverse the process of language shift. There are, however, very few examples where language maintenance or language revitalization efforts can be thought to have been completely successful. Once the process of language shift has started and language loss is imminent, there is little chance that the language will ever again be spoken as the first and primary language of any community.

The goal of this thesis is to examine a multilingual speech community where language shift to the dominant national language has not yet occurred. The speech community in Berastagi where most speakers are bilingual. Under either view we have a situation where the language has been maintained despite social and economic pressures to do otherwise. The Karo land is precisely Berastagi is dominant with karonese. Berastagi tribe is a small multicultural city, so it is not possible to intermarriage marriage. In this case the author will analyze the language shift and language defense between batak Toba and Karo. Based on the background of the study the researcher is interested to conduct the research entitled, "Language Shift and Language Maintenance: An Analysis Of Language Preservation In Cross-Breeding And Linguistic Different".

Name/Initial : DH

Task : Academic Writing

Title : Student's Perception on Borrowing Theoretical Approach in Translation II

Semester/Unit : VII/3

Assignment : 8

Humans a being was born in this perfect world. Humans also have the cognitive ability to respond the information obtained from the surrounding environment through their senses, using the perception of what they see or feel, and think to decide what action should be taken to overcome the situation faces. Thus, humans can also have cognitive limitations.

This problem be able occur from birth and can also occur because of changes in the human body, an accident, a disease that can cause damage to humans, the physical and mental senses of humans. Due to these cognitive limitations, humans have the ability to see, touch, hear and have limitations in thinking. we can say in a narrow point of view that perception is not our true psychic experience, said perception is a process of merging between organizing data though senses for us to develop so that we can realize and more sensitive to around us and to ourselves.

According to J. Cohenn “perception is the process of meaningful interpretation of sensations as representative of external objects, perception is the apparent knowledge of what is out there.”¹ Perception is someone who thinks about something they learned to measure how they are measure how they are attitude toward the use of something, whether they agree or not about the method or about something they learned. They mean students have their own opinions to something learned from teaching.

In the great Indonesian dictionary, the word perception has two meanings: first, direct response or acceptance of something or absorption. Second, the perception be able to interpret as a process experienced by a person in know some things through the senses. Therefore, each person will differ the way of view and interpretation of a particular object or phenomenon.

Since the mid-1960s, Indonesians used the English word to borrow, even today Indonesians have used western lending such as science, technology, business and economics.

¹Deddy Mulyana, *IlmuKomunikasi*; SuatuPengantar (Bandung: Rosda, 2000), 167.

According to weinrich Indonesians use the word borrowing because they realize that the Indonesian language has semantic differences contained in the English language. Therefore, Indonesians use English to express the same meaning as English.

When we discuss the form of language, we refer to actual words, phrases, clauses, sentences, and paragraphs, spoken and written. It consists of transferring the meaning of the source language into the Target Language (TL). The translation form will be called Source Language (SL), while the form to be modified will be called Target Language (TL). It will conclude that translation is the process of transferring meaning from Source Language (SL), to Target Language (TL).The Target Language (TL) used here is Indonesian while the Source Language (SL) is English

Borrowing is a very important resource for developing language vocabulary and terminology. The literature on the loan points to various ways as "borrowing", "adoption", "loaning" etc. and limits the term to situations in which a particular language includes its lexicon words from another language or dialect of that language.²

Borrowing is a very important source of developing the vocabularies and terminologies of a language. Existing literatures on borrowing designate it variously as "borrowing", "adoption", "loaning" etc and restrict the term to a situation whereby a particular language incorporates in its lexicon words from another language or dialect of that language.

The advantage of the borrowing strategy is to bring the original connotation to the word in TL. The Indonesian makes new words by way of pronunciation. However, this method avoids misunderstanding to use other words without full equality in Indonesia. Along with the dissemination and acceptance of this new word, the marker in Indonesia will eventually acquire the original concept of SL, which is similar to the creation of this word in the marker of the SL form in the cultural source country.

