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

A THESIS

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SURAT PERNYATAAN ORISINILITASssss

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Menyatakan dengan ini sesungguhnya bahwa Karya lmiah (SKRIPSI) saya dengan judul diatas benar dan asli karya saya sendiri. Apabila dikemudian hari terbukti bahwa skripsi ini bukan karya saya sendiri, maka saya bersedia diproses secara hukum yang berlaku.

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PERSETUJUAN PEMBIMBING

Skripsi atas nama Husnul Fatimah Nim. 2319104, dengan judul **"AN ANALYSIS OF STUDENTS' CHEATING BEHAVIOR IN DOING ENGLISH ASSESSMENT AT THE 8TH GRADE OF SMPN 1 TIGO NAGARI"** telah diperiksa dan disetujui untuk mengikuti sidang munaqasyah pada program Studi S1 Pendidikan Bahasa Inggris, Fakultas Tarbiyah Dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi.

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ABSTRACT

Husnul Fatimah, 2319.104. An Analysis of Students' Cheating Behavior In Doing English Assessment at the 8th Grade of SMPN 1 Tigo Nagari. A Thesis, UIN Sjech M. Djamil Djambek Bukittinggi, 2025.

Cheating has become a widespread issue in schools. Cheating is frequently problem in the classroom. The researcher found several problems such as; students cheating because they had difficulty understanding the material, the students were asked for answers from their peers, whispering during exams, and even covering their faces with question sheets to look for help.

This research was used the descriptive quantitative, utilized a questionnaire as an instrument. The population in this research were eight grade of SMPN 1 Tigo Nagari, the total of the population was 185 students. The sample were in the seven classes with total 46 students. In determined the sample, researcher used simple random sampling. The researcher distributed questionnaire randomly to each sample, then colected the data. Afterward, researcher identified the respondents' answer and analyzed the data through the three steps suggepreparation, tabulation and application of appropriate data.

The finding of this research showed that overall there is 46.3% of students engaging in cheating. Based on results of the data questionnaire, the three factors supposed by Asrifan has been proven as a contributing cause of students' enggagement in cheating behavior in SMPN 1 Tigo Nagari. This factors includes; situational factors, individual factors, and teachers factors. Futhermore, of the three factors, the dominant factors causing students' cheating behavior in doing English assessment was teacher factors, with the highest average percentage of 62.3%. It can be concluded that almost half of the eighth-grade students cheated during the English assessment in SMPN 1 Tigo Nagari.

Key Words: Cheating, Behavior, English Assessment

ABSTRAK

Husnul Fatimah, 2319.104. Analisa Prilaku Mencontek Siswa dalam Melakukan Penilaian Bahasa Inggris pada Siswa Kelas 8 di SMPN 1 Tigo Nagari. **Skripsi, UIN Sjech M. Djamil Djambek Bukittinggi, 2025.**

Penelitian ini bertujuan untuk mengetahui faktor-faktor serta faktor dominan yang menybabkan perilaku menyontek siswa dalam melakukan penilaian Bahasa Inggris. Mencontek telah menjadi masalah yang meluas di sekolahan. Mencontek sering menjadi masalah di dalam kelas. Peneliti menemukan beberapa masalah, seperti siswa mencontek karena kesulitan memahami materi, siswa meminta jawaban dari teman sekelas, berbisik selama ujian, dan bahkan menutupi wajah mereka dengan lembar soal untuk mencari bantuan.

Penelitian ini menggunakan metode deskriptif kuantitatif, dengan menggunakan kuesioner sebagai instrumen. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Tigo Nagari, dengan total populasi sebanyak 185 siswa. Sampel terdiri dari tujuh kelas dengan total 46 siswa. Untuk menentukan sampel, peneliti menggunakan metode sampling acak sederhana. Peneliti mendistribusikan kuesioner secara acak kepada setiap sampel, kemudian mengumpulkan data. Setelah itu, peneliti mengidentifikasi jawaban responden dan menganalisis data melalui tiga langkah yang diusulkan oleh Arikunto (2014): persiapan, tabulasi, dan penerapan data yang sesuai.

Hasil penelitian ini menunjukkan bahwa secara keseluruhan 46.3%, siswa terlibat dalam perilaku mencontek. Berdasarkan hasil data angket, tiga faktor yang diusulkan oleh Asrifan telah terbukti sebagai penyebab utama perilaku curang siswa di SMPN 1 Tigo Nagari. Faktor-faktor tersebut meliputi: faktor situasional, faktor individu, dan faktor guru. Selain itu, dari ketiga faktor tersebut, faktor guru merupakan faktor dominan yang menyebabkan perilaku kecurangan siswa dalam ujian bahasa Inggris, dengan persentase rata-rata tertinggi sebesar 62.3%. Dapat disimpulkan bahwa hampir setengah dari siswa kelas VIII melakukan kecurangan selama ujian bahasa Inggris di SMPN 1 Tigo Nagari.

Kata Kunci: Mencontek, Perilaku, Penilaian Bahasa Inggris

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CHAPTER I

INTRODUCTION

A. Background of the problem

Cheating is not a new phenomenon in Education. Cheating is a problem that poses a long-term threat to students' morality, values, and integrity. In fact, cheating has become a common trends of behavioral patterns in the future (Starovoytova & Arimi, 2017). This issue is not limited to elementary school, junior high school, and high school, but continues even in colleges or universities.

Cheating is frequently problem in the classroom encountered in classroom settings, where students consciously engage in dishonest acts. Rahimi & Goli (2016), said that cheating on exams and assignments is reported as one of the most common types of academic dishonesty. For some students, these things are considered normal in the learning process and look like a normal culture at the school.

Cheating behavior in education reflects not only a violation of academic rules but also a deeper issue involving students' moral reasoning and social environment. Bandura (1991), concept of moral disengagement offers a psychological explanation for why students justify unethical actions like cheating. According to this theory, individuals detach from their internal moral standards through mechanisms such as blaming others, minimizing personal responsibility, or conforming to group behavior. In a

classroom context, students may rationalize cheating as acceptable if they observe it being widely practiced by their peers.

Complementing this perspective, Skitka, Bauman, and Mullen (2008), argue that morality is strongly linked to perception of justice and group norms. Their expanded theoretical framework suggests that individuals are more likely to violate rules when they feel that the system is unfair or when dishonest behavior is accepted within their social group. In educational settings, students might perceive the grading system as inequitable or believe that cheating is normalized within the classroom culture, which further encourages academic dishonesty. Together, these theories underscore that cheating is not merely a result of individual failings but also a product of social and moral dynamics within the school environment. Ajzen's (1991), theory of planned behavior (TPB) explains that behavior is guided by intention, which is formed by three main components: attitude toward the behavior, subjective norms, and perceived behavioral control. In the case of cheating, if students have a favorable attitude toward the act, perceive that their peers approve of it, and believe they can cheat without facing consequences, their likelihood of engaging in cheating increases

Cheating behavior is a wrong or negative action. According to Starovoytova & Namango (2016), 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 student's personal development. Students habitually depend on peers or external sources to complete assignments, they miss the opportunity to assess their own understanding. This dependency not only limits their ability to accurately measure their learning progress but also gradually reduced their self-confidence.

Beside that, cheating is full of concepts such as lies, deception, deception, and so on, to gain unfair advantage. Sunarya (2019), said that cheating behavior has a close relationship with learning objectives, which will be the direction of activities at school. Means that students who cheat used various methods in their actions to do whatever they can, in getting answer in order to get good grade. This cheating behavior has a negative impact on the quality of assessment, resulting in errors of students' achievement. 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. However, cheating is still a wrong act regardless of the cause or goal.

Cheating can be done for different reasons. Generally, students cheat on exams to gain better scores. Abiodun 2011, in (Starovoytova & Namango, 2016), report that the reasons for cheating in exams; time 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. It is means that cheating can be caused by many factors, such as situational factors; time pressure during exams, lack of supervision, unclear rules. These conditions make students feel stressed or tempted to take shortcuts to succeed. Including individual factors; pressure to achieve high grades, lack of preparation, laziness, fear of failure, or even a learning environment that prioritizes results over understanding. In some cased, students may also feel that everyone else is doing it, which creates a sense of unfair competition and normalizes dishonest behavior. By the eksternal factors or teacher factors, students' encouraged commited in cheating because of implications from educators, family, peers, and teachers. So the main purposed of this research is to predict cheating behavior, it is important to know the factors that influence students' cheating behavior, because people who cheat often carry this inappropriate behavior into the work environment after graduation and cheating also reduces people's motivation to be honest.

Cheating usually occurs during an assessment. Hidayat et al., (2023), said that assessment should be used by the instructors to obtain information for assessing students learning in teaching situations and provide effective feedback to students. Assessment included a series of activities and assignments that teachers used to evaluate students' progress and growth on a daily basis. Cheating represents a deception committed by someone in doing assignments and exams, both at school and elsewhere (Lesmana, 2022). It is used to understand the circumstances or conditions

of learning. This includes collecting evidence, both assessed and non-assessed, regarding the students' progress in the subject. Some examples of assessments can be discussion, exams, papers, assignment, questions, students responses in class, and so on.

