

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter present the research findings and discussion dealing with the data that have been collected during the research. The data would take from thesis 2020 that have been uploaded in IDR UIN Antasari Banjarmasin. In findings, researcher examined the types of plagiarism according to Nugraha & Putra (2018) and Menteri Pendidikan nasional (2010) that have mentioned in chapter II.

A. Findings

In this part, the researcher present the data related to the research question: What are the types of plagiarism which appeared in thesis 2020 in Antasari Islamic State University Banjarmasin? Related to the research question, researcher aim to investigate the types of plagiarism which appeared in thesis that have been uploaded in 2020 in Antasari Islamic State University Banjarmasin. Furthermore, there 40 thesis 2020 that have been uploaded in IDR UIN Antasari Banjarmasin and there are 20 thesis 2020 samples for this research.

1. Plagiarism Analysis

As explained in the previous chapter, the thesis 2020 would be taken randomly and analyzed according to Sujarwo et. Al (2012, p. 11). researcher

need to printed the chapter I part background of study to make it easy to read, researcher would check the relevance between the citation and references list, if there is citation that did not written in the references list that would be marked as suspicious citation, then researcher would analyze the suspicious citation sentence according to the sources. For all the thesis would analyzed by <http://smallseotools.com> to identifying the types number 1 which Totally Copy-Paste (TCP). The types of plagiarism that would be analyzed in this research are Totally Copy-Paste, Totally Copy-Paste from Mentioned Author (TCP-MA), Copy-paste and Deleting and/or Changing Few of Original Word (CP-DFOW), Quoting and Adding Self Opinion (QASO) and Quoting Use Own Word (QUOW). Thus, to determine the frequency of types of plagiarism in thesis 2020 researcher used the number. The following table would present the plagiarism in thesis 2020.

Thesis	Citation	Suspicious citation	Types of Plagiarism				
			TCP	TCP-MA	CP-DFOW	QASO	QUOW
Thesis 1	7	3	1	2	-	1	-
Thesis 2	2	2	-	2	-	-	-
Thesis 3	2	1	-	1	-	-	-
Thesis 4	1	-	-	-	-	-	-
Thesis 5	6	-	-	-	-	-	-
Thesis 6	1	1	-	-	-	1	-
Thesis 7	8	2	-	2	-	-	-
Thesis 8	6	-	-	-	-	-	-
Thesis 9	6	-	-	-	-	-	-
Thesis 10	2	-	-	-	-	-	-
Thesis 11	5	-	-	-	-	-	-
Thesis 12	7	2	-	1	-	-	1
Thesis 13	2	1	-	1	-	-	-

Thesis 14	5	-	-	-	-	-	-
Thesis 15	1	-	-	-	-	-	-
Thesis 16	1	-	1	-	-	-	-
Thesis 17	4	-	2	-	-	-	-
Thesis 18	6	2	-	1	1	-	-
Thesis 19	4	-	2	-	-	1	-
Thesis 20	4	3	-	-	1	-	-

Based on the analyzing above, it can be seen on the table, the thesis who have the plagiarized is 12 from 20 thesis. The suspicious citation indicate that there is inappropriate source and researcher checking the real source according to the citation clue and matching the similar word or changing word that probably appeared to identify the types of plagiarism. In addition, if the suspicious citation there is not, but the smallseotools.com website analyzed there is some sentence that similar to the sentence in the thesis it would be identify as Totally Copy-Paste (TCP) which means that there is no citation and references that appeared in the thesis. Thus, researcher also identify the types of plagiarism according to indicator in chapter II, it can be seen in research instrument. For the detail of types of plagiarism researcher would explain as follow:

a. Totally Copy-Paste (TCP)

According to findings in this research, the researcher found that there are some sentences that totally similar to the source that have been analyzed by smallseotools.com website, the plagiarized part would mark as underline. In

thesis 2020, there are 4 thesis which TCP appeared there are thesis 1, 16, 17 and