As we know, every language has many vocabulary and variations of words. Based on experience and culture, Indonesia has many words that have the same meaning as the word *sawah, padi, beras, gabahdannasi*, it has only one word in English, it is 'rice'. In addition, each language has its own way of determining its symbol system and its meaning. For example the word *kawan* in the Indonesian language has a comparison in English as friend, companion, or

²Komolafe, Olusanya Ezekiel, for "Borrowing Devices in YorùbáTerminography", *International Journal of Humanities and Social Science*, Vol 4, No. 8, (June 2014): 49.

comrade. When translating, the translator must know the culture, social value, in addition to the words structure of Target Language (TL).

From this existing explanation greatly affects the students' perception of the problem of foreign language vocabulary borrowing. In which case the researcher is interested in examining “Student's Perception on Borrowing Theoretical Approach in Translation II”. The word 'Borrowing' here refers to the translation procedure.

Name/Initial : RM
Task : Academic Writing
Title : Student's Effort of Motivational Expressions in Learning English
Subject at SMA Negeri 4 Langsa
Semester/Unit : VII/3
Assignment : 9

Language is communication, English is the most widely used language in international communication. As the times progressed, English became very popular and more widely known. English becomes the world language or international language because we need a language that is easy to use by everyone. And became the language of the world because it is regarded as a language that is relatively easy to learn. In addition, English is also widely used by citizens of Indonesia to communicate.

Indonesia is a multilingual country whose English is taught as a foreign language (EFL). Now, English is required at the junior and senior high school level. However, it is observed that many students are not interested in learning English, they do not feel happy to attend English classes. A teacher plays an important role in a student's life. They have a strong influence on student life. teacher's attitudes and behavior are very important in student learning. The language of a teacher can affect the student behavior.

Shah asserted that teacher's attitudes and behavior are very much important for students learning and teacher qualification and training affects not only teacher attitude but also student learning.¹ It means that every teacher must be able to give positive things that can be imitated as an example or a figure. Students will feel attracted to the lessons taught by the teacher if the teacher can master the class and make a positive reinforcement in the class to change students behavior.

Based on the researcher's experience when doing the teaching practice English at SMA Negeri 4 Langsa, there are some problems found. The students' motivation in learning English is

¹Shah, S. A. (2002). *Impact of teacher's behaviour on the academic achievement of university students*. PhD Thesis, Institute of Education and Research Pir Mehrl, Arid, Agriculture University Rawalpindi, Pakistan.

still low, they complained that English is very difficult to learn and understand. Moreover, English is not interesting to learn, they assumed that English is useless to their lives. There is nothing that makes them interested in learning English. They are only interested in teachers who teach English is fun and does not make the atmosphere in the class to be boring.

This study investigated the students' effort in learning English. Therefore, the writer connected the effort from the concept of motivation, through motivational expressions that implemented by the teacher in the class. Motivation is considered to be one of the most important factors affecting learning, especially in learning an effective foreign language. It plays the very important role in learning English. Motivation refers to the states within a person that derives behavior towards some goal. Motivation is seen by many as being fundamental to the process of reinforcement. On the other hand, changing the behavior bring a positive change in the behavior of a person and improve someone's life. So, motivation as the positive reinforcement is a key to making change in the behavior and effort of the students.

Actually, errors and mistakes are an unavoidable and even valuable part in foreign language learning. If students are making mistakes, they are learning and practicing. If they do not make mistakes and correct mistakes, they will never become perfect. Therefore correction should be gentle without making a big fuss. Gentle correction involves statements such as "well that's not quite right...". Thus the teacher corrects the mistake without discouraging the students. Sometimes silly but interesting mistakes make the class burst into laughter, and the students become embarrassed. No matter how many mistakes and errors they make the teacher should never forfeit hope for his students remember bake the pie in a slow oven.²

Motivation has a big role in students' effort in learning English. Gardner states that the motivation constructed the primary factor to influence students in English learning. The motivation for language learning can not only include the goal of learning the language and attitudes toward learning the language. In the other words, the effort is influenced by motivation. Students who intensively motivate themselves in making efforts in learning English tend to be better to accept the subject.

