

**THE CORRELATION BETWEEN EFL STUDENTS' ATTITUDE AND THEIR
PLAGIARISM IN ACADEMIC WRITING**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language Education



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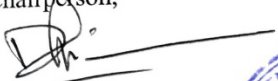
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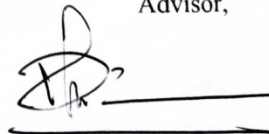
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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : The Correlation Between EFL Students' Attitude and
Their Plagiarism in Academic Writing
Name : Yolanda Arivia Azmi
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The objective of this research was to explain the correlation between EFL students' attitude and their plagiarism in academic writing. This research was conducted at the fifth to ninth-semester students of English Department UIN Walisongo Semarang 2021/2022 with the total of 136 students as the population. The sampling technique was random sampling and it was found 102 samples through Slovin formula calculation. The researcher took at the seventh to ninth-semester students as the trial sample to measure validity and reliability of research instrument and the researcher chose the fifth to ninth-semester students who already got writing for academic purposes class as the sample of the research. In collecting the data, the researcher distributed the questionnaire to describe EFL students' attitude in academic writing, plagiarism phenomenon in academic writing, and the correlation between ELF students' attitude and their plagiarism in academic writing. This research design was quantitative approach with correlational method. Data analysis used in this research was descriptive statistics, normality test, and correlation test. Correlation Pearson Test was used to analyze the data and the hypothesis testing was computed using SPSS version 25.0. After giving instrument to trial sample, the researcher analyzed the data, it was found that reliability of EFL students' attitude was 0.829. It meant that EFL students' attitude instrument was reliable. The result of reliability of students' plagiarism was 0.809. It meant that EFL students' plagiarism in academic writing was reliable. After calculating the data, the researcher found that significance correlation was 0.000. The value of significance correlation was <0.05 . It meant that EFL students' attitude and Students' Plagiarism have a good significant correlation. The research's result can be interpreted that there was significant correlation between EFL students' attitude and their plagiarism in academic writing.

Keywords: *Academic Writing, Attitude, EFL Students' Plagiarism, Students' Academic Dishonesty*

MOTTO

"Life is not only about opening and closing your eyes. The edge of life is about how we open with good intentions and close with gratitude."

DEDICATION

This thesis is dedicated to:

1. My beloved mother, Dian Kurniasih who always give me endless pray, sacrifice, love and motivation.
2. My hero Father, SaidiKhasan for motivating me, supporting me emotionally and financially, pray, sacrifice and love.
3. My beloved sibling Mulia Lisa Ariani for being a cheerful sister.
4. My dearest friend Idris Al Amin and his family who never stop give me support, pray, love and motivation.
5. All of my teachers and lectures who have guided and educated me with big gorgeous and sincerity.

I hereby dedicated this paper with gratitude. Thank you so much, Love and respects are always for them. May Allah bless you.

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In conducting this paper, the writer realize that she cannot complete this final project without guidance, help valuable and meaningful contribution from others. Therefore the writer would like to express her sincere gratitude to:

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, research questions, objectives of the research, and significance of the research.

A. Background of Research

Academic dishonesty, including plagiarism, is a phenomenon that often occurs in the world of education. This phenomenon has occurred since ancient times, and even today, we often encounter it in education. The act of plagiarism refers to the meaning of copying or taking other people's writing, ideas or words without including the source of writing. In other words, copying or quoting the writings, words, or ideas of other people without including the source is an act of plagiarism.¹ The phenomenon of plagiarism can be found in education, both at the lowest level and in higher education. Especially in the higher level of education, plagiarism is likely to occur. Moreover with an increasingly complicated lesson in writing subjects, students need ideas and information in starting to design writing. They usually look for information related to the topic of the writing. In searching for information, students usually look for various sources such as books, essays, and articles that they can

¹Sumayah Goolam Nabee, Joash Mageto, and Noleen Pisa, 'Investigating Predictors of Academic Plagiarism among University Students', *International Journal of Learning, Teaching and Educational Research*, 19.12 (2020), 264–80 <<https://doi.org/10.26803/ijlter.19.12.14>>.

search through the internet.²

Many researchers have conducted previous studies involving plagiarism. One of them is Bilal M. Tayan entitled *Academic Misconduct: An Investigation into Male Students' Perceptions, Experiences & Attitudes towards Cheating and Plagiarism in a Middle Eastern University Context*. This study aimed to investigate first-year male undergraduate students' attitudes, experiences, and perceptions towards plagiarism and cheating in a university located in Saudi Arabia. In this study, it was found that cheating and plagiarism are common among students, while a need to address student awareness and clarify student expectations towards academic integrity was also identified.³

Another research from Young D. Nwoye, Uchenna N. Akpom, and Jae-Kwang Hwang entitled "*Students Attitude and Perceptions towards Academic Dishonesty*". This study aimed to look at student perceptions of academic dishonesty at numerous colleges and universities in South East and Northern part of Nigeria, evaluate how male students' perceptions may vary from those of female students, and identify some factors that predict students' attitudes toward academic dishonesty. The results indicate that students'

²Jennifer Teeter, 'Deconstructing Attitudes towards Plagiarism of Japanese Undergraduates in EFL Academic Writing Classes', *English Language Teaching*, 8.1 (2015), 95–109 <<https://doi.org/10.5539/elt.v8n1p95>>.

³Bilal M. Tayan, 'Academic Misconduct: An Investigation into Male Students' Perceptions, Experiences & Attitudes towards Cheating and Plagiarism in a Middle Eastern University Context', *Journal of Education and Learning*, 6.1 (2016), 158 <<https://doi.org/10.5539/jel.v6n1p158>>.

personal beliefs and societal pressure to succeed and advance in a competitive educational environment impact students' perceptions of academic dishonesty.⁴

Further research was conducted by NajmiRodhiya et al. Entitled "*Graduate Students' Attitude Toward Plagiarism in Academic Writing*". This study aims to find out graduate language students' attitudes toward plagiarism in academic writing. This study The result shows that 66% or 57 students have a neutral attitude toward plagiarism. It means that they knew that plagiarism was an improper action, but they can tolerate plagiarism action. However, 33% or 28 students have a negative attitude toward plagiarism, which means they cannot tolerate plagiarism. In contrast, only 1% or one student has a positive attitude toward plagiarism, which means they do not think plagiarism is improper.⁵

The previous researches have a common theme, namely plagiarism, the first study investigated investigate first-year male undergraduate students' attitudes, experiences, and perceptions towards plagiarism and cheating in a university located in Saudi Arabia. The second aimed to look at student perceptions of academic dishonesty and the last study aims to find out graduate language students' attitudes toward plagiarism in academic writing.

⁴Young D. Nwoye, Uchenna N. Akpom, and Jae-Kwang Hwang, 'Students Attitude and Perceptions towards Academic Dishonesty', *Journal of Education & Social Policy*, 6.1 (2019), 114–31 <<https://doi.org/10.30845/jesp.v6n1p15>>.

⁵Najmi Rodhiya and Primardiana Hermilia Wijayati, 'Graduate Students' Attitude Toward Plagiarism in Academic Writing', *KnE Social Sciences*, 2020 (2020), 206–12 <<https://doi.org/10.18502/kss.v4i4.6484>>.

Compared to the previous studies described above, this study tries to observe the different views from the first performer to know EFL students' attitude and its correlation towards plagiarism in their academic writing subject. Students' attitude toward plagiarism is essential because students have the primary role as a subject in this case. However, it helps students determine their actions to write academic writing and avoid plagiarism in their writing. The emergence of attitudes and habits of doing plagiarism is significant to prevent. Knowing about students' attitudes towards plagiarism can determine students' attitude to take action. Attitude formed from a belief produce an action that can be beneficial or detrimental. Therefore, it is essential to know the students' attitudes and their correlation towards academic writing plagiarism.

Writing is an activity of expressing one's ideas or thoughts in the form of sentences or paragraphs. Writing is also a complex activity that includes various activities such as reading, paraphrasing, interpreting, and spelling. Writing activities can not be separated from students of English Education Department, where mastery of foreign languages can be seen from their skills in writing an article or essay both in sentence form and in paragraph form. An assignment in writing a paragraph is an assignment that students of English Education Department often encounter. Nguyen from Monash University stated in writing a paragraph, the students have to express their ideas and develop them through extensive writing. However, in these activities, students often encounter

difficulties finding ideas that they should include in an article. They will look for information related to the writing, one of which is reading. The information they read certainly comes from various sources of information such as books, journals, articles that they can quickly get through the internet.⁶

The development of the internet today allows students to copy other people's writings very easily. It raises the habit of students to use the internet as a source of information related to the writings they make so that plagiarism arises intentionally or unintentionally. To build knowledge about plagiarism, students need to be aware of it, but do students know what plagiarism is? The main factor why students commit many acts of plagiarism is a lack of knowledge and awareness. However, students become accustomed to doing these actions in education, whether intentionally or unintentionally.

