

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research, they are; the factors which influence students' cheating behavior in writing assessment, and the English teachers' strategies to overcome cheating behavior in writing assessment of eight grade students' of Islamic private schools at Wringinanom Gresik.

#### **A. Profile of Islamic Private Schools and English Teachers**

MTs. Raden Paku is one of Islamic Private School in Wringinanom which located at Wringinanom street. This school was built in September 3<sup>rd</sup> 1979. it is in the midst of districts areas, that is why, the majority of the students are from Wringinanom, it is also near of SMPN 1 Wringinanom. This situation caused some of the students of MTs. Raden Paku are students who do not pass in term of joining SMPN 1 Wringinanom and also Most of them are graduated from MI.

Then, for next Islamic private school which will be explained is MTs. Maulana Malik Ibrahim. This schools is located in one of village Wringinanom namely Sooko village. This school was built in March 5<sup>th</sup> 1993. Most of the students, who study there, are mostly from surrounding. They are graduated from MI Maulana Malik Ibrahim because they are from one place of school. In the morning is used for MI (Madrasah Ibtidaiyah), while in the afternoon is for MTs. In addition, those Islamic

Private Schools are the oldest Islamic Private Schools in Wringinanom. They are about 6 km. The detail location will be explained below:

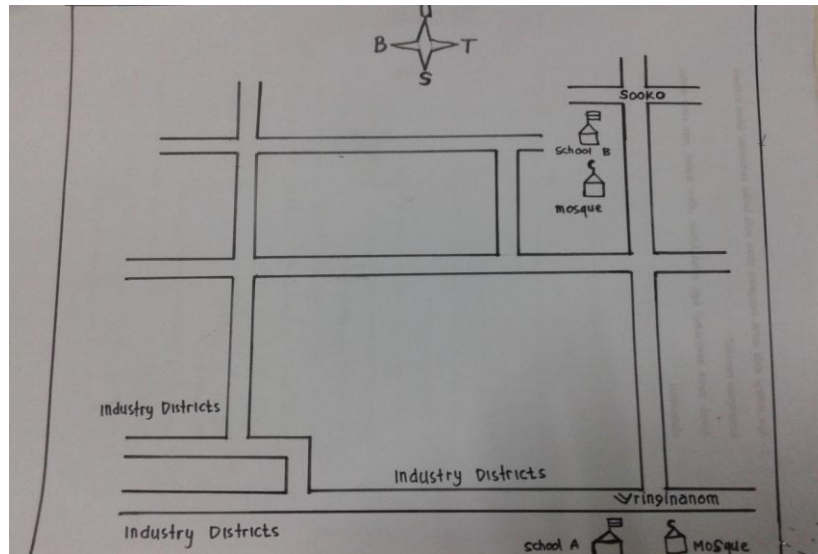


Figure 4.1 Denah lokasi antara sekolah A dan sekolah B

Both of those schools which are located in districts area have people who have thinking that education is as secondary needs compare with work in the industry. According to the sample, work produces much many then go to school. The condition makes their motivation of learn is low, they prefer look for job than school.<sup>1</sup>

Then, the researcher explains English teachers profile of those Islamic Private Schools. In this research the researcher took two English teachers as the sample because there is only one English teacher for grade eight in each school. English teacher from MTs. Raden Paku is teacher A. she comes from Wringinanom itself.

<sup>1</sup> Interview Mr. Muallimin Sp.d as a BK teacher in MTs. Raden Paku Wringinanom on Saturday, 21 2014 at 09:30

She was graduated from English Education Department UNIM Mojokerto 2006. Her teaching experience in this school is about seventh years. She also ever studied in BEC Pare Kediri. One of the student state that she is creative teacher because when she teaches English, she always uses media to make them interested on the subject. While the English teacher from MTs. Maulana Malik Ibrahim is teacher B. He is from Sooko Wringinanom. He was graduated from Islamic Education Department of STAIN Al- Azar Menganti 1998. However, he teaches English lesson in that school because he ever studied in BEC Pare Kediri, the teacher graduated by non English department.<sup>2</sup>

## **B. Research Finding**

Based on the result of conducting interview from two teachers and thirty students of those school, giving features as follows:

### **1. The factors which influence students cheating behavior in writing assessment.**

In this finding of the data, showed that there are three kinds categories factors which influence students' cheating behavior in writing assessment. They are situational factors, individual factors and teacher factors. The more details explanation are stated below:

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<sup>2</sup> Interview the two English teacher and head master from Islamic Private Schools in Wringinanom on 16-18 july 2014

### **Category 1 Situational Factor**

In this category there four factors which is influence students cheating behavior in writing assessment that are; to find good score, the time of the evaluation, English teacher guide during the assessment, and classmate.

