

AN ANALYSIS OF STUDENTS' CHEATING BEHAVIOR IN DOING ENGLISH ASSESSMENT AT THE 8TH GRADE OF SMP N 1 TIGO NAGARI

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ABSTRACT

Cheating has become a widespread problem in educational settings, frequently reported as a challenge in the classroom. Students were engage in dishonest practices during assignments, daily tests, and examinations, such as copying, whispering, and asking peers for answers. This behavior not only undermines the fairness of assessment but also hinders the development of honesty and responsibility in learning. The research aims to find the factors does contibuted to students' cheating behavior in doing English assessment. The research employed a descriptive quantitative approach, utilized a questionnaire as the instrument. The population were seventh grade students, the total of the population was 185 students. The total of the sample 46 of students used simple random sampling. Data were analyzed using percentage formula. The result of this research on students' cheating behavior in doing English assessments found that 46,3% of students engaging in cheating. The findings revealed that both personal and external factors contributed to students' cheating behavior. Internal factors included poor decision making, low self-efficacy, self-confidence and, lazy attitud. External factors included peer effect, weak moral education, and teacher factors. The study concludes that students' cheating behavior in English assessments is influenced by both personal and external factors.

Key Words: Cheating, Behavior, English Assessments

ABSTRAK

Mencontek merupakan masalah yang sering terjadi di lingkungan pendidikan dan menjadi tantangan dalam proses pembelajaran. Siswa yang melakukan tindakan tidak jujur saat tugas, ulangan, maupun ujian, seperti menyalin jawaban, berbisik, dan meminta jawaban teman. Perilaku ini mengurangi keadilan penilaian serta menghambat perkembangan sikap jujur dan tanggung jawab belajar. Penelitian ini bertujuan mengetahui faktor yang memengaruhi perilaku menyontek siswa dalam penilaian Bahasa Inggris. Penelitian menggunakan pendekatan kuantitatif deskriptif dengan angket sebagai instrumen. Populasi penelitian berjumlah 185 siswa kelas delapan, sedangkan sampel sebanyak 46 siswa dipilih secara acak. Data dianalisis menggunakan rumus persentase. Hasil penelitian menunjukkan 46,3% siswa

melakukan perilaku menyontek dalam penilaian Bahasa Inggris. Faktor internal yang memengaruhi meliputi pengambilan keputusan yang kurang baik, rendahnya efikasi diri, kurang percaya diri, dan sikap malas. Faktor eksternal meliputi pengaruh teman sebaya, lemahnya pendidikan moral, dan faktor guru. Penelitian menyimpulkan bahwa perilaku menyontek dipengaruhi oleh faktor internal dan eksternal.

Kata Kunci: Menyontek, Perilaku, Penilaian Bahasa Inggris

A. PINTRODUCTION

The issue of cheating is not a new phenomenon in education. Cheating in education has long been recognized as a significant issue that affects the credibility of the learning process. It is frequently observed in classrooms, not only in schools but also in higher education institutions. Students tend to engage in dishonest practices as a shortcut to achieve better grades, often without fully understanding the material being tested. This behavior creates unfair competition, lowers the value of academic achievement, and prevents the cultivation of moral values such as honesty and responsibility.

Cheating has become a common trend of behavior pattern in the future (Starovoytova & Arimi, 2017). Cheating does not only occur in elementary school, junior high school, and high school, but continues even in colleges or universities. Students intentionally engage in cheating.

Rahimi & Goli, (2016), said that cheating on exams and assignments is reported as one of the most common types of academic dishonesty. Hidayat et al., (2023), say that assessment should be used by the instructors to obtain information for assessing students learning in teaching situations and provide effective feedback to students. For some students, these things are considered normal in the learning process and look like a normal culture at the school.