Based on the background explanation above. The researcher is motivated to research the attitude of English Education Department students and its correlation towards plagiarism in academic writing, which is expected to provide awareness and knowledge of plagiarism theory and academic writing in the future. Therefore, the researcher would like to raise the title

"The Correlation Between EFL Students' Attitude and Their

⁶T V L Nguyen and A Filipi, 'Plagiarism in English Academic Writing: Towards a Definition and Classification of Types.', *Vinh University Journal of Science*, 46.2B (2017), 5–20.

Academic Dishonesty in Academic Writing "

B. Research Question

Based on the background above, the researcher found the problem as follows:

1. How is EFL students' attitude in academic writing?
2. How is EFL students' plagiarism in academic writing?
3. To what extent is the correlation of EFL students' attitude towards plagiarism phenomenon in academic writing at UIN Walisongo Semarang?

C. Research Objective

Based on the statements above, the researcher intends to achieve some objectives to the research as follows:

1. To explain EFL students' attitude in academic writing
2. To explain EFL students' plagiarism in academic writing
3. To analyze the correlation of EFL students' attitudes towards plagiarism phenomenon in academic writing at UIN Walisongo Semarang

D. Pedagogical Significance

The result of this study is hoped to give some positive contribution both theoretically and practically.

1. Theoretical Significance

The research is expected to explain EFL Students' Attitudes and its correlation towards Plagiarism phenomenon in academic writing at UIN Walisongo Semarang. Hopefully, the

result of this research can be a reference for the future researcher who wants to conduct the same about academic dishonesty in the plagiarism phenomenon.

2. Practically Significance

This research served four practical significances are:

a. For the researcher

This research is expected to give more knowledge about The correlation between EFL students' attitude and their plagiarism in academic writing at UIN Walisongo Semarang

b. For the readers

This research is expected to give information about plagiarism phenomenon in academic writing, which is expected to increase awareness of the plagiarism phenomenon

c. Further researcher

This research can be a reference for the further researcher who wants to conduct the same research which is related to this topic, especially the correlation between EFL students' attitude and their plagiarism in academic writing

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher presents, previous research and literature review

A. Previous Research

- I. A journal was published in 2017, entitled *“Academic Misconduct: An Investigation into Male Students’ Perceptions, Experiences & Attitudes towards Cheating and Plagiarism in a Middle Eastern University Context”*. This study was written by Bilal M. Tayan from Graduate School of Education, Exeter University, United Kingdom. The study aimed to address themes related to the meaning, forms, source, frequency, and reasons for cheating and plagiarism. The study also proposes several recommendations to alleviate the levels of academic misconduct, be it cheating in exams or plagiarising content, in the Saudi university context. This study used an online Likert scale questionnaire. Its purpose was to investigate first-year male undergraduate students’ attitudes, experiences, and perceptions towards plagiarism and cheating in a university located in Saudi Arabia. The study shows that cheating and plagiarism are common among students, while a need to address student awareness and clarify student expectations

towards academic integrity was also identified.⁷

2. A journal written by Young D. Nwoye, Uchenna N. Akpom, and Jae-Kwang Hwang was published in 2019 was entitled "*Students Attitude and Perceptions towards Academic Dishonesty*". This study aimed to look at student perceptions of academic dishonesty at numerous colleges and universities in South East and Northern part of Nigeria, evaluate how male students' perceptions may vary from those of female students, and identify some factors that predict students' attitudes toward academic dishonesty. The method of this study is quantitative. The data collection used a student self-report survey questionnaire. The results indicate that students' personal beliefs and societal pressure to succeed and advance in a competitive educational environment impact students' perceptions of academic dishonesty. Students who place less weight on the cost of being caught were less likely to perceive academic dishonesty situations as such. Overall, the students had a good understanding of academic dishonesty situations shown in the generally high academic dishonesty questions means.⁸
3. Najmi Rodhiya, Primardiana Hermilia Wijayati, and Herri Akhmad Bukhori wrote a paper entitled "*Graduate Students' Attitude Toward Plagiarism in Academic Writing*" from The State

⁷ Tayan.

⁸ D. Nwoye, N. Akpom, and Hwang.

University of Malang in 2020. This study aims to find out graduate language students' attitudes toward plagiarism in academic writing. This method used a quantitative approach, and the design was a survey. A sample using random sampling was chosen as the sampling technique. The instruments were Questionnaire and interview. The result shows that 66% or 57 students have a neutral attitude toward plagiarism. It means that they knew that plagiarism was an improper action, but they can tolerate plagiarism action. However, 33% or 28 students have a negative attitude toward plagiarism, which means they cannot tolerate plagiarism. In contrast, only 1% or one student has a positive attitude toward plagiarism, which means they do not think plagiarism is improper.⁹

4. A journal was written by Guangwei Hu and Jun Lei entitled *"Plagiarism in English academic writing: A comparison of Chinese university teachers' and students' understandings and stances"*. This journal is from Nanyang Technological University Singapore, published in 2016. This study's purpose is to bridge the gap by comparing how 142 Chinese university EFL teachers and 270 undergraduate students viewed exemplars of unacknowledged copying and unattributed paraphrasing, two forms of intertextuality generally regarded as plagiarism in Anglo-American academia. The method of this study used quantitative and qualitative. The result of quantitative and

⁹ Rodhiya and Hermilia Wijayati.

qualitative analysis shows that the participants, though understanding plagiarism in English academic writing differently from Anglo-American academia, clearly disapproved of recognized cases of plagiarism. The analyses also revealed that more excellent knowledge of and harsher stances on both types of transgressive intertextuality were associated with broader exposure to and more experience in English academic writing. Furthermore, the participants had more similar understandings of unacknowledged copying than of unattributed paraphrasing and took harsher stances on the former. These findings highlight complex and nuanced understandings of plagiarism and point to the crucial role of academic socialization in shaping knowledge of and attitudes toward plagiarism.¹⁰

5. A journal was published in 2012 entitled "*The Perceptions and Attitudes of International Students Towards Plagiarism*". It was written by Thi Tuyet (June) Tran. The study aims to report the views of plagiarism among students enrolled in Foundations of Management (FOM), a core subject in the Diploma in Business Administration at La Trobe Melbourne. There are two methods used. Those are a survey of the responses from 72 students and a focus group interview with eight students at the end of the 13-week course. The result of this study is that no student in

¹⁰ Guangwei Hu and Jun Lei, 'Plagiarism in English Academic Writing: A Comparison of Chinese University Teachers' and Students' Understandings and Stances', *System*, 56 (2016), 107–18
<<https://doi.org/10.1016/j.system.2015.12.003>>.

the course was subsequently accused of plagiarism.¹¹

B. Literature Review

I. Plagiarism

a. The Definition of Plagiarism

Plagiarism is one of academic dishonesty that becomes a central issue and challenge faced by the educational sector. Students who study in a higher level of education will face many kinds of academic writing, which is not easy to deal with. Moreover, students need to find information related to their writing to support theories and arguments for their academic writing.

Furthermore, Plagiarism is a term that is derived from Latin words for plundering – kidnapping. This term is talking about kidnapping someone's ideas. Plagiarism is the act of taking views or opinion of others intentionally or unintentionally and making them as our ideas. It includes small things such as paraphrasing words without giving the source. On a large scale, plagiarism involves copying words to words of someone's work without writing down the reference.

Furthermore, plagiarism occurs when someone takes the work of another person without acknowledging the

¹¹ Thi Tuyet (June) Tran, 'The Perceptions and Attitudes of International Students Towards Plagiarism', *ACPET Journal for Private Higher Education*, 1.2 (2012), 13–22.

sources.¹² Plagiarist usually takes personal advantage from the work of others without fighting to create his/her work. It is in line with which noted that plagiarism is the act of presenting the words, ideas, or expression of others as your own without citing the original writer.¹³ In this case, plagiarism is seen as an activity of taking the work of another person without information about the real author. Generally, this happens when the author does not have enough knowledge about the topic he/she wrote. This limitation eventually makes them prefer to use other people's words or sentences as if they were their thoughts. Therefore, it is indicated that citing the sources of work is fundamental in writing.