19. See Appendix II, here researcher only gives an example:

The Types of Totally Copy-Paste			
No	Plagiarized	Original	Sources
T1	However, the study linguistic any society from a socio-cultural perspective is hoped to add new dimension to understanding of the human psyche, as communal members are watched to the world around them by creating prohibitions and linguistic sanction to screen off behavior and certain objects.	To add new dimension to understanding of the human psyche, as communal members are watched to the world around them by creating prohibitions and linguistic sanction to screen off behavior and certain objects.	Bulusan, Ferdinand. (2009). College ESL Learners' Politeness in Using Linguistics Taboos and Euphemisms: Looking Through the Socio-Pragmatics Lens. International Journal of English Linguistics. Vol. 9(3). Pp 148-157.
T16	Media can be utilized systematically as a resource of learning. Teacher are demanded to change themselves to be more creative in designing a learning process. In the learning process, teacher could make decisions based on	Media can be utilized systematically as a resource of learning. Teacher are demanded to change themselves to be more creative in designing a learning process. In the learning process, teacher could make decisions based on	Aprliani, A., & Jazadi, I. (2017). The use of Instructional Media: A Qualitative Study of Two Junior High School English Teacher. <i>Jurnal Unsa</i>

	the specification of learning in a planned and purposely way.	the specification of learning in a planned and purposely way.	<i>Progress</i> . Vol.22 (3). Pp. 14-19.
T17	<p>The use of gamification in education is a step away from old ways of doing things and brings education closer to future.</p> <p>One of the most employed gamification tools is Kahoot! A free tool that has gained popularity among teachers for its simple use and its establish active work dynamics in the classroom.</p>	<p>The use of gamification in education is a step away from old ways of doing things and brings education closer to future.</p> <p>One of the most employed gamification tools is Kahoot! A free tool that has gained popularity among teachers for its simple use and its establish active work dynamics in the classroom.</p>	<p>Neo Blog, Livia B, (2017) E-learning; Gamification. “Why we should all think about Gamification of Education”.</p> <p>Ares, AM; Bernal, Jorge; Noval, M. J; Sanchez, F. J; (2018). Result of the Use of the Kahoot! Gamification tool in a course of Chemistry. Universidad De Valladolid, Spain.</p>
T19	Furthermore, the rapid increase in the availability and affordability of interactive technologies has contributed to the adoption of games instructional science and higher education teaching to foster collaborative learning, exploration and discovery.	Furthermore, the rapid increase in the availability and affordability of interactive technologies has contributed to the adoption of games instructional science and higher education teaching to foster collaborative learning, exploration and discovery.	Licorish; Sherlock. A; Owen; Helen; Daniel; Ben, K; George; Jade Li. (2018). Students’ Perception of Kahoot!’s influence on Teaching and Learning. <i>Research and Practice in</i>

			<i>Technology Enhanced Learning.</i> Vol. 13(1). Pp. 1-23.
	Kahoot is one of game-based learning platform, used as educational technology in schools and other educational instructions.	Kahoot is one of game-based learning platform, used as educational technology in schools and other educational instructions.	Wikipedia.

b. Totally Copy-Paste from Mentioned Author (TCP-MA)

According to findings in this research, researcher found that suspicious citation which means that citation did not mentioned in the references list but do exist in the thesis 2020. The plagiarized part would mark as underline and the mentioned author would mark as italic. there were 7 thesis that TCP-MA appeared, there are thesis 1, 2, 3, 7, 12, 13, and 18.

Table 4			
The Types of Tottaly Copy-Paste from Mentioned Author			
No	Plagiarized	Original	Sources
T1	<u>Karjalainen (2002:18) state that taboo words or words that refer to taboo are swearwords, although all swearwords are taboo, not all taboo words are swearwords.</u>	Although swearwords are taboo, not all taboo words are swearwords.	Karjalainen, M. (2002). Where have all Swearwords Game: An Analysis of Swearwords in too Swedish Translation of J. D Salingers Catheres in the Rye.

	<p>Douglas (1996) thinks that by the default we are polite, and euphemistic; and we censor our language use to eschew tabooed topic in pursuit of well-being for ourselves and for others.</p>	<p>The default we are polite, and euphemistic; and we censor our language use to eschew tabooed topic in pursuit of well-being for ourselves and for others.</p>	<p>Douglas, M. 1966. Purity and Danger: An Analysis of the Concept of Pollution and Taboo. Ark-Routledge and Kegan Paul.</p>
T2	<p>According to Fromkin (1990, p. 259) English called as the “lingua franca” of the world.</p> <p>According to David (2003, p. 3), he stated that “English is not your mother tongue, you may still have mix feeling about it. You may be strongly motivated to learn it, because you know it would put you in touch with more people than any other language; but at the same time you know it would take a great deal of effort to master it, and you may begrudge that effort”.</p>	<p>English has been called as the “lingua franca” of the world.</p> <p>English is not your mother tongue, you may still have mix feeling about it. You may be strongly motivated to learn it, because you know it would put you in touch with more people than any other language; but at the same time you know it would take a great deal of effort to master it, and you may begrudge that effort.</p>	<p>Fromkin, V., Rodman, R & Hyams, N. 1990. An Introduction to Language. New York, NY: Avon Book.</p> <p>David, Crystal. 2003. English as Global language. New York: Cambridge Michael Teaching Research.</p>