Based on preliminary research at SMPN 1 Tigo Nagari conducted on November 2024, through observation and interviewed, the researcher identified several problems related to students' academic behavior, while completing the assignment based on materials that had already been taught, many students appeared confused to answer the questions, even though they had looked up the meaning of the word in the dictionary or listening to the teacher's explanations. Due to their difficulties in understanding and answering the questions, students ask their friend for the answer to the question, by asking directly or looking at the answers sheet of their classmates. Similarly, during the exam in December, several students were observed disturbing others in order to obtaind the answers by wispering. Other students' tried to look at their friends' answers wheather beside, in frontright, or behind. There were also those who covered their faces with the question sheet when asking for answers from other friends. During the interviews regarding students' views on cheating, the students admitted that cheating is one way to get good grades in tests, daily assignments, homework, and even exams. They reported copying answers from friends who were percieved as smart, approachable, or simply close to them.

Based on the explanation above, the researcher was interested in conducting this research because there where many studies addressed cheating in general academic settings, but few specifically examined how cheating occurs during English assessments. Therefore, this research is entitled **An Analysis of Students' Cheating Behavior in Doing English Assessment at the 8th Grade of SMPN 1 Tigo Nagari**.

B. Identification of the Problem

Based on the background of the above, there are problems that can be identified as follows:

1. Students asked directly their friends.
2. Students looking at the answer sheet of their friends.
3. Some students disturbing others in order to obtained the answer by wispering.

C. Limitation of the Problem

From the identification of the problem that occurs, it is necessary to limit the scope of the problem to have a clear focuse on this research. The researcher focused on discussing what are the factos causing students' cheating behavior in doing English assessment and what are the dominant factors causing students' cheating behavior in doing English at 8th grade of SMPN 1 Tigo Nagari.

D. Formulation of the Problem

Based on the limitation of the problem in the research, the question is formulated into:

1. What are the factors causing students' cheating behavior in doing assessment?
2. What are the dominant factors causing students' cheating behavior?

E. Purposes of the Research

Based on the formulation of the problem above, the purposed of this research were to find out what are the factors and the dominant factors causing students' cheating behavior in doing English assessment.

F. Significant of the Research

Researcher hopes this research can provide the following benefits:

a) For English teachers, this research should be considered in teaching and learning activities. Teachers are expected to sanction students who cheat for a deterrent effect.

b) For researcher, it is intended to meet one of the requirements of awarding a Bachelor degree and could be increase the knowledge of researcher about the importance of being honest in academic.

c) For the parent, the researcher hope this research can be a serious concern in educating children to have an honest attitude and prohibit the cheating behavior.

d) For the instancy Education, hopefully this research will be a wise consideration for the future regarding the problem of cheating that

occours in the school. The results of this study can serve as a valuable reference in identifying common cheating practices and their root causes.

e) For future researcher, the findings of this study are expected to enrich the existing literature on cheating behavior, particularly in the context of English language assessment. By focusing on the factors that lead students to cheat during English assessments, this research can offer deeper insights into student behavior and motivation, which are often overlooked in previous studies.

G. Definition of Key Terms

1. Cheating is a dishonest act that someone does by deliberately violating rules, in order to obtain certain benefits or results and occur education, It is involves actions that deceive or undermine the fairness of a situation, such as copying someone's work in an exam or assignment.
2. Behavior is psychological term tht refes to the action or reactions of an individual to their environment and behavior can be measure and has a positive or negative consequences.
3. English Assessment is an activity carried out by teachers to measure the extent of their students' abilities during the English learning process such as quizzes, daily tests, assignment and exams.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Cheating Behavior

a. Definition of cheating behavior

Cheating is an academic phenomenon that has become a long-standing habit among students. This behavior presents serious challenges and problems for both the education system and society. According to Akbarirad et al. (2021), cheating is a significant issue in education, research, and ethics across all levels of learning worldwide. According to Rakhees, (2016), stated that cheating in examinations, coursework and assignments, what is called “academic dishonesty”. It is common in the world, and appears to be on the rise in recent years. 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 results, 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. This includes cheating on assignments, homework, daily quizzes, and exams.

Students not only cheat when completing assignments, but they also engage in the same behavior during exams. Khodabakhshzadehs & Shoahosseini (2021), explained that although the students know that cheating is an unacceptable behavior, they continue to do it even during examinations. According to Ali (2016), cheating on exams and assignments are reported to be among the most common types of academic dishonesty (Maramark & Maline, 1993; Jensen et al., 2002).

The above opinion is the same as what Akbarirad et al,. (2021), said that cheating on exams and assignments is seen as an unethical act and represents one of the most common forms of academic dishonesty. In conclusion, despite knowing it's unacceptable, students continue to cheat especially during exams and assignments making it one of the most common and unethical forms of academic dishonesty.

The education system seek to educate the younger generation about the importance of commitment to justice, accountability for goodness. Cheating is clearly very contrary to moral values and societal

norms (Fattah et al., 2019). Similary to (Hadjar, 2019), Basically, cheating is an individual behavior strongly relates to the individuals morality, ethics, and morality is one of the main goals of the education system. The education system which has been committed to teaching social values and norms and educating students character.

In an effort to understand the reasons behind students' cheating behavior, it is important to examine the psychological aspects that underlie it. According to Anderman & Murdock (2007), academic cheating involves various psychological phenomena, such as learning processes, individual development, and motivation, which are central to the field of educational psychology. From a learning perspective, cheating can be seen as a cognitive shortcut. However, by cheating, students can avoid the need to engage in such strategies. Consequently, students may choose to cheat either because they do not know how to use effective learning strategies or because they are unwilling to invest the time and effort required to apply them.

Therefore, a motivational perspective, students also report various reasons for engaging in academic dishonesty. Some cheat because they are strongly focused on external outcomes such as grades, while others do so to maintain a particular image in front of themselves or their peers. Additionally, some students cheat because they lack the confidence to complete difficult tasks or because of the way they interpret the causes of their success or failure.

In contrast to the psychological perspective, which emphasizes individual factors, the sociological perspective views cheating as a social phenomenon. In sociological perspective, cheating is considered a social phenomenon that violates the norms and values upheld by society. Its detrimental consequences are visibly manifested in various aspects of community social life (Rakhees, 2016). And then, learning motivation according to Rahimi and Goli (2016), plays a key role in predicting students' cheating behavior in an academic context. Students' motivation can be linked to the cheating behaviors they exhibit. Some students are motivated to learn solely to acquire knowledge and are learning-oriented, which makes them less likely to cheat. In contrast, other students may be motivated primarily by performance and grades (Anderman et al., 1998; Dweck, 1988). Students who are motivated and interested in achieving good grades without deepening their understanding of the subject matter are more likely to cheat.

In general, cheating has become a widespread phenomenon across various social groups and educational levels. This behavior is influenced by multiple factors, both intrinsic and extrinsic, including academic pressure, a lack of personal integrity, peer influence, and inadequate supervision (Starovoytova & Namango, 2016). The tendency of students to engage in academic dishonesty is primarily motivated by the perceived benefits, even when obtained through unethical means.

This is possible since the problem of cheating does not only occur in schools, but also in social situations such as family or peer groups, where dishonest behavior may be normalized or indirectly encouraged. Cheating seems to be a shortcut to some students, since they feel that the risk of getting caught is often very small (Szabo and underwood, in Starovoytova & Namango, 2016). This is why so many students engage in cheating, because cheating behavior is considered a low-risk shortcut to academic success, even though it is ethically incorrect.

Cheating is defined as a deliberate behavior or action by students that disrupts the continuity of learning. Cheating is a complex behavior influenced by multi-situational, contextual, and individual qualities, which gradually erodes the education system (Starovoytova & Namango, 2016). Cheating behavior certainly has a big effect on students who cheat, because they can complete assignments or answer questions during exams but it looks patently unfair for those who do not cheat, obviously they have been disadvantaged, and also cheating has a negative impact on the quality of assessment, thus giving erroneous results on students learning achievement (Subekti et al., 2023). Those who cheat may get high grades than their actual abilities, the normalization of such actions over time can diminish students' understanding of genuine learning and academic responsibility.

Cheating behavior is typically committed by students who are in a hurry, such as not having enough time to complete their homework or being unable to answer questions from the assignment. During the exam, some students write cheats on the table or the palm of their hands, scribble on torn paper that has been opened, and consult the manual or notebook. According to Anitha & Sundaram (2022), cheating behavior in academic setting is a form behavior of dishonesty act chosen by students to enhance their exam circumstances, contrasting with the intended immoral approach, specifically cheating to obtain an incorrect assessment. Cheating behavior is a type of academic dishonesty, while other types consist of plagiarism, fabrication, skipping classes, disregarding academic norms, and copying assignments (Bashir & Bala, 2018). This behavior might be described as a custom or habit that will never fade.

Cheating behavior is carried out during task, exams and homework. This includes many behavioral activities such as cheating (seeking help from peers) during exams, copying others' students assignments, collaborating with others on individual assignments during examinations (Chala, 2021). Cheating behavior is a dishonest act carried out by students intentionally in order to obtain satisfactory final result, it provides unfair advantages and hinders learning.

There are many other definitions of cheating and they all cover a wide range of behavior and are unethical to do. According to Kaufman, students are willing to sacrifice their education for what they consider an indicator of success and they equate success with a grade (Kaufman, 2008; Papić et al., 2018). This means that many students choose to cheat rather than research hard to get good grades as they expect. But that's what humans want to be instantaneous, including in obtaining achievements and good grades.