That is to say, plagiarism means captivating someone's works and authorizes it as our ideas without proper acknowledgment. Plagiarism includes taking words, sentences, opinions, research result, and discussion. Moreover, plagiarism can also be formed as missing and incomplete referencing. Letting the reader believe that

¹²T Fishman, 'We Know It When We See It Is Not Good Enough: Toward a Standard Definition of Plagiarism That Transcends Theft, Fraud, and Copyright.', *Proceedings 4th Asia Pacific Conference on Educational Integrity*, September, 2009, 5.

¹³Benson Honig and Akanksha Bedi, 'The Fox in the Hen House: A Critical Examination of Plagiarism among Members of the Academy of Management', *Academy of Management Learning and Education*, 11.1 (2012), 101–23 <<https://doi.org/10.5465/amle.2010.0084>>.

those words or ideas as our ideas are unethical.

b. Types of Plagiarism

There are two categories of plagiarism, namely intentional and unintentional plagiarism. Intentional plagiarism means committing plagiarism even though they are aware that plagiarism is wrong. It means that students consciously do the plagiarism. It happened when students are copying and pasting someone's work and stated they did it. Teachers or lecturers usually find out plagiarism when students' writing style is inconsistent, choice of words, unconnected content, and when they remember having read the exact ideas or words before.

However, unintentional plagiarism happens due to lack of knowledge of plagiarism. It occurs when students do not know how to cite others' work properly. As a result of not being aware of how to do quoting, paraphrasing, summarizing, and synthesizing other people's work, students can be involved in the case of plagiarism. In other words, plagiarism can be also formed in different type including copy and paste without references, providing wrong or incomplete citation or references, presenting or citing the secondary source as a primary.¹⁴

¹⁴Ann M. Rogerson and Grace McCarthy, 'Using Internet Based Paraphrasing Tools: Original Work, Patchwriting or Facilitated Plagiarism?', *International Journal for Educational Integrity*, 13.1 (2017)

c. Elements of Plagiarism

According to Sutherland-Smith the definition of plagiarism from numerous sources. She concluded that there are six common elements could be elicited from the definition of plagiarism.¹⁵ There are six aspects of the model of plagiarism. **An Object (language, words, and text):** One element that becomes the object of plagiarism is words. These words can be in the form of single words, phrases, sentences, and even larger texts. The large text here includes written material, visual, and oral. In addition, written and oral texts in the form of conceptual ideas can also be elements of plagiarism. However, what is the object of plagiarism is determined by each institution. It is regulated by institutions to make their widely distributed works considered credible works, not the result of plagiarism. **Which Has Been Taken (Borrowed, or Stolen):** This element of plagiarism explains acts of appropriation such as taking, copying, continuing, incomplete paraphrasing, and mistakenly citing the author. The act of appropriation has a broad scope so that none of the universities openly say that plagiarism is "theft" but emphasizes that plagiarism is unethical or prohibited. So that deliberately taking someone else's work is

<<https://doi.org/10.1007/s40979-016-0013-y>>.

¹⁵Jane Sunderland, *Language and Gender: An Advanced Resource Book* (New York: New York: Routledge Applied Linguistics, 2015).

an illegal activity in the academic world. Therefore, some universities give strict actions to those who carry out plagiarism.

From a Particular Source: Plagiarism occurs not only from written or oral texts. The source of plagiarism can come from a variety of media such as books, journals, papers, videos, images, theses, unpublished works, seminars, reports, website, and others. This source of information and knowledge is open and can be accessed by anyone. The ease of accessing information can make it easier for someone to take others' work without appreciating it. Moreover, online information sources on the internet are also a source that offers many opportunities to illegally extract material without trying to paraphrase and cite the original author.

By an Agent: The cases of plagiarism that occur at universities are mostly done by individuals or students. Therefore, the university made efforts to minimize students doing plagiarism by providing education and building regulations. In the policy of academic violations, violation articles are generally intended for students. Violations of the plagiarism code of ethics for staff are not explicitly mentioned.

Without (Adequate) Acknowledgment: Some universities state that the absence of acknowledgment or attribution to sources includes acts of plagiarism. This policy usually reads: without proper support, without explicit indications, inadequate recognition, and

failing to provide appropriate attribution. This policy is contained and regulated by Monash and Simon Fraser University. The university offers a detailed list of how lack of attribution can occur. For example, it happens when the writer determines the text, ideas, and research or computer data. Meanwhile, policies in other universities only state that insufficient or lack of recognition is considered as plagiarism. **And with or Without Intention to Deceive:** In prosecuting the case of plagiarism, the element of intention is highly debated. It is due to differences of opinion about the definition of plagiarism. Some say that accidentally doing plagiarism can already be called plagiarism. On the other hand, plagiarism means that the action is done intentionally. Therefore, the university applies what is known in legal language as the term "strict obligation" to define plagiarism. This definition of plagiarism is a reference whether or not plagiarism occurs.

d. Academic Dishonesty

Academic dishonesty in the academic system can be interpreted as behavior in the academic world contrary to the requirements, integrity, and norms that apply in an institution. The purpose of the action is to get benefits in the form of value that they should not get.¹⁶ According to Imam

¹⁶Sixtus Bieranye Bayaa Martin Saana and others, 'Academic Dishonesty

Farisi, five forms of dishonesty are often encountered in the academic system: plagiarism, falsification of information, bad behavior, cheating, and bribing. Plagiarism occurs with the act of using other people's work without including the quotation. Falsification of Information refers to providing false information, and bad behavior is associated with contrary actions to the system and rules. Cheating is imitating and giving work results to other people, whether intentional or not. Meanwhile, bribing is the act of asking, giving, and getting help in academics to achieve specific goals.¹⁷

e. Academic Plagiarism

An attitude can be interpreted as a lag to behave. Understanding a person's attitude can enable someone to behave. This attitude directs a person to act, think and behave towards something.¹⁸ Measuring students' attitude toward particular objects is critical because students' attitudes can lead to that person's behavior. Students'

in Higher Education: Students' Perceptions and Involvement in an African Institution', *BMC Research Notes*, 9.1 (2016), 1–13 <<https://doi.org/10.1186/s13104-016-2044-0>>.

¹⁷Mohammad Imam Farisi, 'Academic Dishonesty in Distance Higher Education: Challenges and Models for Moral Education in the Digital Era', *Turkish Online Journal of Distance Education*, 14.4 (2013), 176–95 <<https://doi.org/10.17718/tojde.76761>>.

¹⁸Teuku Zulfikar, Syarifah Dahliana, and Riska Amelia Sari, 'An Exploration of English Students' Attitude toward Learning English', *English Language Teaching Educational Journal*, 2.1 (2019), 1 <<https://doi.org/10.12928/eltej.v2i1.947>>.

attitudes towards particular in will significantly affect the learning outcomes. The students' positive attitude will also produce positive attitudes towards learning, but if students' attitudes towards learning are negative, the result will lead to negative results. A person's attitude gives birth to 2 domains which are divided into positive attitudes and negative attitudes.¹⁹

A person's attitude can affect a person's behavior so that the person has confidence in it. This belief can generate a person's intention to behave. A person's behavior is formed from three beliefs, including behavioral beliefs, normative beliefs, and emotional feelings.²⁰ Behavioral beliefs are associated with a person's beliefs in doing something that comes from this own behavior. A person can determine their approval or disapproval of something that results in behavior from this belief. Normative beliefs lead and come from their social environment, and someone will believe in something if their environment has the same belief about it. Control beliefs lead to control of their emotions, where beliefs

¹⁹Patricia Berteau, 'Measuring Students' Attitude Towards E-Learning, a Case Study', *Conference Proceedings of »eLearning and Software for Education« (ELSE)*, 1, 2009, 417–24 <<https://www.cceol.com/search/article-detail?id=38732>>.

²⁰Lutz Sommer, 'The Theory Of Planned Behaviour And The Impact Of Past Behaviour', *International Business & Economics Research Journal (IBER)*, 10.1 (2011), 91–110 <<https://doi.org/10.19030/iber.v10i1.930>>.

about something can support or even do not support it.²¹

f. Plagiarism Categories

Someone can be said to be plagiarizing if they meet other students' ignorance about group discussion, the use of material without citations, and the use of fake quotes. Students often do not know the purpose of group discussions which leads to plagiarism in writing sentences and discussing the same as their group friends. An example of this case is that students are asked to write their assignments but are allowed to discuss with other friends who have the same course, but their writing often has similarities in the sentences, phrases, and quotations seen in the writing. Someone can commit plagiarism from these small things if he does not include a footnote or end note.²² Using material derived from writing, speech, or text without including quotations is a clear act of plagiarism. copying material with inadequate quotes and the act of disguising plagiarism by giving false quotes is also plagiarism. We also need to be suspicious of the spelling in a footnote or quote because even in scanning the source, it often causes errors

²¹Rodhiya and Hermilia Wijayati.