T3	Patker (1965) States, “the short story is a protean form. It may be short indeed or it may stretch until it approaches the short novel-length, short story is always regardless of variation.”	The short story is a protean form. It may be short indeed or it may stretch until it approaches the short novel-length, short story is always regardless of variation.	Patker, D. 1965. Short Story. Toronto: Charles Scribner’s Sons Press.
T7	<p>In addition, (Elfatihi, 2005, p. 52) say that gesture can be used in presenting language item, providing feedback, and managing classroom.</p> <p>Furthermore, using gesture in managing classroom activity become so important to help students understand the material, with the intention that they can achieve the expected learning objectives and positive educational outcomes (Rechly, 2007, p. 1)</p>	<p>Gesture can be used in presenting language item, providing feedback, and managing classroom.</p> <p>Furthermore, using gesture in managing classroom activity become so important to help students understand the material, with the intention that they can achieve the expected learning objectives and positive educational outcomes.</p>	<p>Elfatihi, M. 2005. The Role of Non-Verbal Communication in Beginners EFL Classroom. Downloaded from eric.ed.gov/?id=ED491813, at. 10: am.</p> <p>Oliver, R & Rechly, D. 2007. Effective Classroom Management: Teacher Preparation Professional Development, TQ Connection Issue Paper, 1-24.</p>
T12	Fauziati (2010) said that vocabulary is	Vocabulary is central to language and	Fauziati, Endang. 2010. Teaching of

	central to language and critical importance typical language learner.	critical importance typical language learner.	English as a Foreign Language (TEFL). Surakarta: Muhammadiyah University Press.
T13	According to Hamalik (2002), that the teaching practice program is one of the academic activities carried out by students which include teaching training exercise and educational tasks outside of guided and integrated teaching to complete the requirements for teaching skills as a teacher.	Program praktek mengajar merupakan salah satu kegiatan akademik yang dilakukan oleh mahasiswa yang meliputi latihan-latihan dan tugas-tugas pendidikan diluar pengajaran terbimbing dan terpadu untuk melengkapi persyaratan keterampilan mengajar sebagai seorang guru.	Hamalik, Oemor. 2002. Perencanaan Pengajaran berdasarkan Pendekatan Sistem. Jakarta: Bumi Aksara.
T18	Like statement of Roger and Taylor (1996) said curriculum as all the learning that is planned and guide by training of teaching organization. The training could be carried out in groups, or individually inside or outside a classroom in an institutional setting, or in field.	Curriculum as all the learning that is planned and guide by training of teaching organization. The training could be carried out in groups, or individually inside or outside a classroom in an institutional setting, or in field.	Roger, A & Taylor, P. (1998). Participatory Curriculum Development in Agricltrual Education a Training Guide. International Journal of Educational Development. 20(5).

c. Copy-Paste Deleting and/or Changing Few of Original Words (CP-DCFOW)

According to findings in this research, researcher found that CP-DCFOW appeared in thesis 2020, which means the thesis sentence have changing into different form but still the appropriate source did not exist in the references list, the plagiarized would mark as underline and changing and/or deleting would mark as bold, there were 2 thesis that this types appeared, there are thesis 18 and 20.

No	Plagiarized	Original	Sources
T18	Furthermore, teacher have to understand what students learn, how and why such learning influenced them how lesson could be benefit for them in the future (Derachshan, 2015).	Teacher should know what student learn, how and why instruction influences such learning, and how lesson could be based on this information to be more influential when teaching them next time.	Derakhshan, A. (2015). The Challenges of Teaching English Language: The Relationship between Research and Teaching. International Journal of Linguistic. Vol. 7(1), 102-110.
T20	Professional competence is the mastery of learning material widely and deeply, which includes	Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum	Muhammad, Natsir. (2019). Effect of Headmaster Leadership,

	mastery of curriculum subject matter in schools and scientific substance that overshadow the material, as well as mastery of the structure and methodology of science pedagogical competence is the ability to understand students.	subject matter in schools and scientific substance that overshadow the material, as well as mastery of the structure and science methodology pedagogical competence is the ability to understand students.	Teacher Competence and Teacher Dicipline on the Teacher Performance. <i>IOSR Journal of Research and Method in Education (IOSR-JRME)</i> . Vol. 9(2). Pp. 78-82.
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d. Quoting and Adding Self Opinion (QASO)

According to findings in this research, researcher found that QASO appeared in thesis 2020. In the thesis there are sentence that have been quoting and the author add some of opinion but there is no appropriate citation or the citation did not appear in the references list. The opinion would mark as italic and the plagiarized would mark as underline. There were 3 thesis that this type appeared they are thesis 1, 6 and 19.