According to the several statements above, cheating behavior refers to any dishonest act or method. In the field of education, individuals may engage in unethical or fraudulent practices to successfully complete the academic tasks, thereby violating established norms and undermining the principles of academic integrity.

It is widely recognized that cheating during assessment is a serious threat to education and can lead to negative social and psychological consequences. On a social level, cheating is considered unethical, as it involves gaining an unfair advantage and should be avoided. It is not only impacts those who cheat but also undermines the efforts of honest students, creating a sense of injustice and causing some to lose confidence in their own abilities.

Furthermore, cheating can become a long-term habit that persists beyond school and into professional life, making it difficult to change such behavior later on psychologically, cheating may cause instability in a student's values, potentially resulting in serious psychological problems such as feeling guilty and ashamed.

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.
3) 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. 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.

Here are 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:

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 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.

According to Lesmana (2022), cheating behavior carried out by students can be divided into two categories:

a. Cheating on their own (e.g., making charms, opening books during exams, making scribbles on small pieces of paper, writing formulas on their hands or tables, and also by stealing friends answers by looking at their answer sheets).
b. Cheating by cooperation (e.g., making an agreement with a friend and sharing certain codes or sharing answers)

In sum, the forms of cheating behavior include individual-oportinistic, independent-planning, social-active, social-passive, looking at friends answers during tests, asking friends for answers, allowing friends to copy answers, using unauthorized materials in any academic activity, plagiarism, helping others to cheat, taking notes by themselves, opening books during exams, making scribbles on small pieces of paper,

writing formulas on hand, and stealing friends answers. This active social behavior takes the form of cheating, either directly or indirectly, and seeking solutions.

d. Factors causing students' cheating behavior

The factors that causing students' cheating beahvior were comlpex and multifactorial. According to Akbarirad et al,. 2021, it can be divided into three categories:

1) Individual factors

Individual factors includes age, gender, educational background, moral beliefs, and previously widespread cheating behavior habits.

2) Situational factors

Situational factors including students views of an assignment that is too much, social norms that favor cheating because it has no significant consequences, and general cheating behavior among peers.

3) Institutional factors

Institutional factors refer to conditions within the educational environment that may indirectly encourage cheating. These include intense competition among peers, which may pressure students to achieve high grades by any means necessary, including dishonest methods. Additionally, a permissive atmosphere toward academic dishonesty characterized by

minimal risk of detection, inadequate reporting systems, and lack of consistent or meaningful punishment can foster a culture where cheating is normalized or overlooked.

Besides, in the research of Rahimi and Goli (2016), said 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. Consequently, if the students achieve low performance, they may resort to cheating as a means to enhance their academic success rather than putting in the effort (Barnett & Dalton, 1981; Rahimi and Goli 2016).

Research on the characteristics of students show that Individual factors, can also significantly influence students to engage in cheating. These include laziness, stress, time management issues, poor decision-making abilities, and personal problems (Bertram et al,. 2013; Rahimi and Goli, 2016). Low self-efficacy beliefs, increase the likelihood of cheating among students. Students doubt their ability to achieve their desired goals, they may resort to alternative strategies such as cheating to compensate for their lack of power or knowledge.

Apart from individual factors, culture differences, can significantly impact students' cheating behaviors. In this regard, the nature of the educational environment plays a crucial role in shaping the decision-making processes that determine whether students choose to engage in dishonest practices or doing honestly in the academic environment (Swidan et al., 2004; Rahimi and Goli, 2016).

Students may also resort in cheating due to the considerable pressure exerted by their families and relatives to achieve academic success and ultimately secure desirable employment opportunities (Novotney, 2011). Similarly, Newberger (2000), emphasizes that students' desire to attain optimal grades has become a paramount driving force in their educational pursuits, with grading pressure being perpetuated by cultural norms that prompt students to employ every available means to enhance their academic standing.

However, Whitley, (1998) in (Le et al., 2023), says that students may choosen to cheat due to various reasons to cheat, including to:

1. Maintaining good grades
2. Avoiding failure or punishment
3. Complying with parental and cultural standards
4. Inadequate preparation or understanding.
5.

In additional, Ali et al., 2024, found that several factors causing students' cheating behaviors during examinations are:

1. Grades as a validation of effort

   In the educational environment, students face a lot of pressure to perform well. Some students cheat as a shortcut to success due to pressure from expectations.

2. Parental and societal expectations

   Students often face enormous academic pressure due to parental, societal, and family expectations, poor results, fear of failure, and the association of success with good career prospects (Maeda, 2019).

3. Fear of failure

   Anxiety and restlessness due to fear of failure, is an emotional reaction to expectations if the expectations of themselves or others unfulfilled. Cheating behavior can be influenced by many things such as; peer pressure, social pressure, and fear or disappointing others. Some students are motivated to cheat because cheating is another option rather than failing.

Asrifan (2021), in his research, found that there are three factor which influences students cheating behavior: situation factors, individual factors, and teacher factors. Several underlying reasons contribute to students engage in cheating, one significant reason is the

pressure to meet parental expectations. Parents set excessively high expectations, it may hinder students from realizing their true potential. Teacher factors also the main causes of students' cheating behavior. Teachers are one of the main reasons students cheat. If teachers don't create a supportive learning environment, give enough explanations, or supervise exams effectively, students tend to resort to cheating as a shortcut.

Futhermore, several other factors contributed to students' cheat during the examinations are explained belows:

1. Learning outcomes

   In the form of numbers and grades obtained by students in examinations, both formative and summative are often used as the primary measure of student success. According to Ames (Sunarya, 2019b), the orientation of learning objective reflects a consistent set of beliefs that influence how they approach learning, behave, and take responsibility in achieving academic objectives. Ideally, education aims to bring about positive development in knowledge, attitudes, values, and skills. However, in practice, many students, teachers, and parents

   who only prioritize learning outcomes and tend to focus mainly on achieving high grades in each subject regardless of how the achievement process is carried out.

2. Moral of Education

Both at home and at school is less applied in students' lives. Schools and families play a crucial role in shaping moral behavior. In (Efendy et al., 2023), stat that Academic integrity theory states that an individual's moral integrity plays a crucial role in preventing or triggering academic cheating. According to this theory, students with high moral integrity tend not to cheat because they value honesty, ethics, and integrity in education, which leads to compliance with academic codes of conduct and ethical norms (McCabe & Trevino, 1993).

3. A lazy attitude

The students are lazy in mastering subjects and lack of responsibility. Wardani & Atih, (2024), emphasized that lazy to understand learning materials often accompanied by habitual procrastination significally increases students' tedency to engage in cheating.

4. Peers effect

Students cheat because they need to have many friends and desire to be popular. In some cases, being popular or accepted by peers is more important to a student than academic honesty. (Zhao, 2022), found that from cultures with high levels of religiosity may be less influenced by perceived peer cheating compared to those from low-religiosity cultures. This is

because the behavior of students in highly religious environments tends to be guided more by their religious beliefs and moral values than by peer behavior. Additionally, individuals from high-religiosity cultures are more likely to rely on their internal moral compass, shaped by religious teachings, when faced with ethical dilemmas. As a result, they may be less susceptible to social pressure or peer norms that encourage academic dishonesty.

5. Lack an understanding of the meaning of education

   Many students view education as merely a pathway to good grades, a diploma, or a job, rather than a process of personal growth and knowledge acquisition. Cheating is frequently employed by students as a means to obtain good grades and achievements and make them proud in the eyes of others, especially teachers or their parents, by ignoring the achievement of understanding and mastery of the subject matter (Lambert, Hogan, and Barton 2003; (Sunarya, 2019b).

In summary, students cheat for many reasons, which can be grouped into three main categories: individual, situational, and institutional factors (Akbarirad et al., 2021). Individual factors include personal traits like age, gender, motivation, laziness, stress, and confidence. Students who feel unprepared or lack motivation are more likely to cheat (Rahimi & Goli, 2016). Situational factors involve

pressure from peers, social norms that accept cheating, and heavy academic workloads. The students see cheating as common or think they won't get caught, they are more likely to do it. Institutional factors relate to the school environment, such as intense competition, weak rules against cheating, and the punishment. This can create a culture where cheating is seen as normal (Akbarirad et al., 2021). Cultural and social pressures also affect cheating. Many students feel stressed by their parents' high expectations and the need to get good grades for future success. Some see education mainly as a way to get a diploma or job, not for learning, which can make cheating seem less wrong (Ali, 2016; Asrifan, 2021).

Based on the explanations from various experts regarding the factors causing students' cheating behavior, the researcher chose to use the framework by Asrifan (2021), which identifies three main factors: situational factors, individual factors and teacher factors. This choice was made because Asrifan's classification provides a clear and practical way to understand the issue from multiple perspectives. It covers not only the personal and environmental influences on students but also highlights the important role teachers play in either preventing or enabling cheating. By using this framework, the researcher can comprehensively explore the different causes of cheating behavior in a balanced and organized manner.

2. Assessment

a. Definition of assessment

Assessment puts a lot of pressure on teachers who used assessment as an investigative tool to discover as much as they can about their students knowledge and abilities, where they are in the learning process, and any biases they may have (Sherlyane et al., 2019). Emphasizes the students as an important link between assessment and the most important element of assessment as the laerning process itself. To improve the learning process, assessments involve students' participated activelyin independent learning and self-assessment.