²²Ph.D Lars, R. Jones, 'Academic Integrity & Academic Dishonesty : A Handbook About Cheating & Plagiarism', *Academic Integrity & Academic Dishonesty : A Handbook About Cheating & Plagiarism*, 2011, 27.

in searching for it.²³

g. Ways to Avoid Plagiarism

Plagiarism is using someone else's words or ideas as if it was our ideas. It is a serious offense that should be avoided by the writer. Therefore, learning how to use the information without doing plagiarism is something that needs to be learned. One way to prevent plagiarism is to use a direct quotation. Moreover, the writer should also learn how to cite sources correctly to avoid plagiarism. Citing the sources means to tell the reader about the original writer of the ideas. There are some ways to prevent plagiarism in our writing. First off all is to **Plan the writing**. To prevent plagiarism, the writers need to plan writing papers well. If the authors realize that they will use the source or work of another person, then the authors need to plan how to cite the source. It relates to what type of reference writing will be used, or that is in accordance with the university. It also relates to efforts in balancing the number of authors' ideas with ideas obtained from other sources. The ideas of others are only supporting the writer's statement, not mastering the entire writing. **Cite Sources:** Citing the original sources is needed when the writer gets the idea from someone else. Even the writer only use part of the ideas; they should

²³Lars, R. Jones.

always cite the original sources. Citing a source is a two-steps process.²⁴ The writer needs to insert a short reference in parentheses at the end of each piece of borrowed information. This brief reference is called an in-text citation. What the writer can do is check out the type of reference that being used by the university or institution you are in.

Paraphrasing: Paraphrasing is restating other people's ideas by using their own words without changing the true meaning. It is just changing a few parts of the original sentence does not make the sentence paraphrased. The author needs to change the words and sentence structure without changing the contents of the text. The most important thing is that paraphrased paragraphs sometimes require citations because they come from other people's ideas, even though the author uses his/her own words.

Quotation: A quotation is —a group of words taken from a text or speech and repeated by someone other than the original author or speaker. In other words, the quotation is short of writing that rewritten by other writers. Giving a quotation in our writing is an excellent supporting detail. The quotation will be valuable if we write down the ideas from reliable and knowledge able sources.

²⁴ Alice Oshima Ann Hogue and others, *Introduction to Academic Writing THIRD EDITION*, Pearson Education Limited, 2007.

2. Attitudes in Language Learning

Attitudes is important in language learning as it affects how the world is viewed, how people think and what people do.²⁵ The next subsections will explain the nature of attitude, components of attitudes and external factors affecting attitude.

a. Definition of Attitude

Attitude has been a topic of discussion by many researchers for years. Many have related attitude to a variety of aspects including language. One of many topics discussed is related to attitudes toward language learning. The points that in language learning context, attitude is seen as the set of values which a pupil brings to a Foreign Language Learning (FLL) experience. He further says that values are determined by different factors. The factors that set values are the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate.

b. The Components of Attitude

According to Maio and Haddock, there are three

²⁵Gregory R. Maio and Geoffrey Haddock, 'The Psychology of Attitudes and Attitude Change', *The Psychology of Attitudes and Attitude Change*, 2009, 1-276 <<https://doi.org/10.4135/9781446214299>>.

components that shape an attitude.²⁶ They are as follows:

- 1) **Cognitive component:** The cognitive component of attitudes refers to the beliefs or thoughts that are associated with an object. Belief plays an important role in shaping attitude. They say belief is an important aspect for attitudes toward a variety of important issues. There are two aspects that can change the belief of a person. One is messages and the other one is information. They mentioned that belief can be changed when the new message is accepted or new information is believed. Messages or new information can be in form of benefits or social benefits of an object. When belief is changed, an attitude appeared.
- 2) **Affective Component:** The affective component of attitudes refers to the feelings that are linked to an attitude object. Feelings influence attitudes in a variety of ways. According to Maio and Haddock, feeling influences in many ways. Some feelings are subtle and indirect while others can be powerful and direct. One of the ways that feeling can be affected is through exposure. Repeated exposure to a certain stimulus can evoke positive attitude as this exposure can lead to familiarity. Familiarity about a certain stimulus may initiate certainty.

²⁶Maio and Haddock.

3) **Behavioural Component:** The behavioural component of attitudes refers to the past behaviours or experiences regarding an attitude object. According to Maio and Haddock, behavioural information may shape attitudes. They say that behaviour can be influenced by many factors, namely random events, demands made on us, social norms, and habits. This behaviour can then affect the way people think and subsequent attitudes. Random events or direct experiences or repeated events that happened in the past shape attitude since the mind is set to think that the action that should be done is based on the experienced. People are living within norms and regulation.

c. Students' Attitude in Writing

Zulfikar et al from Ahmad Dahlan University said that an attitude can be interpreted as a lag to behave. Understanding a person's attitude can enable someone to behave. This attitude directs a person to act, think and behave towards something.²⁷ Measuring students' attitude toward particular objects is critical because students' attitudes can lead to that person's behavior. Students' attitudes towards particular in will significantly affect the learning outcomes. The students' positive attitude will also

²⁷Zulfikar, Dahliana, and Sari.

produce positive attitudes towards learning, but if students' attitudes towards learning are negative, the result will lead to negative results. A person's attitude gives birth to 2 domains which are divided into positive attitudes and negative attitudes.²⁸

A person's attitude can affect a person's behavior so that the person has confidence in it. This belief can generate a person's intention to behave. A person's behavior is formed from three beliefs, including behavioral beliefs, normative beliefs, and emotional feelings.²⁹ Behavioral beliefs are associated with a person's beliefs in doing something that comes from this own behavior. A person can determine their approval or disapproval of something that results in behavior from this belief. Normative beliefs lead and come from their social environment, and someone will believe in something if their environment has the same belief about it. Control beliefs lead to control of their emotions, where beliefs about something can support or even do not support it.³⁰

Furthermore, Attitude can be defined as a way of opinion or feeling that someone usually has about something. Hogg &vaughan defined attitude as a relatively enduring organization of belief, feelings and behavioral tendencies

²⁸Bertea.

²⁹Sommer.

³⁰Rodhiya and Hermilia Wijayati.

towards socially significant objects, groups' events or symbols. Attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event. In short, attitude is an individual's belief, thinking, feeling about something such as an object, groups, event or symbols³¹. When people have a favorable attitude toward something, they would have an intention to perform the action while when they have unfavorable attitude, they would not intend to do it.

As a result, if the students have a positive attitude toward plagiarism, it will make them possible to commit plagiarism. On the other hand, if the students have a negative attitude toward plagiarism, it will make them carefully in writing so that they can avoid committing plagiarism. Having a negative attitude toward plagiarism is important. A negative attitude can lead the students to produce an original written work.

³¹ Hogg, N &vaughan, G. (2005). Social Psychology (Fourth Edi). London,:PrenticeHall.

CHAPTER III

RESEARCH METHOD

The researcher presented, place and time of the research, research design, population and sample, variable and indicator, data collection technique, data analysis technique, and final analysis in this chapter.

A. Research Design

Research design was the specific procedures involving data collection, data analysis, and report writing in the research process.³² In this study, the researcher planned to conduct a quantitative approach. Sugiyono revealed that quantitative research was a research method where the data was in numbers, and the analysis uses statistics.³³ Quantitative research referred to identifying research problems based on trends or needs in the field to explain why something occurred. Describing trends meant that research could answer the best research problems by setting the overall trend of individuals' responses and noting how these tendencies vary. The results of this study provided information on how large populations view these issues and the diversity of

³²Creswell & John W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 5th Editio (New Jersey: Pearson Education, 2015).

³³Sugiyono, *Sugiyono. (2016). Research Method Quantitative, Qualitative and R&D. Bandung: ALFABETA CV, p.7.* (Bandung: Alfabeta CV, 2016).

views³⁴.

The research design applied in this research was correlational design. Correlation designs were used to explore the relationship between variables. Quantitative data was required to conduct this research. The fact of correlation research was that correlation did not mean one variable affect another variable but meant a relationship between one variable and another variable. This phenomenon caused the first knowledge to allow a second prediction. Therefore, it opened up the entire field of prediction study.³⁵ In line with Creswell, some research focused more on examining the relationships of one or more variables than testing their impact.³⁶ Correlation design was a procedure in quantitative research in which aimed to measure the degree of relationship between two or more variables whose data calculations used statistical procedures of correlation analysis. A number specifies the level of relationship whether the two variables were interrelated or whether one could predict the other.