No	Plagiarized	Original	Sources
T1	<u>Karjalainen (2002:18)</u> state that taboo words or words that refer to taboo are swearwords, <u>although</u> all swearwords are taboo, <u>not all taboo words are</u>	Although swearwords are taboo, not all taboo words are swearwords.	Karjalainen, M. (2002). Where have all Swearwords Game: An Analysis of Swearwords in

	<u>swearwords.</u>		too Swedish Translation of J. D Salingers Catheres in the Rye.
T6	Richard (2006) States in his book Communicative Language Teaching (CLT) has the aim of fostering communicative competence from students.	It is latter capacity which is understood by the term communicative competence.	Richard, J. C. 2006. Communicative Language Teaching Today. New York: Cambridge University Press.
T19	In fact, the use of educational games as learning tools (e.g. video games) is found to support the development of students' cognitive, motivational, emotional and social outlook.	Video games can provide cognitive, motivational, emotional, and social benefits to students when properly implemented in classroom.	Siegel, Del Phd. (2015). Technology Learning can be Fun and Games. University of Connecticut. Vol. 38(3). Pp 192-197.

e. Quoting Use Own Word (QUOW)

According to findings in this research, researcher hardly found this type in the thesis. This type look like summary of the original form, or stating the sentence from the source without sufficient source. The citation still did not mention in the references list. There was thesis 12 that this type exist.

Types of Quoting Use Own Word			
No	Plagiarized	Original	Sources
T12	Slavin (2008) said that there are some techniques in Cooperating Learning, such as Students' Team Achieved Division (STAD), Team Group Tournament (TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), and so on.	In the John Hapkins models of cooperative learning, called Students Team Achievement Division (STAD) and Term Group Tournament (TGT)... first in mathematics in a program called Team Accelerated Instruction (TAI) and then reading program called Cooperative Integrated Reading and Composition (CIRC).	Slavin, Robert. E. (2008). Cooperative Learning, Success for all and Evidence-Based Reform in Education. Education Etdidactique. Pp 149-157.

In conclusion, based on the analyzing the researcher found that 5 types of plagiarism have appeared in thesis 2020. Moreover, the Totally Copy-Paste from Mentioned Author (TCP-MA) is dominated the existence of types of plagiarism which highest frequency 10 from 20, followed by Totally Copy-Paste (TCP) with 6 from 20, thus Quoting Adding Self Opinion (QASO) with 3 from 20, next is Copy-Paste Deleting and/or Changing Few of Original Words (CP-DCFOW) with 2 from 20 and last Quoting Use Own Word (QUOW) with 1 from 20. Furthermore, there 8 thesis that did not doing the plagiarism according to smallseotools.com it has under 30% of plagiarism which is refer to it source and from manual analyzing, researcher did not found the suspicious citation and after

checking the citation source its relevance and has good paraphrase words. The theses that did not identify as plagiarized are theses 4, 5, 8, 9, 10, 11, 14, and 15.

B. Discussion

After the data were processed in the form of description, this stage presented a discussion of the findings with the theories collected in chapter II/ research instrument about types of plagiarism.

1. Types of Plagiarism

a. Totally Copy-Paste (TCP)

Totally Copy-Paste (TCP) means that copied a whole text from any sources without mentioning the proper credit and claim it as their text (Nugraha & Putra, 2018, p. 44). Totally copy-paste is the common plagiarized that can be seen easily with a plagiarism detector. Based on findings in this research, the researcher found that there are 4 theses from 20 theses that have been found included the types TCP. It is thesis 1, 16, 17, and 19. In thesis 1, totally copy-paste form appeared in the simple sentence, similar to what Nugraha & Putra (2018) explained that the whole text is the same, there is no paraphrase or citation that could identify the real author of the text.

