CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the whole research problems that have been depicted above, there are several things that can be concluded. It will be elaborated as follows:

1. The finding proved that all of the seminar proposals by eighth semester students of PBI that have been analyzed were found plagiarism.
2. Based on the finding of the second research problem, it shows that the students did not plagiarize all the indicators that the researcher decided before. There is one plagiarism with form "incomplete citation plagiarism" that is not plagiarized. In the other hand, there was new plagiarism phenomena named by the researcher as "disguised source" occurred in student's work. So, the plagiarism forms that occurred in students' seminar proposals were: *duplicating title, the photocopy, the potluck paper, the ghost writer, duplicating references, paraphrase plagiarism, mosaic plagiarism, source plagiarism, the too-perfect paraphrase, the resourceful citer, the forgotten footnote, the misinformer, and disguised source.*

   2.a The plagiarism form *"The Too-Perfect Paraphrase"*is the most frequently done by all the students. The percentage is 43,05 %. Then the second plagiarism form that is also frequently done is*"The Photocopy"*, the percentage is 20,83 %. The other is*"disguised source"*which reaches 11,11%. The next formis*"source*

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*plagiarism"*which reaches 5,55%. *"The resourceful citer"* reaches 4,17%. 2,78% occurred in the forms *"the misinformer", "the potluck paper", and "the ghostwriter"*. The rest forms such as *"duplicating title", "duplicating references", "paraphrase plagiarism", "mosaic plagiarism", and "the forgotten footnote"*occurred 1,39%. Finally, there is no plagiarism with type *"incomplete-citation plagiarism"*done by students.

2.b From the analysis result that showed most of the students plagiarized with type "too-perfect paraphrase" and "the photocopy". It means that they liked to copy paste the materials directly from the sources rather than paraphrase or summarize. Moreover, it also found that the sources used by the students for their seminar proposals were mostly from articles in blogs, journals, and research reports from internet. Therefore, it can be concluded that most of the students in PBI still have low reading interest.

3. As the result of the interview, it can be concluded that there are two kinds of factors underlying they did plagiarism, it can be intentional and unintentional. Yet most of the students plagiarized their seminar proposals intentionally. There are many intentional factors underlying why they plagiarized. The major reason, they plagiarized their proposals because of *"poor planning"*. The lack time to do their assignment made them decided to plagiarize. The opportunity to plagiarize such this was also supported by other factors: *there was no significant penalty from the*

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lecturers to students who plagiarized their assignment; internet also provided all materials that they need, it could be gained easily; no self-confidence to write by their own words, the wordings from original source were felt better than theirs; making the grade was also the reason why they plagiarized, they felt they would get good mark through plagiarizing, using someone's arguments/idea from original source was better than they wrote by their own arguments; and the laziness was also the main factor instead.

While there were some students did plagiarism unintentionally. The research finding showed that their works were plagiarism because of some mistakes in their referencing. It happened because they were still confused how to cite properly and how to paraphrase correctly. Sometimes they were also confused with the indicators of plagiarism. They felt that they were still lack of understanding about plagiarism.

B. Suggestion

1. For other researchers

Conducting a research on plagiarism especially in IAIN is still infrequent and minimal. In fact, it is actually very crucial and beneficial for the improvement of academic integrity in IAIN. Therefore, the researcher really hopes that this study could give insights for the readers and the students of other departments in IAIN to develop the same study.

However, this study indeed still has many shortcomings due to the restrictiveness of the occasion and time. Henceforth, the researcher suggests for those

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who are interested in the same field of the study to develop the focus of study such as the perceptions of lecturers, the department, and the campus concerning plagiarism incidents that occurred in IAIN.

Besides, the researcher also suggests to other researchers to widen the detection of plagiarism because this is the core of this study. Many other sophisticated plagiarism detection tools are available in internet that can detect more plagiarisms carefully and in details. The researcher has some books concerning plagiarisms and its detection that might be useful for the next researchers. They have been uploaded at the researcher's blog in www.bellahabibah.wordpress.com. In addition, subjects and objects of the study might be improved too since it can make the data more accurate and the finding will be also more credible. It is also better for other researchers to widen the indicators of plagiarism, so that the study concerning plagiarism will be more varied.

2. For the lecturers

The findings of the research are expected to give insights for the lecturers to:

a. Be more aware and strict in giving the paper writing tasks. They should give significant consequence for the students who plagiarize their assignments. It should be administered by all the lecturers since semester 1. Some ways can be conducted such as giving back the assignment which is proven plagiarism to the students and do not let the students pass the subject if they are proven plagiarize their assignments.

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b. Conduct a continuous practical guide for the students on the definition of plagiarism, the forms, and strategies for its avoidance. It is purposed especially for the lecturers of Writing 1 until 4 and the lecturers of Indonesian subject.

c. Administer some prevention to minimize the plagiarism incidents among the students through: 1) asking the students to submit their paper assignments via e-mail. It can be easier to detect plagiarism if the paper is in the form of soft copy or file. The lecturers can directly scan the file via "dogpile" or "google" in internet to detect the plagiarisms; 2) no more extended assignment or take home paper because it widens the opportunity to plagiarize by copy-paste the sources in internet. The lecturer can administer one time subjective test in the class and decide the topic in advance for each student. It can be used as the student's assessment and might be more reliable than take-home paper because they will use their own idea in doing their assignment; 3) habituate the students for reading, note taking, and drafting their works. In this case, the lecturer will understand the way of student's reasoning and thinking.

3. For the department and campus

a. Give insight for department to make patent policy on plagiarism and its consequence and also more complete guidance for writing that are applied for PBI students and lecturers. Then, it's better to share it in a workshop attended by all the lecturers and all the students. It is aimed to make the same perceptions toward the lecturers and the students regarding the plagiarism definition, its indicators, and the rule of writing to avoid plagiarism.

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b. The result of abovementioned suggestion will be more beneficial and useful if the department could require the lecturers to conduct a continuous practical guide for the students in the class. It is caused by the workshop of plagiarism that is conducted annually in semester 4 is not effective because of less time to drill and practice.

c. In fact, the plagiarism is a crime and it's identical with the character of person. Although some preventions and strategies to avoid plagiarism have been made and administered, yet it will be vain if an individual is reluctant to avoid it. Therefore, "the character building education" for the students is very important here. As the suggestion, the researcher really hopes that "character building education" could be inserted in the curriculum as the subject. Hopefully, it might give good impact to make up the character of PBI students so that the plagiarism crime could be minimized.

d. For the campus, the curriculum staff should make the patent policy dealing with plagiarism that can be applied for all the students and the lecturers in IAIN. It can be formed in a booklet like what other foreign universities have done and then it is shared in a seminar. Moreover, the advance of technology makes everything easier. Many sophisticated plagiarism detection tools are available now such as "*Turnitin*". It's a peer-check/cross-campus for assignments. Any plagiarism incidents in students' or lecturers' assignments can be easily detected through this tool. Therefore, the researcher really recommends the

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campus to use this tool for the sake of maintaining the academic integrity in IAIN.

At last, trying to make benefit through conducting this study, the researcher hopes that this study could be the initial way to realize the academic honesty among the education practitioners.

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