

CHAPTER I

INTRODUCTION

A. Background of Study

Cheating behavior is one of students' action which happen during the test or the exam. The situation happens when they are unready for the exam or when they feel that the material is difficult or when they want to pass the exam with good score.¹ Nowadays, cheating becomes serious problem for the students because it makes them to be dishonest and they do not believe themselves. Getting good score and pass the exam become the reason for the majority of the students think instantly that is cheating.² This phenomenon often occurs in teaching and learning process. Yet, we never hear the educational institution gives serious attention in term of how to solve or how to destroy students cheating behavior. The solving problem only comes from the headmaster and the teacher itself.³

Students cheating behavior happens start from beginner level until advance level. It is not only for the students but also for worker in job competition. This behavior does not occur in Indonesia but for around the

¹Dr. Hamzeh M. Dodeen, David Sandom and Larier Logus, 2010"Undergraduate Students Cheating in the Exam, and Cheating Behaviour Problem". United Arab Emirates University vol 73 page 30 and page 24

²Nida Bayindir & Aykut Ozel* & Mustafa Bakir, "A Research on the Students of the Faculty of Education for Identifying Tendency of Cheating in Exam". Dumlupinar University (DPU) Sample 2013 page 4

³Emile Hamim,"KecendrunganMencontek di KalangansiswaSekolahsampaiUniversitas." Universitas Gajah Mada. Vol 43 Page 10

world. It can be called that cheating behavior is already became bad students' habitual for some levels. If there is no reaction from educational institution to solve this problem, this institution will get a bad label from the society of building students' bad moral. Which is educational institution has big responsibility how to control students cheating behavior.⁴ Cheating behavior caused great damage for the students because by cheating the teacher cannot distinguish whether they do their assessment by themselves or not. It makes there is no fair score among the students.⁵

Cheating behavior is increased year by year as a result of score standardization from the teacher, school or government. Another reason is because of the development of technology. Technology makes the students feel lazy to study.⁶ They prefer to play on line game and use social media such as *facebook*, *twitter* and *instagram* any time. Finally they decided to cheat during the evaluation because there is no preparation before⁷

In the process of learning the teachers will gives assessment to measure the students understanding with the teachers have teach. For English

⁴Ahmad Rizal Husein.2009“*Kebiasaan Mencontek Siswa dalam Ujian.*” (<http://eningwidihastuti.wordpress.com/kebiasaan-mencontek-3/>. diakses April 21 2012) Vol 15 Page 12-14

⁵Emile Hamim,”*Kecendrungan Mencontek di Kalangasiswa Sekolahsampai Universitas*” vol 17. Page 12

⁶ Gary J. Niels 1996. *Academic Practice, Schools Culture and Cheating Behaviors*. Winchester *Thurston school*. Vol 189 Page 12

⁷Ahmad Rifa'i, 2004. “*Metode Pembelajaran Kejujuran pada Siswa dalam Proses Belajar*” <http://www.wedu.Journalpendidikan.metodependidik.ip.elt>. diakses pada senin 14 juli 2014

assessment, students cheating behavior happens for skills including writing assessment. In another word, cheating in writing assessment is closed with plagiarism. They copy their friends' work and stated as their own work.⁸ Students cheating behavior in writing assessment can be from lack of vocabularies.⁹ They not only cheat in writing assessment but also in their homework. They more prefer to find the answer of their task in the internet then they copy the answer without any paraphrasing before that is called plagiarism. It usually happens in the college, when there is final project (thesis), the students cheat another work as their own work, even though in fact they got the work from the internet or from books.¹⁰

Based on national survey of public cheating behaviors which the researcher read, there are twenty one plagiarisms in the college, such as in Midlands State University and UIN Sunan Ampel Surabaya. Another research which stated about plagiarism is conducted by Nur Habiabah, under the title "*An Analysis in Seminar Proposal by the eight semester students of English Education Department*". This research discusses the students of English Education Department who do plagiarism in their subject; seminar proposal. In this research stated that the majority of plagiarism comes from

⁸Ever Taderera and Loveness Nyikahadzoi. "*Exploring management strategies to reduce cheating in written Examinations*": case study of Midlands State University. Page 12

⁹ Ibid⁸.

