

CHAPTER II

REVIEW OF LITERATURE

Review of related literature is divided into two categories; they are theoretical foundation and previous study which explained below:

A. Theoretical Foundation

1. Cheating

Cheating is especially use sources secretly which is not permitted to use or benefit from someone and assist secretly to someone. Although it seems personality problem or a moral disorder it is a education problem in itself. Because cheating, unlike many students who is hard-working, is easy and unfairly obtained achievement. This situation is also gives false feedback to the teacher in terms of evaluation. of the class.¹ On the other hand, one of the negative aspect of cheating is to reduce the validity of exams, creating a situation for students that prevents learning, to reinforce a wrong behavior, to create problems and its unethical behavior for a teacher whom educate the next generation.

2. Cheating Behavior

Cheating in exams is a widespread problem in higher education, and it has been observed that the prevalence of this problem is increasing. Although

¹ Nida Bayindir & Aykud Ozel* & Mstafa Bakir, 2003. *A Research On The Students Of The Faculty Of Education For Identifying Tendency Of Cheating In Exam: Dumlupinar University (DPU) Sample. Dumlupinar University, Kutahya, Turkey*

cheating may occur in any coursework (e.g. homework, assignments, papers, and labs), cheating in exams is a more significant problem. This is, simply, because exams are the most common method of evaluation in most educational systems worldwide. Additionally, the importance and use of exams have spread beyond schools. Many critical decisions that affect people's lives.

Cheating behavior is not new one in academic problem, cheating behavior is kinds of students' behavior. It is generally understood that cheating involves an act of deception, fraud or betrayal that often unfairly advantages the cheater over others. However, a cursory review of the literature suggests that there is no universally embraced definition academic cheating.² For example, some researchers have defined cheating indirectly and vaguely, such as "a violation of an institution's policy on honesty," while others seem to have left the meaning of cheating up to students' interpretation by asking them directly how often they "cheat" on their work or use "cheat sheets" when they take tests. More typically, researchers have avoided such ambiguity or subjectivity, respectively, by asking students how often they have engaged in a specific set of behaviors, such as "copying from a neighbor during an examination" or "copying material without acknowledging the source." This latter approach is sometimes combined with corresponding set of questions that asks students if they consider the behavior "cheating" or to rate how "serious"

² Bouville, M, (2010). *Why is Cheating Wrong?* Stud. Philos. Educ., 29, 67-76

they think it is. Not surprisingly, the more likely students are to define a behavior as “cheating” the less likely they are to report engaging in that behavior.

Cheating in exams is a serious problem that has negative educational, social and psychological effects. Educationally, cheating is contrary to the spirit of higher education, especially in developing and promoting moral values and attitudes. Moreover, it violates institutional regulations, and it is an indicator of a school inability to provide an educational process that offers equal opportunities for all students to learn. In addition, cheating negatively affects the accuracy of the evaluation process by adding more sources of errors which decreases exams validity and reliability.³ Socially, cheating is unacceptable behavior to get something with no right. Cheating not only affects students who cheated but also other students as it forces them to live in an unfair system. Perhaps most importantly, cheating behavior may carry over after graduation.⁴ Psychologically, cheating may cause an instability in a student's values, potentially resulting in serious psychological problems such as feelings of being guilty and with shame.

³ Cizek, “*Undergraduate Students Cheating in Exam*”. 1999 page 23

⁴ Lupton & Chapman,” *Exploring Management Strategies to Reduce Cheating in Written Examinations*”. case study of Midlands State University 2002; Moffatt, 1990

This, in turn, would have negative effects on a student's self-respect, self-esteem, level of motivation, and learning ability.⁵

Splendor of cheating behavior has been difficult for teachers to measure the level of educational success. Cheating result in the difficulty of measuring the levels of success of teaching and learning process. Students cheating behavior or college students, is an act of self-deception. If allowed, then many which suffered. Cheated colleague must have 'deprived' justice their skill. cheating work will eliminate the self-confidence of students. When that habitual continues, confidence in the ability of self-learning spirit fade so lost. Students will be constrained by his own opinion, which he thought that permeate nature to be smart not to learn, but cheating is ways to get good score.