Based on the interview result of the students' from those schools state that good score is one of their goal in the learning process. They used some ways to find good score including cheating. There are 20 of 30 students stated that they cheat in writing assessment is to fine good score. The students thought without study hard in the evening they will fine good score by cheating.<sup>3</sup> The students stated that the students will find good score if they cheat the most cleaver students in the class. In another hand, based on interview result of students 10 of 30 students stated that they do not care with the score. The most important thing is the students can do the writing assessment.<sup>4</sup>

The second factor is the time of the assessment. According to interview result stated that the English teachers give the writing assessment suddenly or at that time. It makes them panic it makes the students prefer to cheats each others. When the English teachers suddenly give written assessment the students do not ready yet to do the assessment. While according to the English teachers interview result provided that they have to ways how to evaluate students writing skill. These are:

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<sup>3</sup> Result of interview 30 students from two Islamic Private Schools on Tuesday 17 2014 at 09:30 and 14:15.

<sup>4</sup> Result of interview 30 students from two Islamic Private Schools on Wednesday 18 2014 at 10.00 and 14.00

by planning or at that time. Yet, the English teachers give the assessment suddenly because they want to measure the students' writing skill without any preparation before.<sup>5</sup>

The third factor is the English teacher guide during the assessment. According to students' interview result provided that the lack of English teacher guide in writing assessment makes them cheat easily. In this case the researcher also uses observation to get the data. The researcher observed the English teacher guide during the assessment when there was English final exam. The researcher found there are also some of English teachers fell asleep during the assessment. Which make the students cheating in the class.<sup>6</sup>

The fourth factor is Classmate. Classmate also becomes one of the factors doing cheating behavior. Based on the students interview result showed that they will cheat if there are some students cheat first. Based on students interview result 18 of 30 students stated students cheating behavior influence another students have the same behaviors. There is a case, Students A, he is student moved from the Ponpes Darul Hikmah Brangkal Mojokerto, is confidence with written, but he looks around him the majority of the students is cheating. It influences him to cheat such as other friends.<sup>7</sup>

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<sup>5</sup> Ibid<sup>4</sup>

<sup>6</sup> Result of observation and interview students of two Islamic Private School at Wringinanom on Monday 16 June 2014 at 09.00 and 14.00

<sup>7</sup> Interview result of students and teachers of two Islamic Private School at Wringinanom on Monday 16 June 2014 at 09.00 and 14.00

## Category 2 Individual Factor

In this category there are four factors which influence students' cheating behavior in writing assessment; unconfident, the material, lack of vocabulary, lack of grammar, lack of spelling system and their thinking of education.

Based on the observation and interview result of those Islamic private schools, there are twenty four from thirty students stated that they cannot write a text because they are unconfident with their work. The researcher finds the result that many students are unconfident with their writing result. They are afraid they have some error in their writing.<sup>8</sup> Finally, they decided to cheat their friends to minimalism their unconfident during the assessment. They prefer to cheat the smart students because they believe that their smart friend has an accurate result of writing than themselves.

According to the students' interview result stated that there are twenty first from thirty students dislike writing skill. They think that writing is a hard skill among other skills. Some of the students said that write anything because they already hate English.

In this section the researcher finds the data based on two types of data collections technique, they are documentation and interview. For the documentation analysis the researcher finds some *Bahasa Indonesia* words in their writing result (see Appendix 10). For interview result the students stated that

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<sup>8</sup> Interview result of the students of two Islamic schools at wriginanom at Tuesday 17 June 2014

they do not know the meaning some words in English, so they prefer to use cheat their other friends. The researcher summarized that lack of vocabulary is one of the factors why the students cheat during the writing assessment. Some of the students also stated that cheating is easier than find the words in the dictionary. Whether the words correct or not the most important thing is they can finish their work.