¹⁰Nur Habibah. 2012 "*An analysis of plagiarism in seminar proposals by the eight semester students of PBI* " (IAIN SUNAN AMPEL SURABAYA) page 1-2

social media.¹¹ The researcher chooses this research because it has correlation with the same topic of writing ability even the place of the subject is different, one is in the college while the researcher is in the Junior high school.

The other researches stated cheating behavior is as a social interaction means that cheating behavior is one of the problem which becomes social habitual, such mentioned above cheating happens not only in education level but also in job career.¹² Another research stated the strategies to reduce cheating behavior for written examination in university entitled "*Exploring management strategies to reduce cheating in written examinations: case study of Midlands State University*". As a result, the teachers' strategies are give the students interesting topic, assign paper topics which are specific rather than general, ask for a personal commentary on the research process and require two opposing view points of the same issue.¹³

Based on the two previous researches above, the researcher focuses on the students cheating behavior in writing assessment and the teacher strategies to overcome students cheating behavior. The writing assessment is given by the English teachers is to measure the students ability in writing

¹¹Ibid.

¹²Appeby D.C. "*The Students Perception of Irritating Behaviors in College Classrooms and jobs*". Vol 83 Page 41-45

¹³Ever Taderera, 1990. Exploring management strategies to reduce cheating in writing examinations: case study of middle state university. <http://journaofcasestudiesineducation.edu.id> access on July 2014

skill. By giving writing assessment, the students know their ability in writing English, whether they less of this skill or not.

Writing assessment that will be studied in this research is formative assessment. Writing assesment given by the English teachers to measure students' writing ability after what has been described by the teacher. Formative assessments are on-going assessments, reviews, and observations in a classroom.¹⁴ Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

The researcher chooses writing skill for the subject because writing is called as the difficult skill for some students. The difficulties such as the students are lack of vocabularies and lack of grammar.¹⁵ This situation makes the students try to find instant way and that is called cheating. Cheating

¹⁴ Sandra Tauline. 2003. *classrooms Assesment*. <http://fcit.usf.edu/assessment/basic/basic.html> acseess on friday 15 August 2014

¹⁵ Ever Taderera, 1990. Exploring Management Strategies to Reduce Cheating in Writing Examinations: case study of middle state university. <http://journaofcasestudiesineducation.edu.id> access on July 2014

usually happens in some cases including in writing assessment. In writing assessment most of the students cheat more than in other skills. In speaking assessment is impossible to present cheating behavior because it is oral assessment. In the reading assessment, students have a little opportunity in cheating because of the answer are already stated on the text.¹⁶

In this research the researcher took two Islamic private schools in Wringinanom, those school is MTs. Raden Paku and MTs. Maulana Malik Ibrahim. MTs. Raden Paku is in the midst of districts area where the students are from various villages in Wringinanom. This school is also near with SMPN 1 Wringinanom. Some of the students who entered in MTs. Raden Paku are the students who did not pass joining SMPN 1 Wringinanom. While MTs. Maulana Malik Ibrahim is in one village in Wringinanom and the students are mostly from rural villager itself. The majority of their friend decided to do not continue their education after primary school. As the addition, the researcher chooses those two Islamic private schools because those are the oldest school in Wringinanom. Both of them have English club program especially for grade eight. This program is held two months in a year. The tutors are from pare- Kediri who are expert in English. After two months, all of the students having study tour in Bali in order to practice their English Ability with the foreigner. Yet, there is a problem dealing with the

¹⁶ Ibid.

students output. Logically after having this program, the students are able in English but when the English teacher gives the assessment for English students' writing the students still cheat each others. This is to be the main reason for the researcher to choose those two schools.