3. Cheating in the Review of the Psychological Aspects

In a psychology study found discussion specifically talked about " cheating " , but it can be agreed that " cheating " is one form of behavior , even one form of expression of one's personality . Burt suggests that there are three factors that affect human behavior , namely the factor G (General) , which is the basis of inborn , factor S (specific) formed by education and factor C (Common / group) were obtained from the effect

⁵ Jordan, A.E., (2001). "College Student Cheating: The Role of Motivation, Perceived Norms, Attitudes, and knowledge of Institutional Policy. *Ethics and Behavior*, 11(3), 233-247.

of the group . If connected with deeds " cheat " , then the activity of " cheating " it is an effect of the factor C. Further said that Factor C larger or more powerful than a factor of S. Thus , the behavior of " cheat " a lot due to the influence of groups where people tend to dare to do because seeing other people in the group also perform. If this trend takes place continuously , the " cheating " would be a custom one , which will be transferred not only to other school activities but to the community at large events based on the principle of the transfer of learning .

From the theories of motivation, note that the "cheating" can occur when a person is in a state of shock (underpressure), or if the impulse or hope of achieving much greater than its potential. The greater the higher the expectations or desired accomplishments and the smaller the potential of the greater desire and possibility to "cheat". In that case then, the behavior of "cheating" just waiting for a chance or opportunity, because criminal theory says that crime will occur if the intent and opportunity meet.

4. Cheating in Terms of the Moral Aspects

One important distinction between humans and animals is because human beings are moral creatures. Sense of decency that none other than about good and bad feelings associated with certain norms. Someone will

feel satisfied when they have been doing a good thing, otherwise someone will feel regret when it is not doing well.⁶

Argued that moral behavior depends on the ability of a number of factors, namely: (a) think about moral dilemmas, (b) consider the long term consequences of each action, and (c) to feel what is perceived by others.⁷ And it can be concluded that humans have instincts and ability to distinguish the good deeds and bad, right and wrong, and therefore humans have equal potential between doing good by doing evil. Through the human cognitive ability to do moral reasoning, but it proved that moral reasoning has a low correlation with moral behavior.

5. Cheating Behavior in Writing Assessment

There is no common definition of cheating behavior in writing assessment. This is because people give meaning to cheating in written text depend on various interpretative context. The research tries to conducted the general definition from sources as follows: 1) “Cheating behavior in writing assessment is the act of representing as one’s own original work from the creative work another”. 2) As

⁶ SuryaBrata. 1995. *Pengertian Aspek-aspek Moral Siswa yang Mencontek*. <http://journaleducation.suryabrata.aspekmoralmiswamencontek.edublogs>. diakses selasa 14 mei 2014.

⁷ Atkinson in Admin (2004). *The Influence of Psychological Type, Self-esteem, and Gender on Academic Dishonesty of Students on Higher Education*. Dissertation Abstracts International, Section A: Humanities & Social Sciences, 64, 3-A.

Marsh stated, cheating in written assessment is acts of petty larceny, trying to “steal” or “pass of” the words or ideas of another as is they were their own.⁸

6. Writing Skill

Writing is of fundamental importance to learning, to development of the person in each learner, and to success in the educational system. As teachers, we need to work continually to aid our students in their search for fulfillment as writers.⁹

Views writing as “the process of transforming the materia discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning- writing is a process of deliberate decision.¹⁰ It means that writing must convey a message with a meaning. The writing has been defined in a number of ways which reflects the complex it of writing process.

Writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write,

⁸ Bill Marsh ,*Cheating Behavior in Wwritten Exercise*, (USA: state university of New York Press, 2007) page 31

⁹ Graham & Harris, 1993, *Paragraph – Academic Writing to Essay*. Mancmillan. <http://iteslj.org/Techniques/Yang-Writing.html> accessed on 19 June 2014

¹⁰ Ibid⁹

humanity relies on writing to an unprecedented extent.¹¹ It is quite possible that, today, more communication takes place in the written than in the oral mode. There is no objective measure, but if there were any doubts, the Internet explosion has laid to rest the idea that for the human race at large writing is only a 'minor' form of communication. It is not risky to call writing the single most consequential technology ever invented. The immensity of written record and the knowledge conserved in libraries, data banks, and multilayered information networks make it difficult to imagine an aspect of modern life unaffected by writing.