Cheating behavior is a wrong or negative action. Starovoytova & Namango (2016), say that cheating is a deliberate behavior or action taken by students that interferes with or hinders the search for knowledge and results in learning error. Relying on others for academic tasks can significantly hinder a students' personal development. Students habitually depend on peers or external sources to complete assignments,

they miss the opportunity to assess their own understanding and grasp of the material. This reliance not only limits their ability to accurately measure their learning progress but also gradually erodes their self-confidence. The practice of cheating creates an unfair system for students (Asrifan et al., 2021). The disadvantaged are students who must research carefully in order to obtain grades, while others can easily get good scores by cheating.

Eventhough they know that it was the wrong action, cheaters make excuses to refuse to take responsibility for their wrong actions, because they do not want to admit that they cheated by stating that it was not their fault or that someone else told them to do it. Cheating can be done for different reasons. Generally, students cheat on exams to gain better scores. In the research of Abiodun (2011), in (Starovoytova & Namango, 2016), report that the reasons for cheating in exam; times pressure, laziness, competition with others, coping with stress, difficult exams, punishment is not serious, improving grades, peer-pressure, fear of failure, everybody does it, parents' pressure, instructor-vigilance is low, and not

understanding questions among others.

Preliminary observations showed that many students had difficulties answering questions during English lessons, which led them to rely on peers through whispering, asking for answers, or copying from others during examinations. These patterns reflect not only a lack of preparation but also external pressures and insufficient supervision from teachers. The persistence of such behavior highlights the need for further investigation into the factors driving students' cheating tendencies.

B. LITERATURE REVIEW

a. Definition of cheating behavior

Cheating is defined as engaging in dishonest acts to gain unfair advantages in academic settings (Rakhees, 2016). Previous studies have identified multiple causes of cheating, including individual characteristics, situational pressures, and institutional practices (Rahimi & Goli, 2016; Asrifan, 2021). According to the Theory of Planned Behavior (Ajzen, 1991), students' decisions to cheat are influenced by attitudes, subjective norms, and perceived behavioral control. Peer influence and

lack of teacher supervision have also been highlighted as significant external factors (Szabo & Underwood, 2016). Therefore, cheating behavior can be understood as a multifactorial issue involving both personal and environmental elements.

According to Akbarirad et al. (2021), cheating is a significant issue in education, research, and ethics across all levels of learning worldwide. Nwokocha and Adesanya (1995), argue that the tendency to cheat largely begins to develop during students' times in school (Obioma, 2023). Students often engage in cheating to obtain good grades or simply to complete assignments and gain approval from teachers or parents, even if they do not fully understand the subject matter (Sunarya, 2019). As a result, cheating has long served as a shortcut for students to achieve high marks without meaningful learning.

To understand the broader context of cheating in education, it is important to first define what constitutes cheating Romney and Steinbart in (Meilinda et al., 2018), describe cheating as using dishonest and unfair means to achieve a goal, including lying, concealing the truth,

deception, fraud, and breaching trust. Similarly, Le et al., (2023), explain cheating is commonly described as actions involving dishonesty, fraud, and violation of rules or norms to obtain unfair advantages or profit (McCabe et al., 2001; Whitley, 1998). Cheating, which involves obtaining answers or other assessment-related advantages unfairly, is one of the most common phenomena in the educational process, it often occurs during teaching and learning activities.

The findings of the research on cheating behavior were related with previous studies that identified several factors motivating students to cheat. Paisal (2020), in his study found the several factors same with this finding; most of students are lazy, not confident in something lessons, so that lead students to doing things to get good results by cheating. Therefore, in Evi (2022), about the background of students' cheating behavior, cheating were motivated by internal factors; low self-confidence, desire to get high scores, low academic ability/ lack of mastery of the material, while external factors was peer pressure.

b. Aspects of cheating behavior

According to Fishbein & Ajzen in Rahmadayani & Yusri, (2023), suggests that aspects of cheating can be obtained from the form of someone behavior. There are four aspects of cheating behavior as follows:

1. Behavior, in the context of cheating, the specific Behavior that will be realized are forms of cheating behavior, namely using note answers during exams or repetitions, copying other students answers, giving finished answers to other students.
2. Target, the target object in the context of cheating can be answer notes, books, cell phones, or friends. Situation, conditions that support the performance of a behavior. In the context of cheating, this behavior can arise if students feel they are in a situation of urgency.
3. Situation, the another situation that encourages students to cheat is if students feel that their behavior will not be caught, even if they are caught

the punishment they will receive will not be too severe.