According to some researchers, it is said that if a sentence has been taken and there is not a proper source and a whole text has been copied in their own text it means the writing has done the TCP in their work. It is the same with the theses that

use the whole text from the source without giving credits. In addition, the same types of sentence also appeared in thesis 16, 17 and 19. Add whole text without mention the author or citation and this kind of types easily identify by plagiarism checker website smallseotool.com.

b. Totally Copy-Paste from Mentioned Author (TCP-MA)

Totally copy-paste from mentioned author (TCP-MA) is copied the text but still mentioned the name of the author (citation) but did not paraphrase it (Nugraha & Putra, 2018, p. 44). In this research, this type appeared in 7 thesis from 20 thesis with the frequency 10 sentences. In this research, researcher found that this types the most types of plagiarism that appeared in thesis 2020. According to theory from Nugraha & Putra (2018) researcher found the similarities from thesis 2020 types of plagiarism. The form of sentence that there is sentence “According to...” or after the sentence copied there is citation which did not exist in the reference list, and its appropriate to indicator that Nugraha and Putra (2018) said.

c. Copy-Paste and Deleting and/or Changing Few of Original Word (CP-DCFOW)

Copy-paste and deleting and/or changing few of original word (CP-DCFOW) means that copied the whole text and change few of several words

that similar to the source work, it means the student only change the word using the synonym of the word (Nugraha & Putra, 2018 p.44). In this research, researcher found that there is similarities to the theory that mentioned. The sentence form of thesis 2020 also using synonym word to make this sentence look paraphrased and the citation is mentioned in the sentence but not in the references list. For example, thesis 20 appeared CP- DCFOW that only change the position of the word, such as “science methodology pedagogical” to “methodological of science pedagogical”. From this sentence, researcher found the changing form of word for this type of plagiarism. In addition, the citation that mentioned in this types also not mentioned in the references list. Thus, this could be one of the suspicious citation same as the previous types.

d. Quoting Adding Self Opinion (QASO)

Quoting adding self opinion (QASO) is the types that taken from Menteri Pendidikan Nasional (2010). QASO means that using source of ideas, opinions, views/theories, without adequately writing sources. From the sentence that appeared, the thesis sentence is longer than the original and also can shorter than original text. But still the citation did not exist in the references list. In this research, researcher found that similarities from the theory mentioned. Some of sentence that contains this types mentioned the opinion but also mentioned the replay word. For example, thesis 1 the sentence is “taboo words are swearword” but the original is “not all taboo word are swearword” but the plagiarized also

mentioned the original form sentence. So, that's means this types of plagiarism similar to the theory.

e. Quoting Use Own Word (QUOW)

Quoting use own words means that stating in one's own words and/or sentences from the sources of the word and/or sentences, ideas, opinion, views/theories, without sufficient sources (Menteri Pendidikan Nasional, 2010). In this research, researcher found that some different form of QUOW plagiarism in thesis 2020. In thesis 2020 which is thesis 12, the sentence is just a mentioned the title of every name of strategies pf education. It like the conclusion from the sentence and it is not paraphrase word or rearrange word that citation did not citation that not mentioned. Thus, researcher claim this sentence is QUOW type.

Overall, based on the result above, it can be inferred that in the thesis 2020 types of plagiarism that mostly appeared is TCP-MA, using the whole text but still mentioned the author's name. With the frequency 7 thesis from 20 and 10 sentences for all the frequency. The reason is the student still think that if they do TCP-MA in their thesis it still difficult to recognize by the teacher. According to Roka (2017, p. 5) the reason why students still doing the plagiarism are poor quality/maintenance of journal, lack of proper guideline following regarding publication, poor reviewing methods or uneducated reviewer, competition amongst journal to publish more article are some of other factors that can lead to non-detection plagiarized contents. As for the result, the

highest frequency come from TCP-MA with 7 thesis from 20 thesis and 10 sentences, following by TCP with 4 thesis from 20 thesis and 6 sentences, next is QASO with 3 thesis from 20 thesis and 3 sentences, thus CP-DCFOW with 2 thesis from 20 thesis and 2 sentences and last is QUOW with 1 thesis and 1 sentence. In the process of analyzing there are 8 thesis that did not detect as doing plagiarism or the types of plagiarism did not exist even one types. There are thesis 4, 5, 9, 10, 11, 14 and 15. This can be from smallseotolls.com scan it detect under the 30% and the source just back to the IDR UIN Anatasari which the sample that used in this research.

For the research question, the types that appeared in the thesis 2020 are Totally Copy-Paste (TCP), Totally Copy-Paste from Mentioned Author (TCP-MA), Copy-Paste and Deleting and/or Changing Few of Original Words (CP-DCFOW), Quoting Adding Self Opinion (QASO) and Quoting Use Own Words (QUOW). Total types of plagiarism that appeared in the thesis 2020 is 5 types. Plagiarism is an academic dishonesty that should be avoided by all students or teacher or even someone who wants to write an academic paper such as thesis. Some of ways to do is being original, taking time to write articles or thesis, writing your own words, acknowledging all the studied articles, proper references and strict adherence to the author or journal guidelines (Roka, 2018, p. 5).