The commanding relevance of writing for our life notwithstanding, it is anything but easy to provide a clear definition of what writing is. Partly this is because of the multiple meanings of English words and partly because of the long history of writing and its great importance. At least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.

¹¹ Rabideau, D. (1993). *Integrating Reading and Writing into Adult ESL Instruction*. National Clearinghouse on Literacy Education Washington DC.

7. Writing Assessment

Writing assessment is an item format requires the students to structure a rather long written response up to several paragraph.¹² Writing assessment gives by the teacher to measure the students' ability in writing skill.

a. Characteristic of writing assessment

- 1) Generally essay assessment contain more than paragraph
- 2) Assessment writing test require
- 3) Writing assessment are attempted on the basic of recalling memory

A few decades ago writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should look like. But in due course of time, learners were allowed to focus on content and message and their own individual intrinsic motives were put at the center of learning, the process approach to writing instruction has been developed. There are different views on the stages of writing process, according to Hedge (1990), the process contains several stages which can be illustrated as follows:

¹² William (1993). *Improving the Writing of Students with Learning Problems: Self-Regulated strategy Development*. School Psychology Review, v22 n4 p.656-671.

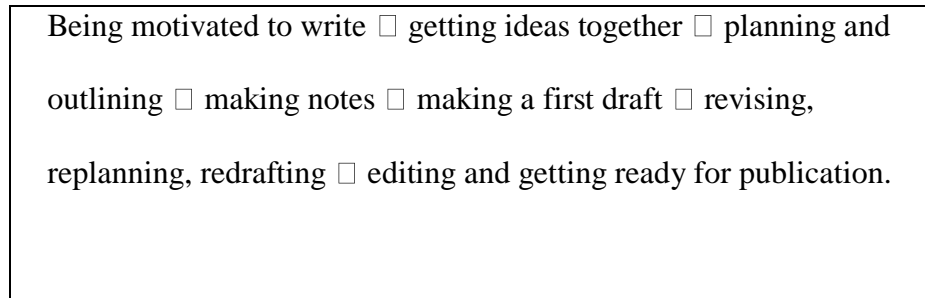


Figure 2.1 stages of writing process

8. Managing and Evaluating Student Writing

Teachers have decided it's important that your students write. It will not only help them maintain or improve their writing skills, but also help them understand and retain course content. However, you may be concerned that you will soon disappear under a mountain of papers. This need not be the case. This page contains some tips and techniques for effectively managing and evaluating student writing, including information on designing and giving assignments, time-saving techniques, providing effective feedback, and types of evaluation.¹³

a. Designing Assignments

The first step to effective paper-management is designing assignments effectively. Decide the purpose of the assignment (your

¹³ Burstein, J.C., Chodorow, M. and Leachock, C. 2004: *Automated Essay Evaluation: the Criterion Online Writing Service*. *AI Magazine* 25(3): 27–36.

objectives for it), make that purpose very clear to your students, and evaluate based on that. Some possible purposes include.¹⁴

1. To understand
2. To synthesize
3. To explain
4. To prove knowledge
5. To demonstrate awareness of terminology/ vocabulary

When the teachers first assign the writing, let students know how the teachers will evaluate it. For example, teachers may be most concerned that students understand terminology specific to the teachers field. Organization of ideas is not as important, nor is "surface correctness" (spelling-except of those terms--grammar). In the teachers assignment, make clear priorities, and stick to them when grading.¹⁵

b. Saving Time

Responding to and/or evaluating student writing need not take a great deal of your time.

- a. Provide most of teachers feedback informally as students plan and write, then evaluate the final product quickly.

¹⁴ Burstein, J.C., Chodorow, M.and Leachock, C.2004: *Automated Essay Evaluation: the Criterion Online Writing Service*. AI Magazine25(3): 38

¹⁵ Burstein, J.C.and Wolska, M.2003:*Toward Evaluation of Writing Style: Finding Repetitive Word Use in Student Essays*. Paper presented at the *Proceedings of the 11th Conference of the European Chapter of the Association for Computational Linguistics*, April 2003, Budapest.