4. Time, the time of occurrence of behavior which includes a certain time, within a period or unlimited within a period, for example: specific time (certain days, certain dates, certain hours), certain periods (certain months) and unlimited time (future time).

c. Forms of cheating behavior

Cheating is a common behavior in the world of education. In the institutional concept, cheating is considered a form of academic dishonesty (Godden, 2001; McCabe & Pavela, 2000) in (Küçüktepe, 2014). This include looking at someone else's answers, allowing someone else to copy or see the answers, opening books secretly, exchanging answers sheets, looking at small notes.

1. Individualistic-opportunistic, is a behavior where students impulsively or perform cheating activities all of a sudden and without planning already. For example: opening a book or employing a cellphone during an exam when the teacher leaves the classroom.

2. Independent-Planned, could be a planned action carried out by students. For example: utilizing notes during the exam, or bringing answers that have been completed or arranged by composing them in advance some time recently the exam takes put.
3. Social-active, which is cheating behavior where students copy, look at or inquire for answers from others. For example: when there's an assignment or exam, a students asks others for answers.
4. Social-passive, is permitting somebody to see The forms of behavior that students at schools according to Anderman & Murdock, 2007 in (Asrifan et al., 2020), attempted to classify four forms of cheating behavior, specifically or copy the explanation. For example: when there's an assignment or exam, students permit other understudies to see their work, or even allow in to cheating.

d. Factors causing students' cheating behavior

The factors that causing students' cheating beahvior were complx and multifactorial. Leasmana (2022), devided factors causing cheating into two factors; internal factors and external factors. Asrifan (2021), in his research, found that there are three factor which influences students cheating behavior, one of the reasons that push individuals to cheat is to satisfy the expectations of parents. study results, moral education, a lazy attitude, peers effect, less understanding the meaning of education.

Several underlying reasons contribute to why students engage in cheating, one significant reason is the pressure to meet parental expectations. When parents set excessively high expectations, it may hinder students from realizing their true potential. Some reasons identified for the rise of academic cheating include pressure from teachers, parents, and peers. (Sarita & Dahiya, 2015): peer influence, home environment, school environment, learningg style, educational anxiety. Ali et al., (2024), found that several factors causing students' cheating

behaviors during examinations are grades as a validation of effort, parental and societal expectations, and fear of failure. Therefore, in the research of Rahimi and Goli (2016), found that cheating is related to individual characteristics such as age, gender, and psychological attributes like motivation, intelligence, and self-efficacy (Anderman et al., 1998; Ahmadi, 2012). These characteristics are associated with the motives for cheating, which stem from poor research habits.

e. Cheating on assessments

Assessment should provide clearly in the classroom, the information regarding students progress with respect to class content, process, and outcomes. This information can assist the teacher in making informed decisions for the needs of their students and the direction of subsequent instruction. The phenomenon of cheating behavior usually occurs when assessing English, students can do various things to get good grades, even if they do it in the wrong way. Students' methods of cheating are especially noteworthy due to their influence on academic outcomes, such as grades and evaluation results.

Cheating disrupts the intended function and integrity of assessments (Anderman & Murdock, 2007). Typically, assessments aim to evaluate students' comprehension of instructional content. However, when cheating occurs, it compromises the accuracy of these evaluations. Cheating on assessments is a violation of the rules, by which is understand the expectation to be honest, trustworthy, responsible, respectful and fair, by completing work only in ways permitted by the school (Bertram Gagah, 2008 in Vučković et al., 2020). According to Anderman dan Murdock, 2007; (Lucifora & Tonello, 2015), cheating can reduce the function of using assessment data as an indicator of students learning achievement and also an important reference source for students teachers for further action and providing appropriate feedback to students. Cheating is a norm of incompetent students who are worried about the course failure. Usually students cheat when doing homework, doing assignments at school, quizzes, discussions, daily tests, during exams and so on.