Here the researcher has two types of data collection techniques to find the data of students' grammar. First is documentation analysis. In this data showed that some students sentences in writing assessment is unorganized well because they change the sentence from *Bahasa Indonesia* into English. It makes their sentences mass up (See Appendix 11). Then based on the interview result stated that they know some vocabularies in English but they are confused how to arrange the words into good sentences. Finally they prefer to cheat their friends' work. The researcher can conclude that lack of grammar is one of the factor which influence students' cheating behavior in writing assessment. Some of the students said that they know some words in english but they do not know how to arrange them into good sentences. It makes them prefer to cheat their friends' work with some grammatical errors.

Based on the documentation analysis provided that some of students writing result are similar with other students but there are different in term of how to write the correct word (See Appendix 9). Based on interview result stated that

they know the meaning in English but they do not know how to write the correct words in English. There are also students who cheat their friends orally which make them getting error in writing the words.<sup>9</sup> The researcher concludes that students' cheating behavior also comes from lack of spelling system. There are twenty students from thirty students said that they know some word in English but they do not know how to write the word correctly because English word is different with its pronunciation.

The last factor is their thinking of education. There are twenty students from thirty students said that having good rank is not really important for their life, the most important is they are graduated and get jobs.<sup>10</sup> Some of them said that having work does not need English especially writing skill. They only need work hark hard to get some money.

### **Category 3 Teachers' Factors**

Based on students' interview result can be concluded there are three kinds of teacher factors which influence students cheating behavior such as, giving assessment at that time, the topics is inappropriate with the level, lack of writing assessment in their meeting class.

Giving assessment in that time makes students panic and worried. It makes them prefer to cheat each other friends. The next factor is the teacher give the

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<sup>9</sup> Interview result of students and teachers of two Islamic Private School at Wringinanom on Monday 16 June 2014 at 09.00 and 14.00

<sup>10</sup> Ibid.



assessment is far from the topic with their grade level. Some of the topics are strength for them in their ears. This condition makes them feel difficult to do the assessment and increase students cheating behavior. The last factor is the teacher seldom gives writing assessment. The students are unusual to do writing assessment. Additionally, based on English teachers' interview result stated that he gives students writing assessment only twice in one semester.<sup>11</sup>

## **2. Teachers' strategies which is used to overcome cheating behavior in writing assessment of eight grade students' of Islamic Private Schools at Wringinanom – Gresik**

After knowing the factors of students cheating behavior in writing assessment, the researcher interviews the English teacher strategies to overcome students cheating behavior. It can be summarized there are five English teacher strategies to overcome their cheating behavior. Such as, the English teachers give some vocabularies to memorize, give some tenses to memorize, often give students' writing assessment, punishment and reward, and the last is sitting arrangement. The more detail explanation below:

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<sup>11</sup> Interview result of students and teachers of two Islamic Private School at Wringinanom on Monday 16 June 2014 at 09.00 and 14.00

Table 4.1 Teachers' factor by giving some vocabularies to memorize

No	Teacher Strategy	Teacher A		Teacher B	
		Yes	No	Yes	No
1	Giving some vocabularies to memorize.	√		√	

To minimize students cheating behavior in writing assessment, the English teachers stated that one of the strategies is giving some vocabularies to memorize. They give five until ten vocabularies in every meeting as long as the students have some vocabularies which can help them in writing assessment. They will not lack of vocabularies.

The first teacher or teacher A who teach in Islamic private schools, state that the teacher give five until ten in twice week. Than the teacher informs to the students to memorize in the next meeting. Teacher B stated that giving some vocabulary to achieve students' cheating behavior. Teacher B give some vocabularies in every meeting, the teacher reads the vocabularies loudly and inform the students to repeat what the teacher have readied. In another hand, the teacher B inform the students to memorize the vocabularies.

Table 4.2 The result of interview the teachers' strategy by giving tenses to memorized

No	Teacher Strategy	Teacher A		Teacher B	
		Yes	No	Yes	No
1	Giving the tenses to memorize.	√		√	

The English teacher stated that grammar is one of the important content in writing assessment especially in tenses. By understanding some tenses the students have good writing skill. Another English teacher stated that when the students have a problem with some tenses, they face some mistakes to organize their sentences into good paragraph. Additionally, the English teacher gives some pattern of the tenses for the students to memorize.