The terms of quantitative were the same as closed-ended question where used in the domain of number. The use of closed-ended questions allowed respondents to choose answers from the questions that had been provided.³⁷The quantitative

³⁴Creswell & John W.

³⁵Anderson et al, *Fundamentals of Educational Research*, 2nd Editio (USA: The Falmer Press, Taylor & Francis Inc., 2005).

³⁶Creswell & John W.

³⁷Cresswell and John W, *Research Design: Qualitative, Quantitative and*

method would be used close-ended question by using questioner that would be analysed and collected statistically and was continued by interpreting it in descriptive form.

B. Population and Sample

1. Population

A population was a group of individuals with the same characteristics. In research, it was necessary to decide what group to study. Selecting respondents who represented an entire group of individuals was a more advanced research process. The sample of the selected population was typical of the population being studied, which represented individual selection.³⁸ The population of this research was the fifth to ninth-semester students of English Department UIN Walisongo Semarang who already got writing for academic purposes class.

2. Sample

In quantitative research practice, samples were taken from available respondents. A target population was a group of individuals with some common characteristics that could be identified and studied which then the sample was selected to be studied. The sample was a sub-group of the population to be studied for generalization. The selected

Mixed- Method Approaches, Fourth Edi (California: SAGE Publications, inc, 2014).

³⁸Creswell & John W.

sample of individuals was those that could represent the entire population.³⁹ Sampling was required to determine the number of samples that were representative that could be analysed as data.

In this case, Simple Random Sampling was chosen as a sampling technique. Simple random sampling was the most popular and rigorous form of sampling of the population. In a simple random sampling, each individual had an equal chance of being selected from a population as long as the sample calculation was calculated with the Slovin formula with a precision level of 5% .⁴⁰ In this research, the population was 136 students and the sample was 102 students which was obtained from the measurement of Slovin formula below.

Slovin Formula

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = Sample size

N = Population size

e = Error tolerance limit

³⁹Creswell & John W.

⁴⁰Noor and Juliansyah, *Metodologi Penelitian.*, ed. by Kencana Prenada Media Grup (Jakarta, 2011).

C. Variable and Indicator

Anderson defined that a variable was a characteristic which could assume any one of a values range.⁴¹ Meanwhile according to Creswell, a variable was an individual or organization characteristic which could be measured or observed by researchers and could vary among individuals or organizations examined.⁴² They were key ideas which were seek to collect information on the research purpose.

There were 2 types of variable in this research. The first was independent variable. Independent variable was the variable caused or influenced a dependent variable.⁴³ Independent variable in this research was EFL Students' Attitude. The instrument applied in this research was questionnaire. There were 13 items of questionnaire with 4 points of scale. It aimed to measure students' attitude in academic writing. Forming the lattice of questionnaire based on indicators which were taken from the theory relating to the variable. The indicators of EFL students' attitude were cognitive; emotional; and behavioral in which the theory of Dr. Mohamad Ja'fre Zainol Abidin.⁴⁴ The following table served more detail lattice of questionnaire items of EFL students' attitude.

⁴¹Anderson et al.

⁴²Creswell & John W.

⁴³Anderson et al.

⁴⁴Mohamad Ja'fre Zainol Abidin Dr., Majid Pour-Mohammadi, and Hanan Alzwari, 'EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students', *Asian Social Science*, 8.2 (2012), 119–34 <<https://doi.org/10.5539/ass.v8n2p119>>.

Table 3.1 The Lattice of questionnaire (EFL Students' Attitude)

Variable	Component	Description	Number of items	Total
EFL Students' Attitude Dr. Mohamad JafreZainol Abidin (2012)	<i>Cognitive</i>	<ul style="list-style-type: none"> • Pemahaman Bahasa Inggris mahasiswa 	1,2	6
		<ul style="list-style-type: none"> • Kemampuan mahasiswa dalam membuat karya tulis 	3,4	
		<ul style="list-style-type: none"> • Pengaplikasian Ber bahasa inggris 	5,6	
	<i>Emotional</i>	<ul style="list-style-type: none"> • Ketertarikan mahasiswa 	7	3
		<ul style="list-style-type: none"> • Keaktifan mahasiswa 	8,9	
		<ul style="list-style-type: none"> • Perhatian mahasiswa saat pengajaran Bahasa Inggris 	10	
		<ul style="list-style-type: none"> • Kepercayaan 	11	4

		dirimahasiswa		
	<i>Behavioral</i>	<ul style="list-style-type: none"> • Kejujuran mahasiswa • Sikap tanggung jawab mahasiswa 	12	
			13	

The second variable was dependent variable. Anderson stated dependent variable was a variable which was caused or influenced by a treatment or intervention of independent variable.⁴⁵ The dependent variable was Students' Plagiarism. In this variable, questionnaire was considered as the research instrument to measure academic dishonesty in writing English essay. There were 15 items of questionnaire in the form of statements. It was used 4 points of Likert scale. The indicators of academic dishonesty including plagiarism phenomenon were taken from the theory of Happy PrasidaNingtyas, Bambang YudiCahyono, and Niamika El Khoiri.⁴⁶ This variable utilized 3 indicators, namely behavioral, normative, and control. The following table showed more detail lattice of questionnaire items of academic dishonesty including plagiarism phenomenon.

⁴⁵Anderson et al.

⁴⁶Happy Prasida Ningtyas, Bambang Yudi Cahyono, and Niamika El Khoiri, 'ELT Students' Attitudes towards Plagiarism in Writing Argumentative Essays', *JoLLA: Journal of Language, Literature, and Arts*, 1.1 (2021), 37–48 <<https://doi.org/10.17977/um064v1i12021p37-48>>.

Table 3. 2 The Lattice of questionare (Students' Plagiarism)

Variable	Component	Description	Number of items	Total
Students' Plagiarism Happy PrasidaNingtyas , Bambang YudiCahyono, Niamika El Khoiri (2021)	Behavioral	<ul style="list-style-type: none"> Students' creativity Students' optimism Students' honesty Students' attention 	14 15,16 17,18 19	6
	Normative	<ul style="list-style-type: none"> Students' confidence Attitude of respect Self awareness 	20 21 22,23	4
	Control	<ul style="list-style-type: none"> Ability of paraphrasing 	24, 25, 26, 27, 28	5

D. Research Instrument

Instrument is a tool used by a researcher to collect data in order to get valid result. Questionnaire was chosen by the researcher as the instrument. Choosing a questionnaire as a research instrument was intended to obtain a description of the

data by having respondents' respond to what really happened. The instrument was designed by the researcher based on the indicators. The indicators for each variable were taken from some theories to limit the researcher's items on the questions in the questionnaire. The indicator was then used as a starting point for collecting instrument items, which could be statements or questions.

I. Questionnaire

Questionnaire aimed to measure EFL students' attitude (X) and academic dishonesty (Y). There were 13 items on student attitudes and 15 items on academic dishonesty, which corresponds to a total of 28 items in the questionnaire. The instrument was distributed to all respondents. The questionnaire frames are shown in Table 3.1 and Table 3.2.

The Likert scale theoretically shows equal intervals among the responses. In educational research, for example, the Likert scale (strongly agree to strongly disagree) with three, four or more possible response is used as sequence and interval data. In this research, the scale was considered on the basis of four points that were decisive for the selection of the criteria for the analysis of the data. Each score had its own score based on the evaluation period of the questionnaire sheet. The use of Likert scale points is shown in Table 3.3.

Table 3. 3 Likert Scale Scores

ALTERNATIVE ANSWERS	SCORES
---------------------	--------

<i>Strongly agree</i>	4
<i>Agree</i>	3
<i>Disagree</i>	2
<i>Strongly disagree</i>	1

2. Validity

Validity in quantitative research relates to a person's ability to draw useful and instructive conclusions from the results of a given instrument.⁴⁷ Establishing the score validity in a survey supported researcher to recognize whether the instrument was a good one to implement in survey research or not. The validity test was used to determine the feasibility and accuracy of items on the instrument in determining the type.⁴⁸ The validity was calculated with SPSS version 25.0. The result of the validity test of each item is described in the following description:

The first point described the validity value of EFL students' attitude (X) that consisted of 13 items of questionnaire. The validity value of each item was explained as follows: the item 1 was 0.620**; item 2 was 0.774**; item 3 was 0.676**; item 4 was 0.721**; item 5 was 0.695**; item 6 was 0.681**; item 7 was 0.803**; item 8 was 0.555**; item 9 was 0.811**; item 10

⁴⁷John Creswell and David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 5th Edition*, 2018.