In education, assessment according to Muthukumar, (2015), refers to a range of strategies used by educators to observe, analyze, and record students' academic preparedness, learning development, and mastery of skills from early childhood through higher education. It involves a structured process of collecting relevant information to support evaluation. Assessment plays a crucial role in monitoring academic progress, informing future instruction, providing feedback, and engaging both students and their families in the educational journey.

Assessment helps the instructor to gather information so that they may evaluate their own learning in teaching scenarios and provide useful feedback to students. Assessments should be used in situations where students comply with the assessment while also checking and adapting their own knowledge for further learning (Cohen et al., 2020;

Hidayat et al., 2023). Assessment is used as an investigative method to determine what students know and can do, as well as any confusion, prejudice, or gaps in their learning.

Assessment is the process of finding information about students learning experiences and is used as feedback to teach students. Feedback that can have a major impact on how well students learn and correct existing shortcomings. Thus, the feedback from assessments may take various forms descrptive comments or include additional details, such as side notes, written responses, oral criticism, or educational conferences, which can provide information to students and educators about the effectiveness of learning progress and areas for improvement (Brown, 2019; Hidayat et al., 2023). If evaluation is planned and implemented in accordance with the evaluation function, then the flexibility of evaluation enables the most effective application of assessment to the learning objectives.

Essentially, the information gathered from assessments is used to develop improvement strategies at every level of the education system. At the classroom level, teachers gather information about students understanding and adjust teaching to meet learning needs. At the school levels, assessment are used as information to identify strengths and weaknesses across the school and to develop strategies for improving the teaching-learning process.

b. Kinds of assessment

The purpose of assessment is to determine as accurately as possible what students should know, understand, and be able to do. In the broadest sense, assessments can be classified into two categories teacher-made and standardized assessment according to (Anandan, 2015):

1. Teacher-made assessments, are constructed by a teacher or group of teachers in order to measure the outcome of classroom instruction.
2. Standardized assessments, are commercially prepared and have uniform procedures for administration and scoring.

In other hands, assessment can be categorized into three primary types accordint to Muthukumar, (2015),: diagnostic, formative, and summative. While these are all commonly referred to under the general term assessment, each serves a distinct purpose and is applied at different stages of the learning process:

1. Formative assessment

   Formative assessment is carried out during the teaching and learning process. It serves to monitor student progress, provide ongoing feedback, and inform instructional adjustments to enhance learning outcomes. This type of assessment not only tracks students' ongoing academic development but also helps educators reflect on and improve their instructional strategies.

The primary aims of formative assessment is to detect learning gaps and area requiring enhancement. These assessment usually not graded but serve as indicators of both student progress and teaching effectiveness.

Examples of formative assessment include:

a. Monitoring students' engagement and understanding during classroom activities
b. Assigning homework as a preparatory tool for exams or group discussions
c. Reviewing students' reflective journals at intervals throughout the term
d. Holding question-and-answer sessions, whether scheduled or impromptu
e. Organizing student-teacher conferences at various points in the semester
f. Encouraging students to share informal presentations of their classwork Collecting feedback from students periodically to adjust instruction accordingly

2. Diagnostic assessment

Diagnostic assessments are conducted before formal instruction begins. They are intended to reveal students' existing knowledge, current profociency and any underlying misconceptions students may posses. This information enables

teachers to tailor their lessons more effectively, addressing both strengths and weaknesses in advance.

Common diagnostic assessment methods include:

a. Pre-assessments to determine existing knowledge and skill levels
b. Self-evaluations where learners reflect on their own abilities
c. Participation in discussion boards to gauge understanding of specific topics
d. Short one-on-one interviews with students to explore their learning readiness

3. Summative assessment

Summative assessment is administered at the end of a learning period, after the instruction has been completed. Its purpose is to evaluate what students have learned and to provide a final measure of both instructional success and academic achievement. These assessments usually carry significant weight and are often graded, serving as the culmination of the teaching-learning process. Though no new instruction takes place at this point, students may continue to learn indirectly through tasks like final projects.

Examples of summative assessment include:

a. High-stakes tests and final exams

b. Final research papers (note: earlier drafts may serve as formative assessments)
c. Comprehensive projects (interim submissions might be evaluated formatively)
d. Student portfolios (also assessable during development as formative tasks)
e. Live students performances

In conclution, formative assessment is ongoing, providing both teachers and students with information about current progress in order to support future learning. Summative assessment offers insights into students' performance at specific points in the learning process, typically at the end of a course.

c. Cheating on assessment

In the classroom assessment should provide clear 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.

Classroom assessments are essential for providing accurate information about students' progress, helping teachers make informed decisions to support learning. However, cheating behavior, especially during English assessments, undermines this process. Cheating violates principles of honesty and fairness, and it distorts the purpose of assessments as reliable indicators of student achievement. Cheating is common in various academic activities, reducing the effectiveness of assessments in guiding teaching and learning.

B. Review of Related Studies

The following are some previous researches regarding the factors causing students' cheating behavior found by the researcher that are related to this research, they are as follows:

Yulis Nursita Sari, has reported the research entitled "Factors Causing and Negative Impacts of Students Cheating for first high school students (Case research at Suka Maju Junior High School)". This research aimed to described the factors that caused students to cheat and the negative impact for students who cheat at SMP Suka Maju Surakarta. The type of the research was qualitative and the strategy is a single case research. The data collection techniques used observation, interview, and documentation methods. The result of this research concluded that the factors that caused students to cheat at SMP Suka Maju Surakarta are due to the pressure to get high scores, and the desire to avoid failure. The negative impacts of students' cheating at SMP Suka Maju Surakarta include: 1) students become lazy to research, 2) students become more accustomed to lying, 3) students become accustomed to justifying all means, 4) students become involved, so that cheating behavior can be transmitted to other students, and 5) students become distrustful of themselves.

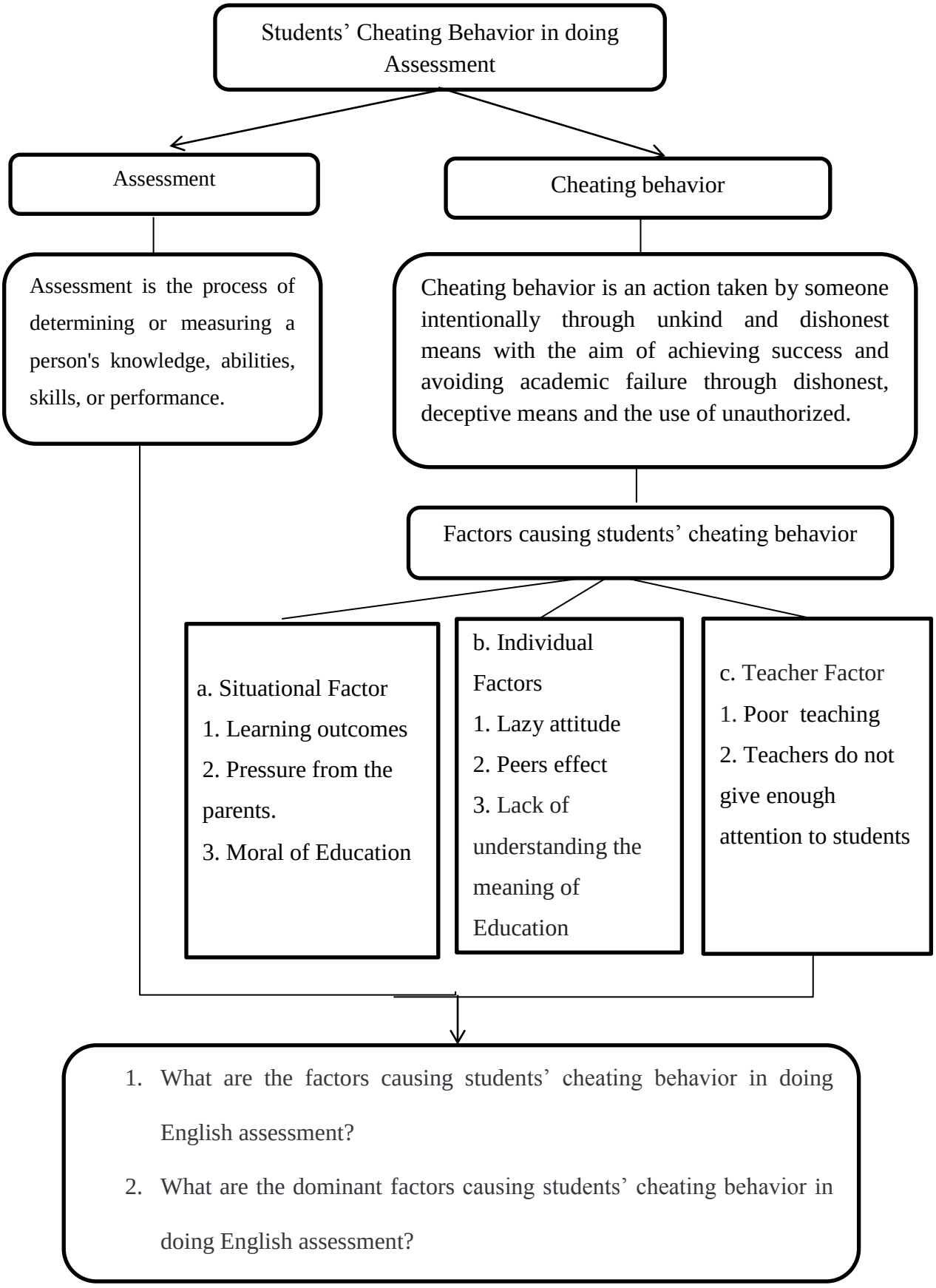
Evi Izzati Mahdiya, has reported the research entitled "Background of Students' cheating (Case Research At MtsN 1 Kota Kediri)". This research aimed to find out the background of students' cheating behavior at MtsN 1 Kota Kediri. This research is used a qualitative approach, with a descriptive qualitative research type. Informants in this research were 10 students. Selection of informants of this research used purposive sampling technique. The result of this research obtained an overview of students' perceptions of cheating, that the high number of informants who still consider cheating was a natural act to do. The cheating were motivated by two factors, namely internal; (1) low self-confidence, (2) desire to get high scores, (3) moral values, (4) low academic ability/ lack of mastery of the material. While external factors, namely; (1) peer pressure, (2) the attitude of teachers who are not firm against cheating behavior.