² Developing student confidence in speaking English , 3405-3470-1-PB.txt.pdf

The students' effort can be defined as a motivation process of actions and goals design to achieve their need. The students make their own effort in learning English and the effort could vary among students depend on their own ways. Every student makes different effort which results from different progress too. The different progress occurs because the effort is done in certain ways, facilities, and experience of the students. Therefore, students have the fine effort in order to develop their English skill.

Based on observations and preliminary studies that researchers find out in SMA Negeri 4 Langsa, students' motivation in learning English subject is still lower. From the description above, on this occasion, the researcher wishes to engage in a study that is about how much student's effort of motivational expressions in the learning English subject. So, In this research, the aim of researcher is to analyze "student's effort of motivational expressions in learning English subject at SMA Negeri 4 Langsa"

Name/Initial : SM
Task : Academic Writing
Title : The Effect of English Lecturer Using English as Lingua Franca in Teaching to English Students at Seventh-Semester in IAIN Langsa
Semester/Unit : VII/1
Assignment : 10

Language is fundamental aspect of communication. Communication is a social act or behavior that occurs between at least two people. We communicate in many different ways for many different reasons. In order to communication to occurs, one person must send a “message” and the other person must receive the message. It is an essential human behavior.

We use communication to play, learn, teach and interact with other human beings. We use it to form friendship and to be part of community.

Through communication we can learn more about each other and more about the world that we live in. Milles and Riggio said that without communication we become isolated from our fellow human beings and cannot form meaningful relationship.¹

Communication is the exchange of a message between at least two people. It is consist of two typical ways these are Expressive communication and Receptive communication. Expressive communication is the message to another person by means which feelings, wants and intents to other are expressed. Receptive communication is the process of receiving and undertanding a message from another person.²Maryam Demchak states that Receptive communication refers to the way a listener receiver and understands a message from a communication partner.³ As a social being, we must be able to receive and understand message from others, especially in learning.

Communication has a big roles in educational program. It is one of the most important goals which is considered to be used by the students in every participate of educational team. Students must have communication as good as possible to construct their own comprehenssion in learning. Therefore students are required to understand what teachers explains in the classroom.

¹The Natinal Technical Asistance Consortium for Children and Young Adults Who are Deaf-Blind (NTAC), *Communication Fact sheets for Parents*: (USA: 2002), 4.

²The Natinal Technical Asistance Consortium for Children and Young Adults Who are Deaf-Blind (NTAC), *Communication Fact sheets for Parents*: (USA: 2002), 8.

³Maryam Demchak, *Using Cues to Enchanche Receptive Communication*: (Nevada:2002), 4.

In fact is that many students who generally can not understand about the material explained by the teacher, because of they have many different backgrounds especially in terms of language.

To create a good communication between teachers and students should use a language which is understood both of them which is commonly called Lingua Franca (bridge of Language). In this case The global demand for English as Lingua Franca because it has emerged as a way to referring to communication in English between speakers with different first language. According to Gray stated that when English is chosen as the means of communication among people from different first language backgrounds, across Linguacultural boundaries, the preferred term is “English as Lingua Franca”.⁴

In other way Lingua Franca states as (working language, bridge language, vehicular Language) is a language systematically used for communication, possibly among people who do not share a common language.

In Indonesia, the government has considered English language as the most important foreign Language and the compulsory foreign language subject must be learnt by students from elementary school until university level. Ideally, the students of university are conveyed to learn and understand what the teachers explain in the classroom by using English as Lingua Franca in teaching. In fact some of students in IAIN Langsa, especially students who are in English Department still being hard to catch the material which is delivered by the Lecturer in the classroom.