Beside the main reason above, the researcher took those two schools as the place of the sample because of for several reasons. The first reason is the rank of students cheating behavior in those schools is highest. Based on the preliminary research the last fifth years from academic year 2008 - 2009 until academic year 2013 – 2014, there are 60% students of second grade cheat in writing assessment. Compared to the public schools are located in areas other Wringinanom, both these Islamic schools menconteknya higher level. The evidence is the writing results among students are often similar. The students does not know the actual writing, they just write what other students said.¹⁷

Second reason is Islamic private school, the school which emphasizes on teaching honesty, good moral value and good manners of Islam even though, in fact, cheating behavior occurred at some Islamic Private Schools. While, the next reason of students cheating behavior in Islamic private school are because of they face hard subject, hard evaluation, time pressure and fear of failure. There are some cheating techniques which are done by some

¹⁷ Berdasarkan hasil ulangan writing dari kedua guru Bahasa Inggris yang mengajar di kelas delapan

students, those are looking at another's test paper, giving signals and writing the answer on hands or on desks.¹⁸

In Islamic private school, teaching religious is more priority than teaching common subjects.¹⁹ Yet, this school still follows our government for teaching other lessons because there are three lessons which have been mastered for final national exam (UNAS). Those lessons are math, science and English. Most of the students in Islamic private school are more able in Islamic lesson rather common lessons because some of them were graduated from Islamic primary school; MI (Madrasah Ibtidaiyah).²⁰ It is makes the student' motivation in learning English is low, they more prefer to learn Arabic than English.

According to preliminary research in those two Islamic private schools, some of the students stated that learning English very is difficult.²¹ It makes them prefer to cheat others when there is evaluation because they want to get good score. Those schools are located in Wringinanom is one of the districts area in Gresik. There are many factories there. Many people who live in district area have opinion that education is as secondary needs rather than

¹⁸ Dr. Hamzeh M. Dodeen, "*The influence of the Student Cheating in Exams*", Damascus University Journal, Vol. 28, No (1), 2012

¹⁹ Latif Hisrain. 1997. "*Tingkat Kemampuan Antara Siswa Sekolah Islam Swasta dengan Sekolah Negeri*" vol 121 page 34 www.sagepub.com . Accessed on 10th, June, 2014

²⁰ Ibid¹⁹

²¹ Interview the students of MTS RADEN PAKU and MTS MAULANA MALIK IBRAHIM

having work. This condition makes the students feel lazy to study.²² According to preliminary interview with a resident who lives in that place stated that having work is more valuable rather than going to school. The students think that by having work peoples get some money to complete their daily needs that are the most important to them than waste of some money for education.²³

This research is supposed for English teacher and this research is totally different with the previous studies which focus on cheating problems in writing assessment. The differences are this research discuses cheating behavior in writing assessment of Islamic private schools in district area in Wringinanom. The previous studies which already mentioned above talk about cheating behavior in private school and focus on writing assessment. This research only focuses on second grade of Junior high school and discusses English teachers' strategies to overcome the students' cheating behaviors in writing assessment and the factors which influent students cheating behavior in writing assessment such as individual, situational and teacher factor.

²²Tomas Luqman. '*Kecendrungan Siswa di Daerah Industri*.
"<http://kumpulankaryasiswa.wordpress.com/category/artikel-siswai/> di access pada 7 juni 2014 vol 64. Page 45

²³ Dodi Muhammad. 2003, "*Pola Pikir Masyarakat Plosok Desa*". Universitas Muhammadiyah Malang. Vol 34 page 22

B. Research Question

Based on the background of the research above, the researcher has formulated two research questions as follow:

1. What are the factors which influence students' cheating behavior in writing assessment of eight grade students' of Islamic Private Schools at Wringinanom - Gresik?
2. What are the strategies which are used by English teacher to overcome students' cheating behavior in writing assessment of eight grade students' of Islamic Private Schools at Wringinanom - Gresik?

C. Objective of the Study

1. To identify the factors which influence students cheating behavior in writing assessment of eight grade students' of Islamic Private Schools at Wringinanom – Gresik.
2. To find English teacher the strategies to overcome students' cheating behavior in writing assessment of eight grade students' of Islamic Private Schools at Wringinanom– Gresik.