- b. Having conferences with students saves time and can increase clarity, as they can ask you questions. Teachers can hold quick in class conferences while students work individually or in groups.
- c. Build in other readers before the teachers. Have students receive feedback from their peers; recommend or require that they attend the Writing Center.
- d. Writing has to be long. Rather than assigning one long paper, assign several short ones or have them write a series of drafts, of which you read only one. Rather than only requiring "formal" writing, have them do more informal writing which may be used in class, or collected at random.
- e. It is prohibited to read everything the teacher has the students write. Collect, read and grade their writing randomly.
- f. Prioritize. Decide what is most important to in each assignment either Format, Clarity, Demonstration of knowledge, Audience awareness, Spelling, and evaluate based on the teacher top priorities.
- g. Prohibited to evaluate or comment on everything in a paper; focus the teacher evaluation on two or three aspects that are most important (and the teacher identified as being most important in making the assignment).

- h. It is prohibited correct students' errors for them. Point out the most significant shortcomings in the paper (based on your priorities) briefly, then require that they make the corrections.

c. Effective Feedback

- a) Give feedback that establishes goals: for further drafts of that paper, in future writing, as a student in your course.
- b) Ask questions which will help students clarify and develop their writing to meet the sgoals you have set.
- c) Respond first as reader, rather than as grammarian or grade giver, so students can see what sort of effect their writing had.
- d) Phrase suggestions in terms of the particular paper at hand, rather than generalizing. Studies show that students retain applied information about writing better than generalized information.

d. Types of Assessment

A number of options for evaluating papers exist; evaluating a paper need not involve correcting every surface error and writing voluminous comments at the end.¹⁶

- a) Give separate grades for form and content.

¹⁶ Attali, Y.2004: *Exploring the Feedback and Revision Features of Criterion. Paper Presented at the National Council on Measurement in Education Conference, April 2004, San Diego, CA.*

- b) Use "performance" grading: if students do the assignment, they get credit (or points). You make no value judgments about the quality of the work, merely decide what's an acceptable amount of work.
- c) Use "impression marking:" scan the paper and mark it based on your general impression of paper's effectiveness. Again, have a clear set of criteria in mind--or even written down--as you read.
- d) Use portfolio evaluation: rather than evaluating individual papers, evaluate a student's entire output at the end of the course.
- e) Evaluate based strictly on clearly defined criteria, which may be set out in the form of:
 - 1) Contracts: create a contract which spells out how much work and/or what sort must be done to receive a particular grade.

The student chooses what grade to work for.
 - 2) Checksheets: list the criteria for an acceptable piece of work and evaluate based on how many criteria are met.
 - 3) Scales: rank a student's work based on the criteria. Analytic and Dichotomous are just two of a variety of scales; examples are below:¹⁷

¹⁷ Attali, Y. and Burstein, J.C.2004: *Automated Essay Scoring With E-rater 2.0. Paper Presented at the Conference of the International Association for Educational Assessment*, June 2004, Philadelphia, PA.

		low				high
General Merit	Ideas	2	4	6	8	10
	Organization	2	4	6	8	10
	Wording	1	2	3	4	5
Mechanics	Spelling & Punctuation	1	2	3	4	5
	Grammar & Usage	1	2	3	4	5
	Format	2	4	6	8	10
Comprehension	Understanding of Terms	2	4	6	8	10
	Application of Concepts	2	4	6	8	10
Total Score:						

Figure 2.2 sample analytical scale

	Yes	No	
Content	___	___	Ideas are insightful
	___	___	Ideas are original
	___	___	Ideas are logical
	___	___	Ideas are clearly expressed
Organization	___	___	Each paragraph is developed with concrete and relevant details
Mechanics	___	___	Many misspellings
	___	___	Awkward sentences

Figure 2.3 sample dichotomous scale

9. Formative Assessment

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening.¹⁸ In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards based

¹⁸ Catherine Garrison and Michael Ehringhaus, Ph. D. 2003 *Formative and Summative Assessments in the Classroom* new york press page 20

learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments. One distinction is to think of formative assessment as “practice.” We do not hold students accountable in “grade book fashion” for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning.¹⁹