Ahmad Paisal, has reported the research entitled "The factors influence cheating behavior in class VII students at SMP 1 Kapuas Timur". This research aimed to find out what is the factors causing cheating behavior in students class VII. The method used in this research is qualitative with descriptive methods. The result of this research obtained are factors that caused students' cheating behavior were from families there are those who don't pay enough attention to their parent far from his parents and most of them are less clueless, lazy, not confident in something lessons so that they lead to doing things to get good results by cheating. In the cased of the cause of students' cheating behavior at Class

VII of SMP N 1 Kapuas Timur included external and internal factors because they came from outsider and from himself.

Based on several research reviews above, which relate to the research to be carried out by the researcher. The researcher concluded that there are similarities with this research: the similarity between all these research is the aimed to find out the factor causing students' cheating behavior. However, what differentiates with this studies are the variables: behavior, during assessing English, population, sample size, time and the location which will be used. The aim of this research is to determine the factors and dominant factors causing students' cheating behavior in doing English assessment at the 8th grade of SMPN 1 Tigo Nagari.

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

This chapter deals with design of the research, population and sample, instrument, technique of data collection, technique of data analysis as follows:

A. Design of the Research

This research used a quantitative approach. Sugiyono (2019), define quantitative research as a research approach that collects and analyzes numerical data to test hypotheses and measure variables. Quantitative research is systematic and planned research that focuses on data collecting, processing, and drawing conclusion to prove a predetermined hypothesis.

This research employed a descriptive quantitative research design. Descriptive quantitative research is a method for described the characteristic of a phenomenon or population with numerical data (Sugiyono, 2019). The research aimed to provide a description of a condition or situation through data collection, organization and description as it is. This means that researcher collect the data to describe and answer the research questions.

B. Population and Sample

Population and sample are necessary elements to got the data for the researcher. The population and sample of this research are :

1. Population

Population is the total object of research. According to Sugiyono (2019), population is a generalization area charachteristics set by the researcher to be studied and drawn conclutions. In this research the population is all of eight grade of SMPN Tigo Nagari.

Table 3.1 Eight Grades of SMPN 1 Tigo Nagari

Classes	Students Totality
VIII A	32
VIII B	31
VIII C	31
VIII D	30
VIII E	28
VIII F	16
VIII G	17
Total	**185**

Source : SMPN 1 Tigo Nagari

Based on the tabel above, it can be seen that the total of population in this research were 185 students' of eight grade at SMPN Tigo Nagari.

2. Sample

The determination of the sample is required for the clear distribution of questionnaire to carry out. According to Sugiyono (2019), a sample is a part of the population number and characteristic. The population of this research were 185 students. According to Arikunto, if the population is less than 100, it is recomended to include the entire population and if the population more than 100 people, it is advisable to sample 10-15% or 20-25% of the population, or more (Arikunto, 2017). In this research, the researcher took 25% with a tolerance level, because of the large population. So the sample of this research was 46 students.

Therefore, the sample for this research consists of 46 students, with 6 to 7 students randomly selected from the seven classes to serve as representatives of the sample. The representatives of the population can be seen in the table below:

Table 3.2 The sample of the research

Class	Number of Students	Sample
VIII A	32	7
VIII B	31	7
VIII C	31	7
VIII D	30	7
VIII E	28	6
VIII F	16	6
VIII G	17	6

Total	**185**	46

The table above shows that, the sample for this research were 6 and 7 participants was drawn randomly from each of the seven classes.

C. Instrument

Research instruments are tools for collecting research data. According to Sugiyono (2019), a research instruments are measuring instrument used by researcher to collect the data in a research, such as test, questionnaire, interview and observation guidelines. This research was used questionnaire as a research instrument.

The researcher used questionnaire as the research instrument to collect the data. Sugiyono (2019), defined questionnaire as a research instrument to collect the data by giving a series of questions or written statements to respondents to be answered.

In any research, an instrument must full fill validity to be a good instrument. The validity of a research instrument is the degree to which a test measures what it is intended to measure. So, an instrument can be said to be valid if the instrument can measure what will be measured.

To made the instrument valid, the researcher used construct validity. According to Sugiyono (2019), construct validity is determined by expert judgment. Researcher carry out validity to be assessed a questionnaire as valid by consulted to the expert and the expert is the English lectures at the State Islamic University of Sjech M. Djamil Djambek of Bukittinggi.

The researcher is ensure that the instrument is validated after ask the judgment from the validator. The researcher gived the research guideline and the questionnaire to the validator to be checked. For the questionnaire, the reseacher used the factors caused students cheating adapted from instument by Asrifan, as a reference in making the instrument becaused it is more comprehensive and more detailed.

D. Technique of Data Collection

Data collection techniques are the most important step in research for collecting the data. According to Sugiyono (2019), data collection is the core of every research activity. The researcher used a questionnaire to collected the data. Questionnaire is data collection technique in which respondents fill out questions or statements given by researcher (Sugiyono, 2019).

The questionnaire is the Guttman scale yes/ no questions, that the researcher wants to get a clear and consistent answer to a question (Sugiyono, 2019). For the scores, yes is 1 score and 0 score for no. The questionnaire is a closed questionnaire in the form of a checklist. To avoid misunderstanding and make it clearly, the researcher will used the questionnaires in *Bahasa Indonesia* statements. So that the students as the respondents give the spontaneous and accurated answers.

E. Technique of Data Analysis

Data analysis is the process to collected the data into information used to address problems related to the research. In quantitative research,

data analysis is conducted after all data from respondents or other sources has been gathered (Sugiyono, 2019). To analyzed the data, researcher employed a descriptive statistical analysis technique. Descriptive statistics involve analyzing data by describing or depicting the collected data as it is (Sugiyono, 2019).

Data analysis consists of three steps; preparation, tabulation and application of appropriate data (Arikunto, 2014). There were some process to analys the data:

1. Collected the questionnaire answer from the respondents
2. Tabulated of the data from questionnaire
3. Calculated the data percentage by using formula that is suggested from Zulmiyetri et al., (2020), as follow:

$$\boldsymbol{P = \frac{F}{N} \times 100\%}$$

Descriptions:

p = percentage

F = frequency of total scores

N = amount of respondents

100% = constant number

4. Made the conclusion

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the finding and its discussion. It provides information about the result of data collected through the questionnaire, related to the students' cheating behavior in doing English assessment at SMPN 1 Tigo Nagari.

A. Finding

This section presents the research findings obtained during the research to answer the research questions; what are the factors causing students' cheating behavior in doing English assessment and what are the dominant factors causing students' cheating behavior at 8th Grade of SMPN 1 Tigo Nagari.

1. Description of the Data

The data in this research were obtained from questionnaire distributed by the researcher to the respondents in the 8th Grade of SMPN 1 Tigo Nagari. In distributing the questionnaire, researcher gave the explanation and time to the students in fiiling out the questionnaire for accurated answer. After got the results, the data were analized using descriptive quantitative. The researcher used the percentages and averages to describe and interprete of the data from questionnaire.

There were 25 statements of the factors causing students' cheating behavior in doing English assessment. Based on the theories the factors causing students' cheating behavior are grouped into three: situational

factors, individual factors, and teacher factors. Each of statement was presented in the form of percentages.

The description of the data about the factors causing students' cheating behavior in doing English assessment as follow:

Table 4.1 The description of data frequency

The Result of Percentage Questionnaire						
		Description				
No	Statement	Students Response		N	Students' cheating behavior	Mean of Factors
		Yes	No			
1	1	17	29	46	37,0%	
2	2	15	31	46	32,6%	
3	3	16	30	46	34,8%	
4	4	23	23	46	50,0%	
5	5	18	28	46	39,1%	
6	6	25	21	46	54,3%	41,7%
7	7	21	25	46	45,7%	
8	8	23	23	46	50,0%	
9	9	19	27	46	41,3%	
10	17	17	29	46	37,0%	
11	18	17	29	46	37,0%	
12	10	19	27	46	41,3%	
13	11	20	26	46	43,5%	
14	12	28	18	46	60,9%	
15	13	16	30	46	34,8%	
16	14	23	23	46	50,0%	
17	15	17	29	46	37,0%	
18	16	24	22	46	52,2%	46,4%
19	19	29	17	46	63,0%	
20	20	15	31	46	32,6%	
21	21	19	27	46	41,3%	
22	22	25	21	46	54,3%	
23	23	30	16	46	65,2%	
24	24	29	17	46	63,0%	62,3%
25	25	27	19	46	58,7%	
		Total of Percentage			1156,5%	
		Average			46,3%	

Situation factors
Individual factors
Teacher factors

Based on the data in the table above, it can be seen that 25 statements were answered by the respondents through a closed-ended questionnaire. A total of respondents participated in this research were fourty six students. Each statement consists of two possible answers: "Yes" and "No," with "yes" assigned a score of 1 and "no" assigned a

score of 0. The number of respondents who answered “Yes” for each statement, was converted into a percentage of the total answered from the respondents.