Teacher A stated that teach tenses not only giving the tenses without memorized that it makes the students forgot with the teacher have teach. Teacher A state that when she teach grammar she also inform the students to memorize, sometimes she calls one by one the students in front of to memorize the tenses. It to measure the students understand with have the teacher have teach.

Teacher B state that giving the tenses and informs to the students to memorize the forms in the class directly. Same with the teacher A teacher B also call the

students one by one to write the form of the tenses which have the students' have teach. Still same with the teacher A it strategy to measure the students' concentration of the students.

Table 4.3 The result of interview teachers' strategies by gives e assessment often possible

No	Teacher Strategy	Teacher A		Teacher B	
		Yes	No	Yes	No
1	gives assessment often possible	√		√	

The first teacher or teacher A state that teacher give assessment as often as possible to make the students feel suitable with writing assessment. Makes the teachers confidents with their writing creatitivity. Teacher A gives one writing assessment in every week. I other hand teacher B stated that give writing assessment in every twice week is already enough for make the students suitable with writing assessment.

In the English teachers interview result stated that to make their students usual with writing assessment they give assessment as often as possible. In two week there is one student writing assessment. This strategy is use to overcome the level of students cheating behavior in the class. It is also can built students while doing the

writing assessment and even their English teacher give the writing assessment in that time, they become ready of it.<sup>12</sup>

Table 4.4 Teachers' strategy by gives punishment and rewards

No	Teacher Strategy	Teacher A		Teacher B	
		Yes	No	Yes	No
1	Punishments	√		√	
2	Rewards	√		√	

Based on the English teacher interview result, English teacher A stated that she gives punishments for the students who broke the rule such as when she knows some of the students cheat during writing assessment she give blacklist in their name so they cannot continue their task. When she knows there is similar writing result she gives it back to them. English teacher B stated that when he knows some of the students cheat during the assessment, he lets them out or he ask them to do outside the class or inside the class but he prohibits them to do the task.<sup>13</sup>

<sup>12</sup> Interview result of students and teachers of two Islamic Private School at Wringinanom on Monday 16 June 2014 at 09.00 and 14.00

<sup>13</sup> Ibid.

For rewards English teacher A stated that in one semester she give rewards such as; money, pencils, bags, and books. For students who gets best score in one semester. The purpose is to motivate their learning process. While English teacher B stated that he gives rewords in each three weeks for students who get best score. The kinds of rewords are a dictionary, and a literature. The purpose of giving reward is to motivate the most claver students in order does not give their answer to other students. <sup>14</sup>Because if she or he gives her or his answer the chance of getting rewards is less and also can motivate others students to study hard.

Table 4.5 Teachers' strategy sitting arangement

No	Teacher Strategy	Teacher A		Teacher B	
		Yes	No	Yes	No
1	sitting arangement	√		√	

First teacher or teacher A state who teach in Islamic private school state that there many students in the class she divided into two session of students writing assessment. Teacher A state that in every class amount threety five until threty neine

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<sup>14</sup> Interview result of the teachers of two Islamic Private School at Wringinanom on Monday 16 June 2014 at 09.00 and 14.00

students, the teacher divided into two session eighteen students in the class and seventeen students outside the class waiting the take turn of writing assessment.

Second teacher or teacher B state that he also divided in two session but teacher B have different with teacher A. teacher B gives the assessment for seventeen students in first meeting and the residue of the students writing assessment is in the next meeting.

Both of the English teachers stated that because of there are many students in the class they divided into two session of writing assessment class in order to minimalist students cheating behaviors during writing assessment.

### **C. Discussion**

In this section, the researcher discusses the result of finding the data on the field compare with some theories which related with the research of the problem. In the field the researcher finds there are three factors which influence students cheating behavior in writing assessment, they are situational factors, individual factors and teacher factors. This data is appropriate with the theory of Graham Etal and Bernadi Etal

The first category is situational factor, in this category the researcher found some factors which influence students' cheating behavior such as to find good score, the time of the evaluation, teacher guide during the evaluation and their classmate. The first factor in situational factor is to find good score. The students do some ways to achieve good score including cheating. The second factor is time of the

assessment. 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.<sup>15</sup>

When the English teacher gives the assessment at that time will make the students do not well prepare on the assessment and finally they prefer to cheat their friends' work. In skinner theory stated that students' preparation is one or the important things in students' assessment process.