10. Students’ Factor Doing Cheating Behavior in Writing Assessment

There are 3 categories of factors which influence students’ cheating behavior, that are situational factor, individual factor, and teacher factors.²⁰

a. Situational Factor

1) To Find Good Score

Some of them said that cheat in the exam it is done by the students to get a good score.²¹ Students want to find a good score,

¹⁹ Catherine Garrison and Michael Ehringhaus, Ph. D. 2003 *Formative and Summative Assessments in the Classroom* New York Press page 25

²⁰ Graham, et al, 1994 ; Bernadi, et al, 2004. *Teacher Strategies to Overcome Students Cheating Behavior in the Classroom Exam, Academic Dishonesty of Students on Higher Education*. Vol 89 page 58-74

to find the excellence score the students take of ways gets the true answer although cheat their friends answer. However, academic achievement has become a high stakes competition. Jon S.Katzaman, president of Princeton Review, an organization with prepares students to take standardized test, students were stressed because they wanted to be the winner. Now they are stressed become they don't want to e the loser.²²

2) Unprepare

Mainly, students cheat when they did not prepare well for the exam.²³ Especially with difficult materials and when they needed to pass exams to graduate. In contrast, students refrained from cheating because of religious or moral beliefs. Also, non-cheater were observed to be effective and active learners who showed more respect to themselves than cheater.

3) Teacher Guide During the Exam

If the atmosphere of strict teacher guides, the tendency of cheating small, otherwise if the atmosphere loose guide, the tendency of cheating become large.²⁴ Oversight discipline

²¹ Henry Clay Lindgren. 1999 "*Psikologi pendidikan di dalam kelas*", page 202

²² Hamzen Doden. 1996. "*Record number of applicants are reported by the top colleges*", new York 18 February. Page 32

²³ Ibid¹¹

²⁴ CaroH, 2004, "*students factor wich influence cheating in exam of seppension*". Middle State University. Vol 79 page 22

hampered if the number of the students in the classroom in when test last too solid. Density of oulation in the classroom will allow students cheat. If the classes is like this using multile choice question will rovide opportunities for cheat. Setting where sitting will also greatly affect the likelihood of cheat.²⁵

4) Classmate

If there are several children in the class who cheat will affect the others to doing cheat as well. At first a person does not intend to cheat, but because he saw his friends cheating, then they also participate to cheat if there are several children in the class who cheat will affect the others.²⁶

b. Individual Factor

1) Unconfident

Students who cheat have confidence minimal to oneself. However, they will seek reinforcement from others like friends by way of asking, or it can be also of not book that have been prepared in advance.²⁷

²⁵ Honor J. passow. 1994. “ *Factor Influencing Engineering Students’ Decisions to Cheat by Type of Assessment*”. University of North Carolina Wilmington. Vol 42 page 34-35

²⁶ Burnetal 1988, “*undergraduated cheating behavior*”. Vol 45 age 2-5

²⁷ Qzek. 1999, “*underraduted students in doing cheating*”. New York vol 121 page 47

2) **Fear of failure**

One of the main sources of fear of experience failure in previous tests. Failure in a test more often followed by acts of cheating on test, next when compared with success.²⁸

3) **Competition in obtaining academic grades and ratings**

The results showed that competition in obtain to get high score and high rankings lead the cheating. Effect on the value it makes highest academic rank in class and academic rank in class can enhance the student's self-image.²⁹

c. **Teacher Factor**

- 1) The teacher does not tell for the students that will be doing assessment.
- 2) The teacher does not prepare well the learning process it makes that there is no variation in teaching and eventually became lazy students learning.
- 3) The teacher give much side work there is no chance to make the topics interesting. As a result, a give subject from one class to another class of equal or even from year by year variations are not experiencing the topic.