Although the teachers has used English as Lingua Franca to be understood by all students, but there are some of them can not be receive what the lecturer explained. Based on the explanation above the researcher interest to raise the research entitled : **The Effect of English Lecturer Using English as Lingua Franca in Teaching to English Students at Seventh-Semester in IAIN Langsa**

⁴ Gray, *Lingua Franca Introduction* (Canada: 2009). 9

Name/Initial : DR
Task : Academic Writing
Title : **Constractive Behavior Procrastinator and Non-Procrastinator Students in Writing Achievement at IAIN Zawiyah Cot Kala Langsa**
Semester/Unit : VII/1
Assignment : 11

Writing is one of the skills that is closely related to the most important basic human skill, in language. According to Tarigan, writing is a language skill that is used to communicate indirectly, not face to face with others. This implies that writing can help explain our thoughts through a writing without meeting each other.

The success of a student in writing is the most important thing. It is due to the ability and motivation of the student in completing the writing their made. Each student has different abilities in writing. There are some students who have the ability to finish writing well with a short time, and there are some other students who have the ability to finish writing well but with a long time. This is usually experienced by students at high school to college level. The term commonly used by students to see this ability in learning with the system quickly or can also be called the System of Speeding Overnight (SKS).

In education System of Speeding Overnight is called Procrastination. Procrastination is a tendency to delay in starting, executing, and terminating an activity. The term procrastination was first coined by Brown and Hotman in 1967, this term rooted from another language "proctinase" which means delaying until the next day. Delays in the process of doing tasks or activities are things to avoid because it is not good. Procrastination is done solely to complete the task optimally. However, the delay does not make the task any better but it leads to a useless delay.

A person who has a tendency to delay or not start a job is called a person who is doing procrastination. Usually people who do procrastination will carry out activities that have nothing to do with the task that should be done.

Procrastination to deliberately delay the desired activity despite knowing that the delay can have a devastating effect. From the opinion of Steel means that procrastination is done consciously, but ignores the consequences or impact that resulted by doing procrastination. If left alone it can have a devastating effect.

Procrastination can also adversely affect the health of the culprit. A person who performs procrastination usually has habits that should not be done by anyone, procrastination deals with psychiatric syndromes. A procrastinator usually also has unhealthy sleep, has chronic depression, causes of stress, and various causes of other psychological aberrations and procrastination also have a paradoxical effect on guidance and counseling.

According to Burka and Yuen, Yet procrastination involves far more than deficient time management and study skills. Anecdotal data from procrastination and from clinical observations of procrastination¹. Affirmed by mentioning the irrational aspects of a procrastinator. A procrastinator has the view that a task must be completed perfectly, so that it feels safer not to do it immediately, because it will produce something that is not optimal. In other words, the delay categorized as procrastination is if the delay is a permanent habit or pattern that one always performs when faced with the task and the delay is caused by irrational beliefs in view of the task.

In this study, researchers hope English students can do the task in a timely manner and do not delay the job especially in writing. Because they have done many tasks or jobs at least they have done the task in a timely manner and have been prepared as well as possible.

In fact, researchers found some problems experienced by students in doing the task, especially in Writing. The problem is that they often procrastinate the tasks assigned by lecturers and often do not solve them well. It caused a very significant difference in the results obtained. the difference can be seen from the value of each student. Regarding those statements above, the writer formulates his research entitled **“Constrictive Behavior Procrastinator and Non-Procrastinator Students in Writing Achievement at IAIN Zawiyah Cot Kala Langsa.”**

¹ Solomon, L. J., & Rothblum, E. D. (1984). Procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31, 503–509.