The data was calculated using the formula suggested by Zulmiyetri, where represents the number of students who agreed with the statement divided by the total number of respondents and multiplied by one hundred. This formula was used to determine the percentage for each item in the questionnaire, providing a clearer picture of the dominant factors contributing to students’ cheating behavior.

Based on the table above, the results show that approximately 46.3% of students engaging in cheating. The situational factors with average 41.7% , individual factors 46.4% and teacher factors 62.3%. This indicates that the students’ cheating during English assessments, highlighted a serious concern regarding students’ behavior. Each of the statements in the table above is explained in detail based on their factors below:

a. Situational factors

Statement number 1, revealed that, 37.0% of students engaging in cheating becaused of “I cheat because I was pressed by time to do an exam that was running out,” this suggest that time-related stress may lead students to compromise academic integrity when they feel unable to complete tasks within the designated

timeframe**.** Students engaged in cheating behavior when they think the exam time was nearly over.

Statement number 2, revealed that, 32.6% of students engaging in cheating becaused of "I have a strong desire to succeed and reach a higher level even though the results are cheating," suggest that for certain students, the drive to achieve academic success outweighs moral principles. Although only a small percentage of respondents agreed with this, ambition and a competitive outlook can lead students to rationalize cheating as a means to reach their goals.

Statement number 3, revealed that 34.8% of students engaging in cheating because of "During assessments, I often cheat to avoid failure or remedies during assignments/ exams," suggest that students' cheating due to avoid failure or remedial work was attracted recieved the low percentage, not a major motivator for cheating.

Statement number 4, revealed that 50.0% of students engaging in cheating beacused of "I dared to cheat because I see many other friends cheating too," indicating that half of the respondents motivated to cheat due to observing others engaging in similar behavior. Many students may think that it is okay to cheat if other people are doing it too.

Statement number 5, revealed that 39.1% of students engaging in cheating beacused of "I cheat because it didn't harm the others," a

notable portion of students justified their cheating behavior by believing that it does not negatively impact others. The students admitted engaging in cheating behavior under the assumption that no one else was being harmed.

Statement number 6, revealed that 54.3% of students engaging in cheating beacused of “There is no strict supervision from teachers and there is a good opportunity to cheat,” suggest that the lack of firm monitoring during exams creates conditions that make it easier for students to engage in dishonest behavior.

Statement number 7, revealed that 45.7% of students engaging in cheating beacused of “I am used cheating as a shortcut to get good grades,” highlight that students were used cheating for getting better grades as the shortcut. This reflects a mindset where students perceive cheating as a habitual and effective method to achieve academic success quickly.

Statement number 8, revealed that 50.0% of students engaging in cheating beacused of “cheating has become normalized as a effect of collaboration among students due to a long standing culture of dishonesty in the school,” this highlight the influence of school culture and peer collaboration in shaping students’ acceptance of cheating as a common practice.

Statement number 9, revealed that 41.3% of students engaging in cheating beacused of “I cheated because of the pressure to achieve perfect scores,” this indicates that although academic pressure to achieve high scores does play a role in students’ decisions to cheat, it is not the main trigger for dishonest behavior.

Statement number 10, revealed that 41.3% of students engaging in cheating beacused of “I did not prepared well for the english exam, so I cheat to get good grades,” this show that some students recognize that poor preparation is the main reason behind their cheating behavior. A lack of study habits and preparation have a direct impact on students’ decisions to engage in cheating during assessment. Students who fail to prepare adequately may see cheating as the only alternative to achieving good grades.

Statement number 11, revealed that 43.5% of students engaging in cheating beacused of “I cheat when doing assignments/exams because I am lazy to study,” this responses indicates that nearly half of the respondents associate their cheating behavior with personal laziness.

Statement number 12, revealed that 60,9% of students engaging in cheating beacused of “I lacked confidence in my English skills so i chose to imitate my friend’s answer,” highlighting that low self-confidence, particularly in foreign language competence, plays a significant role in fostering dishonest behavior during assessments.

Students doubt their own abilities, especially in English. Not belief on own abilities may lead students to copy from peers.

Statement number 13, revealed that 34.8% of students engaging in cheating beacused of “I lack motivation to study and focus more on good grades,” a lack of intrinsic motivation to study can significantly contribute to cheating behavior among students. Those who prioritize achieving good grades over genuine learning may be more inclined to take unethical shortcuts.

Statement number 14, revealed that 50.0% of students engaging in cheating beacused of “I cheated when I couldn’t answer the exam because when studying I was embarrassed to ask the teacher about material that was not understood,” students’ seek clarification during the learning process can contribute to cheating behavior during exams. In this case, some students admitted that they chose to cheat because they had not understood the material and felt too embarrassed to ask their teacher for help.

Statement number 15, revealed that 37.0% of students engaging in cheating beacused of “I cheat because it’s an action that is often done by others,” highlight that they were influenced by the frequency of cheating among their peers. This suggests that when dishonest behavior is perceived as common or widely accepted within a classroom setting, students may begin to view it as normal or harmless.

Statement number 16, revealed that 52.2% of students engaging in cheating beacused of “I was lazy to study during English lessons because the language was difficult to learn,” language difficulty can significantly reduce students’ motivation to engage with the learning process, often leading to cheating behavior.

Statement number 17, revealed that 37.0% of students engaging in cheating beacused of “I cheated because my parents demanded good grades without paying attention to my abilities,” parental pressure can be a powerful external force that caused students’ academic decisions, including their involvement in cheating behavior. In this case, students admitted to cheating because they felt forced to meet their parents’ high expectations, despite their own academic limitations.

Statement number 18, revealed that 37.0 of students engaging in cheating beacused of “I was forced to cheat to meet my parents’ high expectations,” suggested high parental expectations can place significant emotional pressure on students, sometimes pushing them toward cheating behavior as a means of meeting those demands. Some students feel that failing to achieve the grades their parents expect would result in disappointment or punishment, leading them to compromise their academic integrity.

Statement number 19, revealed that 63.0% of students engaging in cheating beacused of “I cheated because I saw other

friends cheated too," suggest that witnessing others cheat encouraged them to do the same. This finding suggests that observing peers engage in dishonest behavior without immediate consequences can lead students to perceive cheating as acceptable or even necessary to stay competitive.

Statement number 20, revealed that 32.6% of students engaging in cheating beacused of "I cheat to be considered smart and make a lot of friends at school," this reflects the idea that, for some students, academic success regardless of how it is achieved serves as a tool to enhance their social standing among peers. The need to be seen as intelligent and capable can push students toward cheating, especially when academic achievement is closely associated with social status in their school environment.

Statement number 21, revealed that 41.3% of students engaging in cheating beacused of "Because of the competition in the class, I did everything I could to get a perfect grade, including cheating," academic competition within the classroom can foster an environment where students feel compelled to outperform their peers, sometimes leading to cheating behavior. In this case, students admitted that the competitive atmosphere pushed them to prioritize achievement over honesty.

Statement number 22, revealed that 54.3% of students engaging in cheating beacused of “I am more concerned with grades than getting knowledge,” was agreed upon by of respondents, indicating that for many students, the primary goal of learning has shifted from acquiring understanding to achieving high marks.

Statement number 23, revealed that 65.2% of students engaging in cheating beacused of “I cheat when I didn’t understand what my teacher had taught me,” a lack of understanding of the material taught in class is a significant factor that can lead to cheating behavior. Students who struggle to grasp the lessons may feel unprepared or helpless during assessments, making cheating seem like the only way to succeed. This behavior indicates not only a gap in comprehension but also a lack of confidence in seeking help or clarification.

Statement number 24, revealed that 63.0% of students engaging in cheating beacused of “I cheated because I wasn’t interested in boring English lessons,” this indicates that students disengagement due to monotonous or unmotivating classroom experiences can be a major trigger for cheating behavior. Learning activities if fail to stimulate curiosity or feel disconnected from students’ real-life interests, learners may become passive, unmotivated, and more likely to take dishonest shortcuts.

Statement number 25, revealed that 58.7% of students engaging in cheating beacused of “My teacher often pays more attention to smart students so that I am free to cheat,” indicating that uneven teacher attention can create opportunities for dishonest actions. Teachers focus primarily on high-achieving students, those who feel overlooked may take advantage of the lack of supervision to cheat without fear of being caught. This suggests that not all students receive equal monitoring during assessment, which can unintentionally encourage cheating behavior.