²⁸ Honor J. passow. 1994. “ *Factor Influencing Engineering Students' Decisions to Cheat by Type of Assessment*”. University of North Carolina Wilmington. Vol 42 page 33

²⁹ Burnesetall & Trevino, *students' factors in doing cheating*. 2001

11. Teachers' Strategies to Overcome Students' Cheating Behavior

The strategies to overcome moral principle of students' cheating behavior, it can be asserted that the most important in moral education is how to overcome conditional factors that may invite and facilitate a person to always act morally in the assessment (not cheat) then how is the above four factors conditioned the direction support, as follows;³⁰

a. Personal Factor

- 1) Focus on students' confidence; the English teacher must make the students feel confident in what the students do, give support and advices
- 2) Familiarize them to think more realistically and ambitious; the English teacher gives guidance to the students in order to make them thinking realistically in what the students do, keep focus on on their work and have oreantation to find good score.
- 3) Punishment. To overcome students misbehavior there other strategies are ineffective, punishment may be our only alternative. Effective form of punishment that are often reducing misbehavior:³¹

³⁰ Graham,etal,1994 ;Bernadi,etal,2004. *Teacher strategies to overcome students cheating behavior in the classroom exam, academic dishonesty of students on higher education*. Vol 89 page 58-74

³¹ Keem Louna, strategies to preventing students misbehavior in classroom managemen. Columbia University of USA. Vol 246 page 69

- (a) Verbal punishment. Softly spoken reprimands are sometimes more effective than loud ones. There is no point hurting their feeling.
- (b) Response cost. It involves the loss either of a previously earned reinforce or their work or of an opportunity to obtain reinforcement.
- (c) Time-out. A misbehaving student is placed in a dull, boring situation, perhaps a separate room. Cold, damp or dark rooms are to be avoided. A students undergoing time-out has no chance to interact with classmates. The length of time-out is often short- perhaps five to ten minutes.³² Besides, teacher should pay attention that some punishment is not good to be implemented to the students. Such as physical punishment, it may causes long-term or possible permanent physical damage, extra class works that may cause students to view school work as boredom activity, and psychological punishment that is any consequence that seriously threatens a student's self-esteem. Such as public

³² Ormrod, Jeanne Ellis. 2000. *Educational Psychology Developing Learners third Edition*. New Jersey: Prentice-Hall Inc. page 419-421

humiliation may also lower student's expectations for future.³³

b. Environment and Groups Factor

Create awareness of discipline and code of conduct group laden with moral considerations.

c. Assessment System Factor

- 1) Create an evaluation instrument that valid and reliable (precise and fixed). The material which is given by the English teacher must well prepared in one week before the evaluation. The material must be appropriate with the students' level.
- 2) Apply the way a scoring truly objective. In term of giving the score, the English teacher must be fair and objectives. She or he does not compromise to any students. When the students know that the English teacher is unfair for giving score they will think that it does need to do the task again because they believe that even though they work hard for the evaluation the score is still bad.

d. Teacher Factor

- 1) Inform to the students before; the English teacher must inform to the students if there is evaluation so that they will be ready to do

³³Ormrod, Jeanne Ellis. 2000. *Educational Psychology Developing Learners Third Edition*. New Jersey: Prentice-Hall Inc. page 419-422

the evaluation because they will study at home first. The information is given in two days or a week before the evaluation.

- 2) Applicable and open the scoring; the English teacher tells to the students scoring rules in the evaluation.
- 3) Be rational and do not cheat in giving the exam or test; the English teacher informs to the students in order to do the evaluation by themselves without cheating other students' answer.
- 4) Show exemplary moral behavior; The English teacher gives the example of misbehavior during the evaluation. The purpose is to get the students understand what should they do and what should not do.
- 5) Provide feedback on each assignment; the English teacher gives feedback about the evaluation which done by the students.

B. Theory of Cheating Behavior In Writing Assessment

Based on the operant conditioning theory we can measure the students' cheating misbehavior is based on the students score, and answer.³⁴ Based on the connectionism theory there are three categories that is *law of readiness*, *law of exercise*, *law of effect*. It means if the students are ready with the exercise, they are prepare for the exercise and doing a lot of exercise. They will reduce cheating behaviour in the evaluation.