Name/Initial : DW
Task : Academic Writing
Title : The Influence of Technology on Children Attitudes in Langsa
Semester/Unit : VII/2
Assignment : 12

Scientists are now beginning to tease out the effects of all this electronic engagement. Too much screen time may be linked to an increased incidence of risky behaviors, and more social network activity seems to correspond to mood problems among teens. But there's good news, too. Moderate computer use may be associated with the development of some cognitive and social skills. The more hours teenagers spend using a computer or watching TV, the weaker their emotional bonds with their parents, reports a study of more than 3,000 adolescents published in the *Archives of Pediatrics & Adolescent Medicine*. On the other hand, teens who spent more time reading and doing homework reported feeling closer to their moms and dads. "Strong attachment to parents" a bond of understanding, trust, and affection "is protective against poor psychological health and participation in risky health behaviors," the study's authors note, so "concern about high levels of screen time is warranted.

Such as, Television can be a powerful teacher. Watching *Sesame Street* is an example of how toddlers can learn valuable lessons about racial harmony, cooperation, kindness, simple arithmetic and the alphabet through an educational television format. Some public television programs stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful prosocial teaching devices. In some disadvantaged settings, healthy television habits may actually be a beneficial teaching tool .Still, watching television takes time away from reading and schoolwork. More recent and well-controlled studies show that even 1 h to 2

h of daily unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading.

Today, television has become a leading sex educator in Canada. Between 1976 and 1996, there has been a 270% increase in sexual interactions during the family hour of 2000 hours to 2100 hours. Television exposes children to adult sexual behaviours in ways that portray these actions as normal and risk-free, sending the message that because these behaviours are frequent, ‘everybody does it’. Sex between unmarried partners is shown 24 times more often than sex between spouses, while sexually transmitted infections and unwanted pregnancy are rarely mentioned.

Teens rank the media as the leading source of information about sex, second only to school sex education programs. Numerous studies document adolescents’ susceptibility to the media’s influence on their sexual attitudes, values and beliefs. A detailed guide to responsible sexual content on television, and in films and music can be found in other peer-reviewed publications. Some people believe that the media can influence sexual responsibility by promoting birth control, such as condom use. No current empirical evidence supports this concept; it is expected that the debate will continue.

Many benefits technology in our live but in fact, there are many children have not used yet technology as good. So, many children get trouble in their live such as they doesn’t control their time and making be lazy. Furthermore, for this case the writer wants to know about this case expecially in langsa, the title is “**The Influence of Technology on Children Attitudes in Langsa**”

Name/Initial : NY
Task : Academic Writing
Title : The Influence of Using Snowball Throwing Method in Increasing the First Students In Mastering Question Tag at Mtss Geudubang Aceh
Semester/Unit : VII/2
Assignment : 13

It is important to learn English because it's an international language for most people around the world. Moreover, English is the first foreign language in Indonesia and also one of the subjects taught in schools and courses. Grammar is one of the language aspects found to be difficult for the students to learn and also for the teachers to teach. It's difficult for the student because the students have remembered the rules and change of the verb, to be, time etc. Beside, many materials must be learned by the students in English grammar. It's impossible to understand if they do not remember about the rules in it.

Students or learners may get problems in learning English as the foreign language because there are many differences between Indonesia and English in term of grammar, vocabulary, etc. According to the 1994 English curriculum of SMP/MTs, the goal of English teaching at SMP/MTs is mainly to prepare the students to have the language skills (reading, listening, speaking and writing). The skills must be taught integrated without ignoring the language components separately. And it's hoped that the students can communicate in the students communicate in the target language, both spoken and written. consequently, grammar of structure cannot be separated from language teaching. Although the main goal is to teach how to use language communicatively.

English structure plays an important role in understanding English. By mastering the English structure the students will be able to develop their speaking, listening, reading, and writing skills. English structure also has an important role to avoid misunderstanding in communication. Question Tags is one of topics which should be taught in the first term program in the third years of SMP/MTs. According to swan

(1988:511) short questions or question tags are very common in spoken English. Native speakers often used them at the ends of their sentence.