⁴⁸Dwi Priyatno, *Mandiri Belajar Analisis Data Dengan Spss* (Yogyakarta: Mediakom, 2014).

was 0.660**; item 11 was 0.721**; item 12 was 0.330** and item 13 was 0.495**. Based on the description above, the entire items of questionnaire of students' attitude (X) had two stars (**) that meant each item was valid at the significant level of 1% or 0.01, called two-tailed.

The second point described the validity value of Students' Plagiarism (Y) that consisted of 15 items of questionnaire. The validity value of each item was explained as follows: the item 1 was 0.459**; item 2 was 0.613**; item 3 was 0.582**; item 4 was 0.366*; item 5 was 0.464**; item 6 was 0.597**; item 7 was 0.109; item 8 was 0.445**; item 9 was 0.527**; item 10 was 0.547**; item 11 was 0.704**; item 12 was 0.262, item 13 was 0.454**, item 14 was 0.624**, and item 15 was 0.424**. Based on the description above, the several items of questionnaire of academic dishonesty (Y) had one star (*) at item 4 that meant valid at the significant level of 5% or 0.05 and had two stars (**) at 13 items at the significant level of 1% or 0.01. While 2 others had no star that meant the items were invalid. More information of validity value table could be seen in Appendix.

In this research, questionnaire items were tested as test data on 40 respondents. After determining the result, the sample was arithmetically distributed among the respondents from the population. Therefore, the data used for the validity test was research data that was not sampled.

3. Reliability

Reliability indicates the consistency of scores in the instruments internally, stability over time, and the presence of stability in the execution and evaluation of tests.⁴⁹ The validity of the questionnaire was analyzed with the SPSS software version 25.0. In this research, Cronbach's alpha was used, which was very suitable on scale or range scores.⁵⁰ The aim is to show that the reliability coefficient of the questionnaire is reliable and can be used to measure variables. Instruments are considered reliable if the reliability value is > 0.600 .⁵¹ The reliability value for each variable is shown in the following table below:

Table 3. 4 Reliability Test of EFL Stuent's' Attitude (X)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.833	13

According to the table above, the reliability of Cronbach's

⁴⁹Creswell and Creswell.

⁵⁰Priyatno, *Mandiri Belajar Analisis Data Dengan Spss*.

⁵¹Imam Ghozali, 'Aplikasi Analisis Multivariate Dengan Program SPSS',

alpha students' attitude is 0.829, which shows that its value is >0.600 . This means that the EFL students' attitudes were reliable.

Table 3. 5 Reliability Test of Students' Plagiarism (Y)

Reliability Statistics		
TableCronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.816	13

According to the table above, the reliability of the Cronbach Alpha students' academic dishonesty including plagiarism is 0.809, which shows that its value is >0.600 . This means that the study of scientific lies was reliable.

E. Data Collection

1. First of all, the researcher created the framework of questionnaire. The questionnaire included 2 variables consisting of EFL students' attitude (X) and Students' Plagiarism (Y).
2. Then, the researcher used google form for distributing the 40 students who were selected as trial sample. The sent link was bit.ly/SkripsiYolandaAriviaAzmi.
3. After the google form was filled by the trial sample, the researcher input the data to SPSS Application 2.5 version.
4. The researcher calculated the validity and reliability to obtain

valid and reliable statements. Then eliminated the invalid ones. It was found 2 invalid statements from Students' Plagiarism (Y).

5. To obtain the accurate data, the researcher created new google form and distributed to the fifth to ninth-semester students of English Department UIN Walisongo who were selected as research sample. The link was bit.ly/SkripsiYolandaAriviaAzmi2.
6. The researcher calculated the descriptive statistic to verify the normality and correlation from the data by using SPSS Application 2.5 version.
7. The last, the researcher concluded the research finding.

F. Data Analysis

The process of analysing data was calculated using statistical analysis to analyse the data of numbers. Data analysis used in this research was descriptive statistics, normality test, and simple linear regression through SPSS 25 version. Those types of data analysis had each function. Data was analysed using the appropriate correlational technique and its result was compute into correlation matrix.

I. Descriptive Statistics

Descriptive statistics was used to know description of data such as mean, median, mode, minimum, maximum, standard deviation, range, and variance. The essence of descriptive statistics was the distribution of frequencies.

Frequencies aimed to calculate the data frequencies of variable and it was served in the form of numbers and graphic.⁵² To present descriptive data in full was usually included a histogram that contains the summary of the frequency of the data. In practice, histograms often classified various values for this representation. The advantage of a histogram was its similarity which meant that most people who saw the histogram could easily understand it.⁵³

2. Normality Test

Visually, the normality test could be assessed through looking at the frequency histogram or the normal probability output result of a computer program. The normality test used to find out whether the data was normally distributed or not. In this research, it used normality test One Sample Kolmogorov Smirnov which was calculated using SPSS 25 version. Data was with normal distribution if the value of Significance > 0.05.

3. Simple Correlation

Simple correlation was used to compute the correlation between one variable and another variable linearly. It involved interval or ratio data. Pearson was the correlation analysis used in this research. The value of correlation was 0 to 1. If the result was close to 1, it meant there was a strong

⁵²Dwi Priyatno, *Mandiri Belajar Analisis Data Dengan Spss* (Yogyakarta: Mediakom, 2014).

⁵³Anderson et al.

correlation between two variables.⁵⁴

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research description, result of instrument test, data analysis, hypothesis analysis, discussion, and limitation of the research.

A. Finding

I. Descriptive Statistics

Descriptive statistics measure mean, median, mode, standard deviation, variance, range, minimum, maximum, and sum of data. More information data of descriptive statistics is shown in the following table.

a. Descriptive Statistics of EFL Students' Attitude

Table 4. I X Descriptive Statistics Result

Statistics		
Students' Attitude		
N	Valid	102
	Missing	0
Mean		37.14
Std. Error of Mean		.494
Median		37.00
Mode		35 ^a

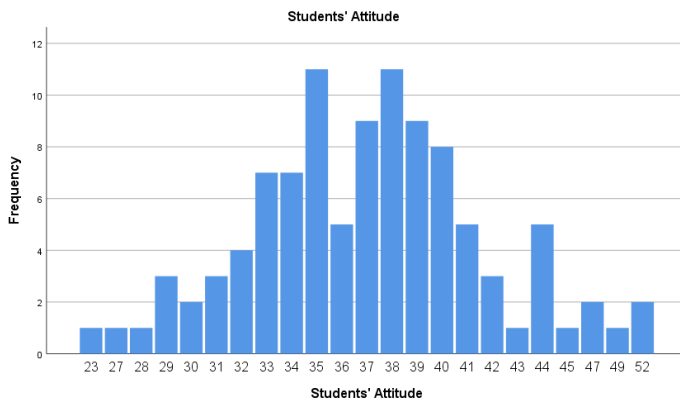
⁵⁴Priyatno, *Mandiri Belajar Analisis Data Dengan Spss.*

Std. Deviation	4.985
Variance	24.852
Range	29
Minimum	23
Maximum	52
Sum	3788
a. Multiple modes exist. The smallest value is shown	

Based on table above, it is known that result of mean is 37.14; std. error of mean is 0.494; median is 37.00; mode is 35; Std. Deviation is 4.985; variance is 24.852; range is 29; minimum is 23; maximum is 52; and sum is 3788.

The descriptive statistics of X are categorized into 23 classifications from the lowest to the highest score. It indicates that EFL Students' Attitude variable is various. More detail information of data can be observed into the following bar chart.