³⁴Psychology pendidikanan psychology belajar page 105

Another operant conditioning theory state that about theory of strategies to overcome students misbehaviour by using *Rewards* and *Punishment*. Its mean that for the students do misbehaviour 1, the teacher give stimulus 1 and see the students respond 1. And if the students do misbehaviour 2, the teacher give stimulus 2 and see the respond 2. If the students do mistakes again after the stimulus 2, based on the Skinner theory the teacher should give punishment for bad behaviours and give rewards for good behaviour.³⁵

C. Review of Previous Studies

The researcher will explain the previous studies that have been completed by the previous researchers which have familiar subject in this section.

First, the research which comes from Ever Taderera from Midlans State University, with the title” *Exploring Management Strategies to Reduce Cheating Behavior in Written Examination: Case Study of Midlans State University*” This study was concerned about cheating in written examinations at Midlands State University (MSU). The study revealed that both male and female students cheat in written examination; business studies students cheat more than other faculties and younger (lower class) students cheat more than (upper class) older students. Factors influencing cheating in written

³⁵ Ermis Suryana, Sag, M.pd.I. *operant Contioning B.F Skinner (Aplikasi Teori dalam Praktek Pendidikan)*. IAIN Raden Fatah Palembang . page 27

examinations tended to be divided into situational and personal factors. Personal factors included among others; students' ethical considerations, attitude towards cheating, social standing and program of study. Situational factors were identified mainly as religious beliefs, effects of standardised tests, desire for higher grades, peer pressure, risk and adventure seeking. The major cheating strategies were identified as the use of crib notes (CDs), writing on body parts and ordinary objects, impersonation, exchanging examination booklets, copying someone else's work and leaving notes in toilets. Management strategies to reduce cheating were divided into two categories. The major measures in place were identified as the use of instruction manuals in examinations, vigilant invigilators, and suspension of offenders and nullification of results. Areas of improvement identified were training of staff that handles examinations, motivation of staff who run examinations, use of Circuit Camera Television (CCTV) and reducing the invigilatorstudent ratio.³⁶

Second, the research from Nur Habibah from IAIN Sunan Ampel Surabaya 2012, with the title "*An analysis of plagiarism in seminar proposals by the eight semester students of PBI* " IAIN SUNAN AMPEL SURABAYA. By the result it was proven that plagiarism really occurred in students' seminar proposals based on the result of analysis. Then, there were

³⁶ Ever Taderera, *exploring management strategies to reduce cheating behavior in written examination*.

various plagiarism from found, consisting of duplicating title, the photocopy, the ghost writer, duplicating reference.³⁷

Third, there is also a paper from Herman Maurer and Bilal Zaka from Institute for Information Systems and Computer Media, Graz University of Technology, Austria. In this paper, they concentrate on textual plagiarism (as opposed to plagiarism in music, painting, picture etc). they firstly discuss the complex general setting, the report on some result of the plagiarism detection software and finally draw attention to the fact that any serious investigation in plagiarism turn up rather unexpected side-effect.³⁸

Fourth previous study, the research from Miguel Roig and Amanda Marks from Department of Psychology St. John's University, with the title "*Attitudes Toward Cheating Before and After the Implementation of a Modified Honor Code: A Case Study*" by the result A sample of students from a private, multicampus, midsize university completed 2 copies of Gardner and Melvin's (1988) Attitudes Toward Cheating Scale a semester before the implementation of a modified honor code. We instructed students to complete 1 copy of the scale according to their own opinions and the other copy according to what they thought would be the opinion of a "typical college professor." During the following semester when the honor code went

³⁷ Nur Habibah, *An Analysis of Plagiarism in Seminar Proposal by the Eighth Semester Students of PBI at Sunan Ampel Surabaya*.

³⁸ B. Zaka , - H.Muer. plagiarism – A Survey, Journal of universal computer science, 2006

into effect, we recruited a second sample of 1st-year students and asked them to complete the 2 scales in the same manner. Although both samples of students reported attitudes toward cheating that were significantly more tolerant than the attitudes they ascribed to professors, scores were virtually identical for both samples. The authors speculate that variables associated with how the honor code was implemented, together with certain demographic characteristics of the institution, mediated the results obtained.