2. The Analysis of Data

The purposes of this analysis is to determined the factors that causing students’ cheating behavior in doing English asessment at eight grade of SMPN 1 Tigo Nagari. This research used a descriptive quantitative approach, focusing on the percentage of student responses for each statement. This analysis aims to provided a deeper understanding of the causes and to offer meaningful insights for educators in addressing cheating behavior more effectively.

Based on the data questionnaire results, in determining the factors that caused students’ cheating behavior, it can be seen from the findings which statements had an average percentages of 46.3% or higher:

a. Situational factors

Situational factors showed moderate to high variation in students rosponses, with an average of 41.7% among the 46 respondents. There are three statements identified as the caused of students' cheating behavior under this factor. The analysis supported by the data presented in the table below, which illustrates the percentaged distribution of students' response for each statement on situational factors:

Table 4.2 Situational factors

Situational Factors							
Descriptor	**Statement**	**Students Responses**		**N**	**Students' cheating behavior**	**Mean of Descrito**	**Mean of Factor**
		Yes	**No**				
Learning Outcomes	1	17	29	46	37,0%	38,3%	41,7%
	2	15	31	46	32,6%		
	3	16	30	46	34,8%		
	7	21	25	46	45,7%		
	9	19	27	46	41,3%		
Pressure from parents	17	17	29	46	37,0%	37,0%	
	18	17	29	46	37,0%		
Moral education	4	23	23	46	50,0%	48,4%	
	5	18	28	46	39,1%		
	6	25	21	46	54,3%		
	8	23	23	46	50,0%		

Based on the table above, the dominant descriptor that caused cheating behavior is moral education descriptor with an average of 48.4%. In this situational factors, the highest average observed in the three statements from moral education. First, statement number 6 with 54.3% average, which stated that students' cheated due to there is no strict supervision from teachers and there is a good opportunity to cheat, this statement highlighted the crucial cuased of weak

supervision and teachers presence in preventing cheating behavior, create opportunities that students can take advantages of, reinforcing the idea that cheating is partly situational and depends on the perceived risk of being caught.

Next, from statement number 4 with 50.0% average, which stated that students' cheated due to dared to cheat because saw many other friends cheating too, suggesting that the visibility of dishonest behavior among peers can normalize cheating in the classroom. This indicates that when students observe their classmates cheating without consequences, they may feel encouraged or justified in doing the same. Such behavior reflects a social influence mechanism, where students conform to what they perceive as accepted group norms.

Last, from statement number 8 with 50.0% average too, which stated that students' cheated due to cheating has become normalized as a effect of collaboration among students due to a long standing culture of dishonesty in the school, this suggests that cheating is not always viewed as a strictly individual or secretive act, but rather as a shared practice that has been embedded into the social fabric of the school community. Over time, what begins as minor acts of cooperation such as helping a friend during a test can evolve into a collective habit of cheating that students no longer see as wrong. This normalization of dishonest practices blurs the line between collaboration and cheating, making it harder for students to distinguish right from wrong.

b. Individual factors

In this factors, the data showed that students agreement varied considerably, with a mean percentage of 46.4% of students engagging in cheating. This indicates that students' internal motivations plays an important role in encouraging cheating behavior.

This analysis was supported by the data presented in the table below, which illustrates the percentaged distribution of students' responses for each statement on each factor:

Table 4.3 Individual factors

Individual Factors							
Descriptor	**Statement**	**Students Responses**		**N**	**Students' cheating behavior**	**Mean of Descritor**	**Mean of Factor**
		Yes	**No**				
Lazy attitude	10	19	27	46	41,3%	49,6%	46,4%
	11	20	26	46	43,5%		
	12	28	18	46	60,9%		
	14	23	23	46	50,0%		
	16	24	22	46	52,2%		
Peer pressure	19	29	17	46	63,0%	45,7%	
	20	15	31	46	32,6%		
	21	19	27	46	41,3%		
Lack of the meaning of education	13	16	30	46	34,8%	42,0%	
	15	17	29	46	37,0%		
	22	25	21	46	54,3%		

Based on the table above, the dominant descriptor that caused cheating behavior in individual factor was lazy attitude, at 49.6% mean of descriptor. In this descriptor the dominant caused students' cheating behavior was found in the three statements. First, statement number 12, which stated that students' cheated due to lack motivation to study and more focused on getting good grades, was agreed upon by 60.9% of students, highlight a mindset oriented toward outcomes

rather than genuine learning. If the students feel uncertain about their performance, especially in a subject they perceive as difficult, the pressure to succeed may outweigh their commitment to honesty.

Second, statement number 14, which stated that students' cheat due to cannot answer exam questions because of too shy to ask the teacher about material do not understand, received a moderate average from students, with 50.0% percentage. This balanced responses indicated that a significant number of students experience feelings of embarrassment when seeking help from teachers when they do not understand the lesson. As a result, these students may resort to cheating during exams. This data reflects how emotional barriers, such as fear of judgment or feelings of inadequacy, can indirectly trigger dishonest behavior.

The last, statement number 16 at the lazy attitude decriptor with 52.2% average, which stated that students' cheated due to lazy to study during English lessons because the language was difficult to learn, highlighted difficulties in understanding the language can significantly decreased students' motivation to engage in the learning process, which may ultimately lead them to engage in cheating behavior. In this cased, students admitted that their laziness to study stemmed from the perception that English is a challenging subject.

In the descriptor peer pressure, the dominan factor caused students' chating behavior was found in statement number 19 with avearge 63.0%, which stated that students' cheated due to see other students cheating as well, received the highest percentage, indicating that peer influnced not only acts as a situational factor but also as an internalized personal motivation of students' decisions to engage in cheating behavior.

In the last descriptor in individual factors is lack of the meaning of education. The statement number 22, at 54.3% average, which stated that students' cheated due to more concerned with grades than getting knowledged, was the most dominant in this descriptor. which means the students who prioritized performance over learning are more likely to justify cheating as a means to maintain good academic standing, even at the expense of genuine understanding. Such a mindset can create pressure to perform at any cost, including through dishonest means.

c. Teachers factors

This factors had the highest influence on students' cheating behavior, with an average percentage of 62.3%, indicating that the teacher's role in the learning environment has a significant impact on students' cheating behvior decision making during assessments. There three statement in the teacher factors, wich all of them are considered contributing factors to students' cheating behavior.

The above analysis is supported by the data presented in the table below, which outlines the percentaged distribution of students' responses for each statement related to the teacher factors, thus highlighting instructional issues that may contribute to students' cheating behavior:

Table 4.4 Teacher factors

Teacher Factors							
Descriptor	Statement	Students Responses		N	Students'	Mean of	Mean of
		Yes	No				
Poor teaching	23	30	16	46	65,2%	64,1%	62,3%
	24	29	17	46	63,0%		
Teachers do not give attition to students	25	27	19	46	58,7%	58,7%	

Based on the table above, the most dominant individual factor was found in descriptor' poor teaching, with average 64.1%. the dominan factor was found at statement number 23, which stated that students' cheated due to don't understand what the teacher is teached, received the highest level of agreement at 65.2%, indicating that students are greatly influenced by ambiguity in teaching. This implies that when students feel confused or uncertain about the subject matter, they are more likely to resort to dishonest means during assessments. This reflects that ineffective teaching or lack of clarity in instruction can lead students to cheat when they cannot understand the material.

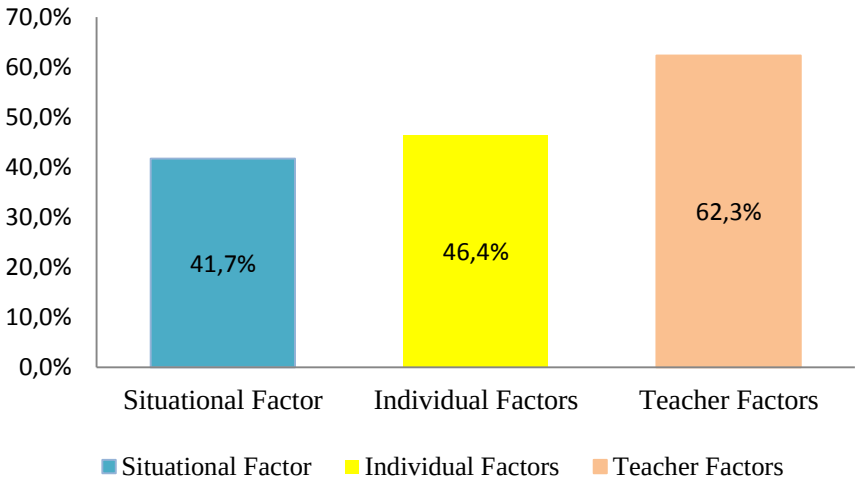
Second, statement number 24, which stated that students' cheated due to not interested in boring English lessons, was supported by 63.0% of students, highlighting that a lack of engaging and

stimulating teaching can contribute to students apathy and ultimately cheating. This suggests that students may engaged in cheating when they feel disinterested due to uninteresting teaching method or monotonous delivery of lessons in the classroom.

Last, statement number 25, at the theacher do not give enough attention' descriptor, which stated that students' cheated due to "the teacher often pays more attention to smart students, so I am free to cheat," was supported by 58.7% of students, highlighting the role of uneven attention and favoritism in facilitating dishonest behavior. Overall, these findings highlight the significant impact that teaching method, classroom engagement, and fair teacher-student interactions have on shaping students' cheating behavior during English assessments.