Figure 4. IBar Chart o X



b. Descriptive Statistics of Students' Plagiarism

Table 4. 2 Y Descriptive Statistic Result

Statistics

Students' Plagiarism

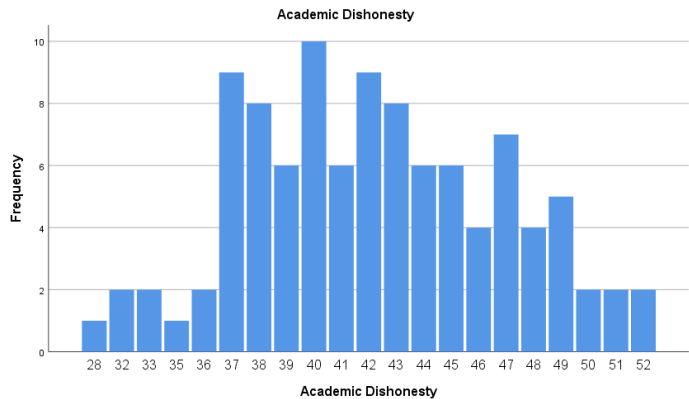
N	Valid	102
	Missing	0
Mean		42.10
Std. Error of Mean		.476
Median		42.00
Mode		40
Std. Deviation		4.808
Variance		23.119
Range		24

Minimum	28
Maximum	52
Sum	4294

Based on table above, it is known that result of mean is 42.10; std. error of mean is 0.476; median is 42.00; mode is 40; Std. Deviation is 4.808; variance is 23.119; range is 24; minimum is 28; maximum is 52; and sum is 4294.

The descriptive statistics of Y are categorized into 21 classifications from the lowest to the highest score. It indicates that Students' Plagiarism variable is various. More detail information of data can be observed into the following bar chart.

Figure 4. 2 Bar Chart of Y



2. EFL Students' Attitude in Academic Writing

Table 4. 3 EFL Students' Attitude in Academic Writing

EFL Students' Attitude					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	2.9	2.9	2.9
	Disagree	360	27.1	27.1	30.1
	Agree	679	51.2	51.2	81.3
	Strongly Agree	248	18.7	18.7	100.0
	Total	1326	100.0	100.0	

The table above indicates that the number of students who chose *strongly disagree* is 39 respondents; *disagree* is 360 respondents; *agree* is 679 respondents; and *strongly agree* is 248 respondents. In conclusion, most of respondents chose *agree* which shows positive result.

3. EFL Students' Plagiarism in Academic Writing

Table 4. 4 EFL Students' Plagiarism in Academic Writing

Students' Plagiarism					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	1.3	1.3	1.3
	Disagree	148	11.2	11.2	12.4
	Agree	663	50.0	50.0	62.4
	Strongly Agree	498	37.6	37.6	100.0

	Total	1326	100.0	100.0	
--	-------	------	-------	-------	--

The table above indicates that the number of students who chose *strongly disagree* is 17 respondents; *disagree* is 148 respondents; *agree* is 663 respondents; and *strongly agree* is 498 respondents. In conclusion, most of respondents chose *agree* which shows positive result in which its statements contradict plagiarism activity in Academic Writing.

4. Normality test

Normality test used in this research is nonparametric test one sample Kolmogorov-Smirnov. The data computed are EFL Students' Attitude and students' plagiarism. The table below serves the value of normality test.

Table 4. 5Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.23259460
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.057
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The data above shows the significance value (Asymp.Sig 2-tailed) of normality test is 0.200. It indicates > 0.05 which means the residual is normal.

5. Correlation Pearson Test

Correlation test aims at analyzing the correlation between two variables or more. It is used Correlation Pearson Test in this research. The table below presents the correlation result of the data.

Correlations			
		Students' Attitude	Students' Plagiarism
Students' Attitude	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	102	102
Students' Plagiarism	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	102	102
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above indicates the significance value of EFL

Students' Attitude and Students' Plagiarism are 0.000 which that value is < 0.05 . It means EFL Students' Attitude and Students' Plagiarism have a good significant correlation. Therefore, it can be inferred that H_a is accepted and H_0 is rejected.

B. Discussion

Based on the steps of data analysis implied in the research result, it is obtained a clear description of the problems discussed. In this discussion section, the research is described and compared with other studies. There were 3 research questions in this research: (1) How is EFL students' attitude in academic writing, (2) How is students' plagiarism phenomenon in academic writing?, (3) To what extent is the correlation between EFL students' attitude and their academic dishonesty in academic writing? answered as follow:

I. The Description of Students' Attitude in Academic Writing

Based on the data obtained, the highest respondents' answer fell on the AGREE option as it got 679 answers. It shows a positive result.

The result of this research has the same finding with other research related to the topic of students' attitude towards plagiarism. One of journals by Najmi Rodhiya, Primardiana Hermilia Wijayati, and Herri Akhmad Bukhori concludes that 28 graduate language students can not

tolerate the action of plagiarism while a student can. The number of negative attitudes towards plagiarism is much higher than the number of who tolerates. It means that positive attitude in academic writing influences students' plagiarism towards academic writing.⁵⁵

The findings of students' attitude show EFL students at UIN Walisongo Semarang who finished Academic Writing lecture have excellent attitude in the process of learning and writing the academic paper.

2. The Description of EFL students' Plagiarism in Academic Writing

Based on the result, the highest respondents' answer fell on the AGREE option as it got 663 answers which indicate a positive result.

The result of this research has the same finding with other research conducted by Guangwei Hu and Jun Lei i, the result showed that even though the participants understand plagiarism in English academic writing differently from Anglo-American academia, they clearly disapproved of recognized cases of plagiarism. The analyses also revealed that more excellent knowledge of and harsher stances on both types of

⁵⁵ Najmi Rodhiya, Primardiana Hermilia Wijayati, and Herri Akhmad Bukhori, 'Graduate Students' Knowledge about Plagiarism in Academic Writing', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5.2 (2020), 235 <<https://doi.org/10.17977/jptpp.v5i2.13184>>.

transgressive intertextuality were associated with broader exposure to and more experience in English academic writing.⁵⁶ These findings highlight complex and nuanced understandings of plagiarism and point to the crucial role of academic socialization in shaping knowledge of and attitudes toward plagiarism. In this research, mostly English department students who have accomplished academic writing subject they have self-awareness and honesty in citing theory or finding in people's essay, and they afford to paraphrase their writing. Therefore, it can be concluded that it minimalizes the act of academic dishonesty including plagiarism in education field.

3. The Correlation between EFL Students' Attitude and Their Plagiarism in Academic Writing

The computation result can be noticed from 2 variables which indicates the strong positive correlation to each other. The significance value is 0.000 which that value is < 0.05 . It means EFL Students' Attitude and students' plagiarism have a strong significant correlation. Therefore, it can be inferred that H_a is accepted and H_0 is rejected.

Based on the data obtained, respondents of 5th, 7th, and 9th semester own a positive attitude in academic writing. It minimalizes the act of academic dishonesty including

⁵⁶Hu and Lei.

plagiarism which has been conducted by 5th, 7th, and 9th semester students accomplishing academic writing subject. In conclusion, EFL students highly have good self-quality and excellent English skills. It is supported by James Ogielagbega Enamudu and Sharon Oluwapelumi Akonedo's journal findings that the negative attitude towards plagiarism surpass their positive attitude towards plagiarism. It means there is weak positive significant relationship between students' attitude towards plagiarism.⁵⁷

Hence, EFL students are encouraged to have excellent attitude in creating academic paper or essay without involving the act of plagiarism. Therefore, they have professional writing capability.

C. Limitation

The researcher realized that this research was not done perfectly. There were constrains and obstacles faced during the research process. Some limitations of this research were:

- I. The research was limited at the fifth to ninth-semester students of English Department UIN Walisongo Semarang of 2021/2022. Therefore, when the same research will be conducted in another university, it is possible that different

⁵⁷ James Ogielagbega Enamudu and Sharon Oluwapelumi Akonedo, 'Academic Motivation and Attitude Towards Plagiarism by Undergraduates in Faculty of Education, University of Ibadan', *Library Philosophy and Practice*, 2021 (2021), 1–61.

result will be gained

2. The sampling errors occurred when the participants or samples of this present research resulted in sample bias. When participants were asked to respond the questions in the instrument, the researcher had limited ability to gain access to the appropriate type of participant due to Covid-19 pandemic situation. In this regard, the participants who responded to the questions may not truly be a random sampling.
3. The researcher had lack of experience and knowledge. So, the implementation process of this research was not done optimally. But the writer has done as good as possible to do this research in accordance with capability of knowledge and guidance from advisor.

Considering all those limitations, it was needed to do more research about EFL Students' Attitude Towards Plagiarism in Students' Writing in order to gain optimal result.

CHAPTER V

CLOSING

Based on the result of this research, this chapter presents (1) Conclusion; and (2) Suggestion.

A. Conclusion

1. EFL Students' has excellent attitudes in Academic Writing. It is proved 51,2% students contribute positive result through answering "*Agree*" option which consists of positive statements about their attitude in learning academic writing subject.
2. Students' plagiarism has a positive results in Academic Writing which means 50 % students answer "*Agree*" option with statements of questionnaire contradict plagiarism activity.
3. EFL Students' Attitude has a strong correlation on their Plagiarism. Students' attitude indicates excellent attitude while their plagiarism indicates small activity in doing it. It means H_a is accepted and H_0 is rejected with the result that there is a correlation between EFL Students' Attitude and Their Plagiarism in Academic Writing.