D. Significance of Study

This research is useful for English teachers, principals, and further studies. The researcher expects this research will help English teachers in term of how to handle students' cheating behavior in writing assessment. By

applying the appropriate strategies to overcome students cheating behavior in writing assessment reduce students' cheating behavior.

This research also helps the new English teacher in the first teaching. Furthermore, the result of this research helps the English teacher to assist and to guide the students that they do not cheat during the writing assessment. By knowing the result of this research, the English teacher will anticipate the problem of facing students' cheating behavior. The result of this research helps the further researches to analyze more which related with this research. The researcher hopes that Islamic private school can apply suitable strategies to overcome students' cheating behavior in writing assessment such as seating arrangement during the assessment or other strategies which are found in the section.

E. Scope and Limitation of Study

The researcher conducts the research by choosing the English teachers who teach in second grade of Islamic Private Schools at Wringinanom - Gresik. The scope of this research is the teachers' strategies and the factors which influence students' cheating behavior in writing assessment. The researcher limits the academic year only in 2013-2014 and discusses three categories factors which influence students' cheating behavior in writing assessment; those are situational, individual and teachers' factors and focus

on writing formative assessments. The researcher does not discuss non classroom factors such as family factors and their backgrounds.

F. Definition of the Key Terms

To avoid misunderstanding, the terms are used in this research which is provided as follows:

1. Strategy

Strategy is a general method for achieving specific objectives. It describes essential resources and their amounts which are to be committed to achieve those objectives. It also describes how resources will be organized and the policies that will apply for the management and use of those resources.²⁴

Another definition, strategy is any method that the teacher uses to help students accomplish mastery in the classroom evaluation. Or the best common ways to effectively to deal with classroom behavior.²⁵

2. Overcome

Overcome is one the teachers' way to overcome the teachers' misbehaviors and also teacher uses some ways to desist the discipline problem.²⁶

²⁴Stark, John. 2000, " *Definition of Strategy*". <http://www.johnstark.com/es5.html>, accessed on july 2014

²⁵ The definition of a teaching strategies, www.ask.com.Q&A.society.sosialscience accessed on 22 July 2014

3. Cheating Behavior

Students' action which happens during the test or exam, cheating behavior is the students' habit that do in the writing evaluation. The purpose is to get some good answers from their friends.²⁷

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement another students.²⁸

Cheating behavior in writing evaluation is students' action to copy another students writing as a work.²⁹

4. Writing Assessment

Teacher strategies to measure the students' understanding and also students' ability in writing such as make essay or argumentative essay.³⁰

Another definition writing assessment is the students' creativity in writing evaluation which gives by the teacher to measure students ability.³¹

²⁶ Cambridge, *Advance Learner's Dictionary Third Edition Digital Version*.

²⁷Sibaya .*The Psychological Assessment of Children's Learning and Behavioral Problems as Manifested in Kwazulu Primary School*.

²⁸ Lewis takol. 2003. Definition of Cheating. www.academicprograms.calpoly.edu accessed Tuesday 22 July 2014

²⁹ Bill Marsh , *Cheating Behavior in Written Exercise*, (USA: state university of New York Press, 2007

³⁰Tomas George. 2012. *Academic Writing*. Middle State University

³¹Graham & Harris, 1993, *Paragraph – Academic Writing to Essay*. Mancmillan. <http://iteslj.org/Techniques/Yang-Writing.html> accessed on 19 June 2014

5. Islamic Private School

Islamic private school is private school that the basic is Islamic studies. Another definition is the schools which emphasize learning honesty, the moral, the manner.³²

6. Factors

Factors is some students factors which influence students' cheating behavior such as individual, situational and teacher factor.³³

7. Formative Assessment

formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made³⁴

³² Cambridge, *Advance Learner's Dictionary Third Edition Version*

³³ Stark, John. 2000, " *Definition of factor*". <http://www.johnstark.com/es5.html>, accessed on august 2014

³⁴ Catherine Garrison and Michael Ehrlinghaus, Ph. D. 2003 *Formative and Summative Assessments in the Classroom* new york press