The third factor is the teacher guide during the assessment. Basically teacher guide during the assessment really affects students' assessment process. If the English teacher less of control in the assessment, the students do misbehavior such as the students are annoying, move to the other desks and cheating each others. The last factor is their classmate. When they look some of their friends cheat their other friends' work, they will do the same. Commonly, there is should be competition to find good score among them.

The second category is individual factor. In this category, there are some factors such as unconfident, lack of vocabulary, lack of grammar lack of spelling system and students' thinking of education itself. Students' unconfident affects the students' assessment process. They are afraid getting mistakes in their work and finally they prefer to cheat their friends' work. In the assessment process this factor

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<sup>15</sup> Record number of applicants are reported by the top colleges, new York 18 February 1996. Page 32



is more common for the students moreover for English because some of the students said that English is difficult subject than other subjects.

Lack of vocabulary also becomes the factor which influences students' cheating behavior. When they are lack of vocabulary, it will disturb their work. Because of that having some vocabularies in their mind will help them in writing assessment in order to create some ideas. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. Even in our first language we are continually learning new words, However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. Students' less vocabulary is very one factor students doing cheating in writing assessment, because vocabulary is one important skill in writing. <sup>16</sup>

Lack of grammar is also one of the factor which influences students' cheating behavior in writing assessment. Grammar becomes one of the more important things in writing skill. When the students are lack of grammar, they do not know its tense or the structure of the sentence and the result of their writing will be bad and unreadable.

Lack of spelling in term of how to get good writing makes them cheat each others. The reason is because they know the words in English but they do not know

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<sup>16</sup> Scott Thornbury, *how to teach Vocabulary*. Pearson Longman page 12

how to write correctly. If there is a missing letter in the word it will change the meaning. Based on documentation analysis this factor is common because some of their works have missing letters (see appendix).

According to the reason of choosing Wringinanom as the place of doing research is because this area is known as a district area. Some cases stated that most of the people who live in a district have the thinking that education is a secondary need then having work. This statement is also provided by the result of students' interview, some of the students stated that finding a good score in some lesson is not their priority. According to them the most priority is to graduate than having work in some factories around them. In contrast, today English has a great value in our society moreover in some factories or some offices. If they have good ability in English they will get a good job career.

Based on the research finding in individual factors, the researcher found new researches which differ with the theory such as in theory only stated that the individual factors are unconfident, fear of failure, competition in obtaining academic grades and rating. Yet, the result of this research stated there are other factors in individual factors such as lack of vocabulary, lack of grammar, lack of spelling system and their thinking of education itself.

The researcher does not find the new research in teacher's factors, the research is similar with the theory. The teacher's factors are the time of the assessment which is given at that time makes the students do not well prepare for the assessment. The

next factor is the unsuitable topic which is given with their grade level. The students do not familiar with the topic makes them feel confused to do the assessment. This factor will disturb the students work if there in solving problem from the English teacher. The third factor is the period of giving writing assessment. When the student is usual with writing assessment they will be easy to do the task. In skinner theory stated that giving the assessment as much as possible will help the students to do the task.

The finding data of Teachers' strategies which is used to overcome cheating behavior in writing assessment showed that there are five categories such as English teachers give some vocabularies to memorize, give some tenses to memorize, often give students' writing assessment, punishment and reward and the last is sitting arrangement. These field data is appropriate with the theory of Graham Etal and Bernadi Etaland Skinner in *operant condition theory*. Yet, the researcher finds some new research between the theory and the field result. The new research are memorizing vocabularies, memorizing some tenses and sitting arrangement. These new research are gotten from the students, English teachers' interview and analyze the documents.

The first strategy which the researcher found is giving some vocabularies to memorize. The English teacher gives five until ten new vocabularies in each meeting. This strategy influences the students in their English skills moreover for writing skill. If they have more vocabularies in their mind, they do not feel difficult

to speak or to write English into correct word. To achieve the kind of outcomes described in the last section, the learner needs not only to learn a lot of word, but to remember them. In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items.<sup>17</sup> By giving memorize of vocabulary the students will more easier in the process of writing evaluation.