As we know, question tag is one of the materials in English grammar. But, the students still confude in learning question tag. They often made the error question tag when they tried to make it. It's because the students do not understand about the material although the teachers have just explained it. Beside it, the students have difficulties in understanding material and they also have less motivation in study English. Because of that, the teachers must think about how is the way to make the students are motivated in their study.

Question tags are one of a kind questions in English. Questions tags are also short questions that are often present at the end of a sentence in a conversation, and sometimes in non-musical or informal writing. Question tags are used to find out or check if something is right or to seek approval (agreement). Actually the formation of questions tag depends what kind of sentence we use, whether positive sentence or negative sentence. Agreement when someone does something and then adds that someone else is doing the same thing. There are 2 ways to convey the agreement is to positive statement using the word "too" or "so". The second way is an agreement for a negative statement using the word "either" or "neither.

In this case, the teacher can use an interesting strategy or method that can help the teachers in teaching learning process. In a fact, many methods or strategies that can be used by the teachers in teaching English. One of them is Snowball Throwing method. Snowball Throwing method is one of effective method that can be used by all of materials, such as teaching question tag. Teaching question tag by using Snowball Throwing method can make the students interesting and active in their study. So, it can make the students are motivated to study English well.

Learning is a process of change that occurs in students as a result of experience taken, both cognitive, affective, and psychomotor. Therefore, learning will only happen if the students has an inner drive or interest to change according to his or her potential and abilities. The existence of a basic capability in each individual, such as reading, writing, listening, and speaking. Will not come naturally during the learning process at school is still dominated by lecture methods; students sit, listen and record and stuff the child's

brain with various teaching materials that must be memorized. This basic ability can be achieved, if the teachers in the school set up a learning plan that aims to make students more active in learning. Therefore, in this study will be limited to the extent to which the influence of snowball throwing learning model and interest in learning to the ability of listening to junior high school students.

Education is an effort or activity to form intelligent human beings in various aspects either intellectual, social, emotional and spiritual, skilled and personable and can behave with decorated noble character, which later is expected to fill his life productively for the benefit of himself and his community. In law no.20 of 2003 on the national education system mentioned that: education is a conscious and planned effort to create and atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by him, society, nation and country. National education system requires that learners can be active in the learning process to develop their potential, certainly can not be realized if in the learning that took place in schools still using the old approach (conventional approach). Therefore, the old approach must be abandoned, and replaced with a more accountable new approach. To achieve that goal, the learning paradigm must be changed from the teaching paradigm to the learning paradigm. The role of the teacher in the learning process must also be changed from the teacher to the mediator, motivator, counselor, mentor, facilitator, and evaluator.

In learning to achieve quality teaching quality, subjects must be organized with appropriate strategies and then delivered to students with the right strategy. In this case, the selection of learning methods will determine the success of a learning process and for its development. Given that all existing methods have advantages and disadvantages to apply. Then the selection of the most appropriate method can support the success of the objectives to be achieved in learning, with the existing learning methods on the application in the classroom students can learn individually and joint study together in a fun situation so that students can be active, creative and innovative. One of the learning methods that can support these conditions is cooperative learning. Bern and Erickson argue that “ Cooperative learning is a learning strategy that organizes learning by using

small groups where students work together to achieve learning goals, in this system the teacher acts as a facilitator”.

In this cooperative learning the teaching of the process gives students the opportunity to work with fellow students in structured tasks and in this system the teacher acts as a facilitator. One type of cooperative learning is the type of “ Snowball Throwing “. Snowball Throwing is one of the learning methods to deliver information, so students become more active, creative, innovative and critical.

Mts S Geudubang Aceh is school that is used as a researcher as a research, researchers conducted observation was done through the observation of learning process of religious education. Through the observation of learning process of religious education. Through the observation was done through observation of learning process of religious education. Through the observation obtained information that in learning English education MTs S Geudubang Aceh. There are still some problems that the selection of methods that are less varied, learning in the class has not fully involving students, most of the learning activities are still dominated by teachers, student tend to perform activities, there are even students who just sit still with sleepiness. The problem inhibits the learning process that takes place will certainly have implications on student learning outcomes.