Fifth previous study, is research from David Kiptanui Ruto, Lydia Cheruto Kipkoech from Moi University, Eldoret, Kenya with the title " *Students Factors Influencing Cheating in Undergraduate Examinations in University in Kenya*" by the result The results of the study revealed that majority of the students involved in examination irregularities were at 63.5%. this could be attributed to the high population of male students in public universities. This agrees with the ministry of education, science & Technology's (2004) report that female students in public universities constitute only 33% mainly in arts based courses. The affirmative action where female students are admitted one point lower than that of males may have slightly raised the female ratio. The results also showed that most students ranked in first position the lack of preparation for examinations as a factor that contributed more to cheating in examinations. This could be supported by the fact that some students do not attend most of the lectures,

hence, feel that they are not adequately prepared to do the examination. They therefore resort to getting into the David Kiptanui RUTO, Lydia Cheruto KIPKOECH, Daniel Kimutai RAMBAEI. Student Factors Influencing Cheating in Undergraduate Examinations in Universities in Kenya problems of management in the 21st century. 178 examination rooms with unauthorized materials. students may also not adequately prepare for examinations if they know from past experience that they can walk into the examination room with unauthorized material and use the in examinations without being caught due to weak invigilation. This corroborates with a study by Davis and ludvigson (1995) who established Davis and ludvigson (1995) who established in a study that those who cheat during their university-level studies are the ones who have also cheated in earlier studies or examinations.

Sixth, is research from Dumlupinar University, Kutahya, Turkey by the title; *“A Research On The Students Of The Faculty Of Education For Identifying Tendency Of Cheating In Exam: Dumlupinar University (DPU) Sample”* As a result, the prospective teachers should realize that cheating is not an acceptable habit and it is a kind of fraudulence. Additionally, they need to shape their perception according to that and make this a part of their life philosophy. In order to accomplish this, following steps should be taken; 1).Cheating must be punished so that prospective teachers believe the justice is being well-served. 2). Exam proctors do their job responsibly and carefully

in order not to give cheater opportunities. 3). Lesson contents and measurement items should be related and measurement items have validity and reliability. 3). Questions that evaluate students' knowledge and skills rather than questions that requires pure memorization should be asked. 4). Type of questions, length of exams and exam items should not encourage cheating .It is important to establish an environment where students think that cheating is a bad habit and it always be penalized. Such environment helps us to create a fair learning environment and students can develop a sense of justice.

Seventh previous research is from Dr. Hamzeh M. Dodeen by the title; "*Undergraduate Student Cheating in Exams*" by the result The study aimed at studying cheating behaviors in exams at the college level. Cheating behaviors included: prevalence of cheating, common cheating methods, reasons for cheating, reasons for not cheating, and types of exams that experience more cheating incidences. A total of 928 students (33% males, 67% females) from the UAEU participated in this study by responding to a self -report questionnaire. Results indicated that more than 37% of students admitted to cheating in exams while in college. When comparing the two genders, more than 65% of male students admitted to have cheated against about 24% of females. Results also indicated that as student achievement increases, incidences of cheating

decrease, but age was not a significant factor in cheating behaviors. The three most frequent cheating methods used by students were looking at another's test paper, using a system of signals, and writing on hands, desks, etc. While the most compelling reasons for cheating were hard courses, hard exams, time pressure, improving one's chances, and fear of failure, the strongest reasons for not cheating were: religious beliefs, morality, personal pride, worthlessness of cheating, and shame to be caught. Finally, results showed that students cheat more on multiple-choice exams than open-ended ones, and more on quizzes than midterm and finals.

However, the weakness of this research is the problems in the assessment, and focus in Islamic private schools, are considered one of the most serious factors which influence students cheating behavior, teachers, and supervisors, destruction of property, failure in the school, individual, situational factor, the physical environment, and the violence against teachers and students. It should be the suggestion for the teachers who faced those problems by giving strategies to overcome cheating behavior and solutions.

Finally, the researcher briefly concludes that all the previous studies have similarity and different areas of research. Those previous studies above could be one of the foundations to continue conducting this research. In this research the researcher focuses on analyzing deeply about the students'

factors and teachers' strategies to overcome students' cheating behavior in writing assessment of eight grade of Islamic private schools of industry district areas. While here the researcher does not determine the students environment factors such as, the students background, students family.