The second strategy is giving some tenses then asking the students to *memorize the pattern of the tenses*. By memorizing the tenses the student do the writing assessment easily because tenses have great effect in writing skill. This effect is they can arrange the word in good sentence.

“Grammar ..... teacher use how to make use of words, that is to say, it teaches use how to make use of them in the proper manner. ... to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rule, and these principles and rule constitute what is called Grammar.”<sup>18</sup>

The capacity of expressing oneself in a language other than one's native language through writing with adequate accuracy and coherence is an important achievement.<sup>19</sup> Part of this ability consists in producing correct and well-formed sentences, which is a very complex task. It is well known that even if second language writers become proficient in a process approach, they nevertheless have linguistic problems, often related to sentence structure and grammar.

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<sup>17</sup> Scott Thornbury, *how to teach Vocabulary*, person longman. Page 23

<sup>18</sup> David Nunan, *Second Language Teaching and Learning*, (USA : Heinle & Heinle Publisher, 1999), page 96

<sup>19</sup> Celce-Murcia. *Intregative Grammar In Teaching Academic Writing* 1991. page 233

Grammar, perceived as accuracy, is a problematic area in writing for many non-native speakers who still struggle with elements like organization and coherence after they have more or less mastered the more global features of written English. Teachers should teach learners to regard grammar as “an aid to shaping effective and appropriate messages”, and that any teaching of writing should take into account the students’ needs, their background, and the requirements of writing tasks.<sup>20</sup>

In learning language, especially in writing skill, the students need to learn grammar more in order to arrange a good sentence.<sup>21</sup> Grammar is the rules for forming words and for combining word to form sentences. Every language has grammatical structure, so to understand the meaning of language the students should be able to learn grammar. In English learning students also learn about grammatical structure. Grammar becomes the important one of language and in the process of writing skill because in grammar student learn the rules of forming words or ssentences.<sup>22</sup>

The third strategy is giving punishment and reward. Punishment is often given by the English teacher if there are students cheat during the evaluation. The English teacher let them out and they are prohibited to follow the assessment. Such skinner stated in his theory the good punishment is start from giving advice for the students

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<sup>21</sup> Interview Results

<sup>22</sup> Ibid.

who make something error.<sup>23</sup> If the first step is failure the next step is by action. The actions which are used by two English teachers of those schools are let the students out from the class or giving blacklist on their name.

Punishment will motivate students to learn better, based on operant condition theory, that when students make mistakes first in the exam, such as cheating, the teacher should provide the stimulus and see the students' response after being given a stimulus, then if the student repeats the behavior into two then the teacher should provide a stimulus to the two, and see the response to the second, if the behavior is repeated then the last stimulus was punishment.<sup>24</sup>

According to the English teachers and students' interview result, the teachers often give reward for the students who get best score in their assessment. The purpose of giving reward is to motivate them in their rank and they will not give their answer to other students. It is also used to motivate other students so that they will study hard to achieve good score. Those rewards which are done by two English teachers such as: books, bag, some money or dictionary. Rewards can motivate students to learn and get good grades, so that when he tried to write with the good students would not give his writings to copied.

The last strategy is sitting arrangement; this strategy is used to control students' cheating behavior in writing assessment. Moreover when the class is really crowded

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<sup>23</sup> Ermis Suryana, Sag, M.pd.I. *operant Contioning B.F Skinner (Aplikasi Teori dalam Praktek Pendidikan)*. IAIN Raden Fatah Palembang . page 27

<sup>24</sup> Ibid.

with more students inside will disturb the writing assessment process and it might be there is cheating activity among the student. By divided the class assessment becomes two session will be more effective to overcome students' cheating behavior in writing assessment. Normally, in one desk there is only one student.

Yet, the researcher finds new researchs between the finding data of the field and the theory. The gaps are lack of vocabularies, lack of grammar and spelling system. Those new researchs are gotten from the result of students' interview and from data analysis.

It can be summarized that the researcher finds new results which do not exist in some theories. The new results for factors which influence students cheating behavior in writing assessment are lack of vocabularies, lack of grammar and spelling system. For new teachers' strategies which used to overcome cheating behavior in writing assessment are memorizing vocabularies, memorizing some tenses and sitting arrangement.