To overcome the above problems, researchers and teachers of the field of study agreed to try new methods that can attract students and able to increase student activeness so that student achievement can be increased as well. The preferred solution is to apply cooperative learning method type “Snowball Throwing”. The existence of problems faced by students and the desire of teachers to overcome these problems, as well as the desire of researchers to determine the effect of the application of learning methods “snowball Throwing” with the material question tags of students. So, the researchers opinion that students of MTsS Geudubang Aceh have some difficulties in applying question tag correctly s supposed to be easy to use Snowball Throwing as method. So, the researcher is interested in choosing the topic which leads the research to be entitled to **“THE INFLUENCE OF USING SNOWBALL THROWING METHODE IN INCREASING THE FIRST STUDENTS IN MASTERING QUESTION TAG AT MTsS GEUDUBANG ACEH”**

Name/Initial : WD
Task : Academic Writing
Title : **The Effectiveness of Using Whole Language in Learning Narrative Text to Improve Writing Comprehension Skill on Narrative Texts an Experimental Research at the Nineth Grade (SMP N 1 PEUREULAK of 2016-2017).**
Semester/Unit : VII/1
Assignment : 14

Writing is considered important in many contexts of language. This is important in language classes as it can contribute to the students. if the learners cannot understand the process of writing at the right level, the simple writing cannot begin well. in listening, learners were hoped to interact to achieve understanding with accessing the second language speakers.

Teacher can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language to build their ability in writing. in teaching writing skill, many teacher just gives the material, the students write. the teacher does not explain what it means.

Whereas in writing comprehension skill not only theory that being explained but also it involves practice and understanding. the students must be given a chance to be active to develop their ability to understand the subject. because an important teaching goal is to help students becomes more creative.

The material that has been taught for students of junior high school not only vocabulary and grammar but also genres and supporting competence such as linguistic competence, sociolinguistic competence, and strategy competence. genres are written text that have systemic linguists and characteristic lexico grammatical features. one of them is narrative text. it is taught by teacher in order to amuse/entertain the readers and to tell a story.

in the process of language learning are basically the teacher still uses the old learning methods; such students are still listening to the DVD and answer the questions teachers properly. it can make writing uninteresting material and get the minimum attention from the students.

This phenomenon is happened in the almost country in the world. it is the great duty for the language teacher. using a variety of activities and teaching aids and assessing students

appropriately will increase student's participation. one of the strategies that can be used by the teacher in teaching writing to the students is by using media to support the teaching and learning process.

Teacher should be creative to select the teaching media and techniques to draw students' interest and motivation in learning listening. teaching and learning process become more interesting and interactive teaching process becomes efficient, increasing students' output since the media communicate the element of knowledge.

The whole Character of philosophy language they believe that language is the language will not be separated into letters and combinations of letters "translated" and vice versa complete system of making meaning with words functioning in relation to each other in context. in this research, the problem is the student ability to write narrative text. in order to be able to teach well teachers must have the ability of professionals consisting of ten competencies teachers must have professional ability which consists of ten teachers' competences.

One of the competences is by identifying, choosing, and not using media. it is good for students because they like to learn using visual aid. as a mean for teaching writing comprehension skill, students will be more interested in the process of teaching learning and more active in learning. they will feel that they are just not an object of teaching learning process but also a subject of it.

They will be active as a participant and they are given a chance for expressing their minds, emotions, feeling and attitudes hopefully, by doing this the students will also improve their writing skill. from the narrative above, the writer is interested in researching more about **“The effectiveness of using whole language in learning narrative text” to improve writing comprehension skill on narrative texts an experimental research at the ninth grade (SMP N 1 PEUREULAK of 2016-2017).**

CURICULUM VITAE

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