Moreover, Ali (2016), posits that the motivations underlying cheating behaviors in exams are multifaceted and context-dependent, varying across cultures and educational system, nature of examinations and the purpose for which the examinations are taken. These motivations can be attributed to social, cultural, psychological, and educational factors. Notably, students often engage in cheating to circumvent failure, as their academic success and career prospects frequently hinge on passing examinations, or to attain higher grades than their abilities warrant. In conducting English assessments, cheating behavior is inseparable from the process. There are various reasons and factors that trigger cheating behavior, including internal and eksternal factor: individual factors, such as reasons to get good grades, pressure to do exercise questions that are too difficult, lack of academic ability. As well as situational factors: lack of supervision and sanctions, peer context, insufficient time, urgency, fear of failure or pressure from the environment.

C. RESEARCH METHODS

The method used in this research is descriptive quantitative approach. According to Sugiyono (2019), Descriptive quantitative research is a method for described the characteristic of a phenomenon or population with numerical data. The population consisted of all 8th grade students at SMP N 1 Tigo Nagari. The sample was select through simple random sampling, Therefore, the sample for this research was 46 students. The data were collected using a questionnaire that included items on personal and external factors contributing to cheating behavior. The questionnaire responses were analyzed using percentage calculations to determine the frequencies.

D. FINDING AND DISCUSSION

This research found that 46.3% of the students were involved in cheating behavior during English assessment, based on the results of the questionnaire, a total of eleven statements were identified as the main contributors to cheating behavior. Internal factors percentage 45.5% and external factors 47.1% percentage.

1. factors

Internal factors that distributed the students to cheating behavior, with average percentage 45.5% of students engaging in cheating was poor decision making, low self-efficacy, low self-confident, motivation and lazy attitude. One of the internal factors contributing to students' cheating behavior is poor decision-making, students who lack the ability to make rational academic decisions often choose shortcuts such as cheating instead of exerting effort to solve problems independently.

Thereore, the students engaging in cheating because they low self efficacy and confidence at their English skills and chosen to copy their friends' answers. Low self-efficacy was also identified as a significant factor in students' cheating behavior. This lack of confidence reflects poor learning preparation and a unwillingness to study independently. Furthermore, lazy attitude also appeared as a

determinant of cheating behavior. Students who neglect preparation and effort tend to look for easy alternatives during assessments, including cheating. Indicated that students were lazy in mastering the subject and lack of responsibility.

2. External factors

The second research question aimed to determine the external factor that contributed to students' cheating behavior. This caused by peer effect, moral of educaton and teacher factors. First, peer effect, students engaging in cheating because of saw others friends cheated too. Peers play an important role in students' toward cheating. This situation shows the social dynamics among peers that contribute to students' moral decisions regarding cheating. Moral of education, another factor contributed to students in cheating is lack of clear moral standards, weak enforcement of ethical rules, and the normalization of dishonest

behavior all contribute to students' decisions to cheat. Therefore, teachers factors, poor teaching practices can also contribute to students disinterest, boredom, and dishonest behavior in learning English. Lack of teacher support, boring lesson delivery, and unclear instructions can lead to decreased student engagement and increased cheating. Furthermore, some students feel that teachers pay more attention to students who are considered smart.

The discussion suggests that while personal attitudes play a role in cheating, external circumstances especially the role of teachers are more decisive. Strengthening classroom management, providing regular motivation, and integrating character education could serve as preventive measures against dishonest behavior.

E. CONCLUSION

Based on the finding and the discussion, it can be concluded that cheating behavior in doing assessment at the 8th grade of SMPN

1 Tigo Nagari, concludes that students' cheating is influenced by both personal and external factors. Personal factors such peer effect, weak moral education, and teacher factors, while External factors included peer effect, weak moral education, and teacher factors. The findings underscore the importance of teacher supervision and character education in addressing the problem of cheating.

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