B. Suggestion

After summarizing all the discussions, then the writer has several great points to be suggestion and will be presented as follow:

1. The fifth to ninth-semester students of English Department UIN Walisongo Semarang

Most of English education students of UIN Walisongo Semarang who finished Academic Writing lecture have excellent attitude in the process of learning and writing the academic paper. Thus, The students who still have lack of skill in academic writing are suggested to learn and practice more in order to decrease the action of plagiarism in academic writing. In the end of the year at the university, the students are able to do their final project called thesis successfully without plagiarize other researchers' research.

2. Academic Writing Lecturer

The lecturer is truly advised to pay close attention to students' process in writing skills, so that they can assist students in improving their writing skills to be even better than before. Thus, they are able to stop the act of plagiarism in academic writing.

In facing the students who are not stop plagiarizing, The lecturers are suggested to find out appropriate instructions and tricks in write academically to the students.

3. Other Researchers

The researcher hopes that the result of the research can be an additional reference to the following research for further research, especially in academic writing and plagiarism.

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APPENDICES

Appendix I

Lattice of Instrument

Variabel	Description	Component	No. Butir Soal	Jumlah
EFL Students' Attitude Dr. Mohamad Jafre Zainol Abidin	<i>Cognitive</i>	• Pemahaman Bahasa Inggris mahasiswa	1,2	6
		• Kemampuan mahasiswa dalam membuat karya tulis	3,4	
		• Pengaplikasian Bahasa Inggris	5,6	

	<i>Emotional</i>	<ul style="list-style-type: none"> • Ketertarikan mahasiswa • Keaktifan mahasiswa 	7 8,9	3
	<i>Behavioral</i>	<ul style="list-style-type: none"> • Perhatian mahasiswa saat pengajaran Bahasa Inggris • Kepercayaan diri mahasiswa • Kejujuran mahasiswa • Sikap tanggung jawab mahasiswa 	10 11 12 13	4

Variabel	Description	Component	No. Butir Soal	Jumlah
Students' Plagiarism Happy Prasida Ningtyas, Bambang Yudi Cahyono, Niamika El Khoiri	Behavioral	<ul style="list-style-type: none"> • Kreativitas mahasiswa • Keoptimisan mahasiswa • Kejujuran mahasiswa • Kesungguhan mahasiswa 	14 15,16 17,18 19	4
	Normative	<ul style="list-style-type: none"> • Keyakinan mahasiswa • Sikap menghargai • Kesadaran diri 	20 21 22,23	6
	Control	<ul style="list-style-type: none"> • Kemampuan mahasiswa memparafrase 	24, 25, 26, 27, 28	2

Appendix 2

List of Questionnaire

No.	Pernyataan	Pilihan			
		Sangat tidaksetuju	Tidaksetuju	Setuju	Sangat setuju
1.	Saya memahami materi Bahasa Inggris				
2	Saya mudah memahami materi yang baru diberikan				
3	Saya membuat karya dalam bahasa Inggris				
4	Saya membuat esai dalam bahasa Inggris				
5	Saya berbahasa Inggris dengan lancar				
6	Saya mengaplikasikan kemampuan bahasa Inggris kekomunitas atau organisasi				
7	Saya menyukaipelajaranbahasaln ggris				
8	Saya bekerjasama saat pelajaran Bahasa Inggris				
9	Saya aktif bertanya saat pelajaran Bahasa Inggris				

10	Saya memperhatikan penjelasan guru				
11	Saya percaya diri untuk menyampaikan pendapat dalam bahasa Inggris				
12	Saya jujur saat mengerjakan tugas Bahasa Inggris				
13	Saya bertanggung jawab menyelesaikan tugas yang belum tuntas				
14	Saya menggunakan ide saya sendiri saat mengerjakan tugas				
15	Saya meyakini tindakan plagiarisme tidak diketahui orang lain				
16	Kemampuan menulis saya bertambah dan saya melakukan plagiarisme				
17	Saya mengutip teori orang lain sebagai referensi				
18	Saya tidak meniru tindakan plagiarisme dari orang lain				

19	Saya memperhatikan penjelasan dan osententang cara paraphrase				
20	Saya meyakini sedikit orang yang melakukantindakan plagiarisi				
21	Saya menghargai orang ygberusahamelakukan paraphrase				
22	Saya merasagalagal setelah melakukan plagiarisi				
23	Saya meyakini tindakan plagiarisi bukan solusi untuk membantu pembuatan tugas				
24	Saya mengambil karya yang terdapat sumber penulisnya				
25	Saya memparafrase tulisan orang lain yang tidak ada sumbernya menjadi tulisan ilmiah saya				
26	Saya mengutip sumber dimana saya mendapat ide untuk menyusun karya ilmiah				

27	Saya tidak menggunakan ide orang lain di Internet tanpa mengutip sumbernya				
28	Saya mengutip karya orang selama penulisnya mengizinkan				

Appendix 3

Validity Test of EFL Student' Attitude

Correlations		
		TOTAL
ST01	Pearson Correlation	.620 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST02	Pearson Correlation	.774 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST03	Pearson Correlation	.676 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST04	Pearson Correlation	.721 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST05	Pearson Correlation	.695 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST06	Pearson Correlation	.681 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST07	Pearson Correlation	.803 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST08	Pearson Correlation	.555 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST09	Pearson Correlation	.811 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST10	Pearson Correlation	.660 ^{**}
	Sig. (2-tailed)	.000
	N	42
ST11	Pearson Correlation	.721 ^{**}

STI2	Sig. (2-tailed)	.000
	N	42
	Pearson Correlation	.330 [*]
STI3	Sig. (2-tailed)	.033
	N	42
	Pearson Correlation	.495 ^{**}
	Sig. (2-tailed)	.001
	N	42
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Validity Test of Students' Plagiarism

Correlations		
		TOTAL
AD14	Pearson Correlation	.459 ^{**}
	Sig. (2-tailed)	.002
	N	42
AD15	Pearson Correlation	.613 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD16	Pearson Correlation	.582 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD17	Pearson Correlation	.366 [*]
	Sig. (2-tailed)	.017
	N	42
AD18	Pearson Correlation	.464 ^{**}
	Sig. (2-tailed)	.002
	N	42
AD19	Pearson Correlation	.597 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD20	Pearson Correlation	.109
	Sig. (2-tailed)	.494

	N	42
AD21	Pearson Correlation	.445 ^{**}
	Sig. (2-tailed)	.003
	N	42
AD22	Pearson Correlation	.527 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD23	Pearson Correlation	.547 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD24	Pearson Correlation	.704 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD25	Pearson Correlation	.262
	Sig. (2-tailed)	.093
	N	42
AD26	Pearson Correlation	.454 ^{**}
	Sig. (2-tailed)	.003
	N	42
AD27	Pearson Correlation	.624 ^{**}
	Sig. (2-tailed)	.000
	N	42
AD28	Pearson Correlation	.424 ^{**}
	Sig. (2-tailed)	.005
	N	42
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Appendix 4

Reliability Test of EFL Students' Attitude

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.833	13

Reliability Test of Students' Plagiarism

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.816	13

Appendix 5

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.23259460
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.057
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.



b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Appendix 6

Surat Izin Riset

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7801295, Faksimile 024-7815387 www.walisongo.ac.id
Nomor : B -2751/Un.10.3/D.1/TL.00.01./09/2021 07 September 2021	
Lamp : -	
Hal : Permohonan Izin Riset	
a.n : Yolanda Arivia Azmi	
NIM : 1703046105	
Yth. Kepala Jurusan Pendidikan Bahasa Inggris UIN Walisongo di tempat	
Assalamu'alaikum Wr. Wb., Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :	
Nama	: Yolanda Arivia Azmi
NIM	: 1703046105
Alamat	: Jl. Angrek No. 1 RT/RW 04/03 Desa Karangasem, Kec. Margasari, Kab. Tegal
Judul Skripsi	: EFL Students' Attitude and Its Correlation towards Academic Dishonesty including Plagiarism Phenomenon in Academic Writing at UIN Walisongo Semarang
Pembimbing	: I. Daviq Rizal, M. Pd.
Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut selama satu bulan.	
Demikian atas perhatian dan terakabulnya permohonan ini disampaikan terimakasih.	
Wassalamu'alikum Wr.Wb.	
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