Besides, the dominant factors causing students' cheating behavior, based on the data frequency above, the researcher calculatted the average percentage the factors of the statements the questionnaire can be described in the following bar diagram below:

Figure 4.1 Average Percentage of the Questionnaire



The bars diagram clearly illustrates that teacher factors had the highest average percentage 62.3%, followed by teacher factors 46.4%, while situational factors had the lowest average at 41.7%. Thus, the dominant factor causing students' cheating behavior in doing English asessment at 8th grade students of SMPN 1 Tigo Nagari was teacher factors (62.3%).

B. Discussion

This section provided the discussion of students' cheating behavior. Based on the finding of this research, the data shows the concerning reality that cheating still a common behavior among students. The finding was analyzed in relation to the existing theories and previous studies, in order to provided a deeper understanding of the factors and the dominant factors causing students' cheating behavior in doing English assessment at 8th grade students of SMPN 1 Tigo Nagari.

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. It suggests that cheating is not an isolated issue but rather a widespread and recurring behavior that needs serious attention. Akbarirad et al. (2021), emphasized that cheating is a serious global academic concern. Cheating is a serious issue across all levels of education because it compromises the integrity of learning and assessment. In English language education, it distorts the true picture of a student's ability, this not only hinders personal language development but also disrupts the overall effectiveness of the evaluation process. This findings underline the urgent need to explore the factors that contribute to such behavior, which will be discussed in the following discussion.

The first research question focused on identifying the factors that lead students to engage in cheating behavior, based on three categories of the factor causing students' cheating behavior; situational factors, individual factors, and teacher factors. To gain a deeper understanding of the causes of cheating behavior, this categories was intended to make the discussion more systematic.

Situational factors were the lowest in influencing students' cheating behavior, with average percentage 41.7% of students engaging in cheating. However, three statements in this categories still showed a significants contributions in the descriptor moral of education with 48.4% mean percentage. Moral of education plays a crucial role in shaping students' ethical judgment and academic behavior.

One of the most significant factor causing students' cheating behavior in the situational factors is the lack of strict supervision from teachers during assessments, which creates opportunities for students to cheat. It suggests not only a situational allowance but also a failure to instill strong moral values and academic integrity. This reflect how weak moral enforcement in the school environment can lead to unethical behavior. While monitoring is minimal and teachers are not actively overseeing the examination process, students are more likely to perceive the situation as a chance to cheat without facing consequences.

Futheremore, several respondents admitted that they dared to cheat because they saw many of their classmates doing the same. This indicates a collective disengagement from moral principles, where unethical behavior becomes socially acceptable within the classroom. Bandura (1999), explains this phenomenon as moral disengagement, where individuals justify dishonest actions by aligning themselves with the behavior of the majority. In such cases, cheating is no longer viewed as a personal moral failure, but as a shared norm, signaling the erosion of ethical standards within the educational community.

Another causing of students in cheating is the perception that cheating has become part of the school culture, though that culture of cheating is considered normal or even collaborative among students. The normalization of cheating as a collective strategy reflects deeper issues within classroom culture, where collaboration is directed toward dishonest practices rather than ethical academic support. These findings emphasize the importance of creating a learning environment that not only enforces rules but also promotes integrity, personal

responsibility, and healthy peer interactions. A lack of clear moral standards, weak enforcement of ethical rules, and the normalization of dishonest behavior all contribute to students' decisions to cheat. Strengthening moral education, both formally and informally, is essential to reduce such behavior and promoting a culture of academic integrity.

Individual factors has a considerable effect on cheating behavior, as shown by an average percentage 46.4% of students engaging in cheating. This behavior driven by several contributing factors, including; lazy attitude, peer effect, and lack of understanding of the meaning of education. Lazy attitude is the most dominan descriptor in individual factors that contributing in cheating behavior with 49.6% mean percentage. Indicated that students were lazy in mastering the subject and lack of responsibility. Based on the questionnaire results, three statements highlighted how laziness influences students to engage in cheating

First, students engaging in cheating because they low confidence at their English skills and chosen to copy their friends' answers. Low self-confidence plays a critical role in motivating students to cheatStudents who do not believe in their own English skills, that is the reason why students prefer to copy answers from their friends. Instead of studying or asking questions when they do not understand the material. This lack of confidence reflects poor learning preparation and a unwillingness to study independently.

Second, students engaging in cheating because they cheated when they couldn't answer the exam questions because they felt embarrassed to asked their teacher during lessons when they didn't understand the material. This

embarrassment shows a lack of initiative to seek help during the learning process. This finding shows that a considerable number of students are reluctant to seek help, likely due to fear of judgment or embarrassment in front of peers. This emotional discomfort leads them to resort to cheating rather than clarifying their understanding. It underscores the need for a supportive and open classroom atmosphere where students feel safe to express confusion without fear of negative consequences.

Third, students revealed that they cheated because they were lazy to study during English lessons, as they perceived the language to be difficult. This statement reinforces the idea that laziness often rooted in negative perceptions of subject difficult directly contributes to dishonest academic behavior. Many students find the subject difficult and therefore avoid putting in the effort to understand it. This attitude reflects both a lack of interest in the subject and a lack of personal responsibility.

These three indicators suggest that a lack of motivation, self-confidence, and willingness to engage in the learning process are major triggers of a lazy attitude, which ultimately leads to cheating. Therefore, it is essential for schools and teachers to foster a learning spirit and provide adequate support to students, especially when dealing with subjects perceived as challenging.

Next, peer effect, students engaging in cheating because of saw others friends cheated too. Boysen, 2007; (Fadila, 2022), reported that peers influence cheating behavior. 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. Cheating may becomes normalized within a group, students may follow along without feeling guilty. This highlighted the need to address not only external classroom conditions but also the underlying peer dynamics that shape students' moral decisions. As noted by Anderman and Murdock (2007), highly competitive classroom climates can increase the risk of cheating, especially when success is measured solely by grades rather than effort or improvement. This suggests that excessive focus on ranking and comparison among students may unintentionally encourage cheatng behavior as a means of survival in a grades.

Last, lack of understanding of the meaning of education. Students prioritized high scores over the knowledge, this reflects a mindset that is heavily focused on outcomes, where the learning process is seen as less important. In such a mindset, achieving high scores is viewed as the main goal, even if it requires dishonest means. Cheating is often seen as a practical strategy to meet academic demands or fulfill expectations from parents and society. As a result, students tend to have a limited understanding of the true purpose of education. School is no longer seen as a place to gain skills and knowledge but merely as a path to earn high grades. This misunderstanding of education's purpose contributes significantly to the persistence of dishonest practices.

The last factor that emerged from the data was teachers factors, who have a significant influence on students' cheating behavior. This supports the view in the dominan descriptor poor teaching with 64.9% mean percentage. Poor teaching practices can also contribute to students disinterest, boredom, and dishonest

behavior in learning English. Teachers sometimes fail to prepare the learning process adequately, resulting in lessons being delivered in a way that makes students bored and less attentive to what the teacher is saying.

In addition, when teachers fail to engage students effectively or focus only on high-achieving students, other students may feel neglected and less motivated. In some cases, students are too embarrassed to ask questions during the learning process and choose to cheat rather than admit that they do not understand the material. Lack of teacher support, boring lesson delivery, and unclear instructions can lead to decreased student engagement and increased cheating. Futheremore, ome students feel that teachers pay more attention to students who are considered smart. Inequitable treatment and limited teacher involvement with all students can lead to feelings of being overlooked or unappreciated. In the long run, this can exacerbate an academic culture that is already weak in maintaining integrity.

The finding of the research on cheating behavior were related with previous studies that identified several factors motivating studens to cheat. Paisal 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's studies 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. This finding also related to what Abiodun 2011, stated in (Starovoytova & Namango, 2016), report that the reasons for cheating in exams; time 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.

The second research question aimed to determine which factors is the most dominant in causing students' cheating behavior. This highlight the factors that appeared most frequently in students' responses and shows how they reflect deeper academic and psychological issues. Based on the results of the questionnaire distributed to 8th grade students of SMPN 1 Tigo Nagari, the researcher was found that teacher factors had the highest average percentage (62.3%), it is indicating that teacher factors were the most dominant cause of cheating behavior.

Based on the discussion above, it can be concluded that cheating behavior during English assessment is caused by three interconnected factors. Individual motivation and personal values play a significant role, the influenced of peers and the quality of teaching cannot be ignored. However, lack of teacher supervision also significantly contributed to the problems. The dominant factor that causing students' cheating behavior at SMPN 1 Tigo Nagari, was teacher factors with average 62.3% percentage.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and the discussion, it can be concluded the cheating behavior in doing assessment at the 8th grade of SMPN 1 Tigo Nagari, were caused by interrelated factors. The factors were situational factors, individual factors, and teachers factors. Futhermore, in identifying the dominant factors causing students' cheating behavior in doing English asessment at eight grade of SMPN 1 Tigo Nagari, the researcher found that the average accros all of factors was 46.3%. Among the three factors, teacher factors emerged as the influential, with the highest average percentage of 62.3%, followed by individual factors 46.4%, while situational factors had the lowest average at 41.7%. In conclusion, the results of the research shown that cheating behavior is caused by various conditions ranging from situational factors, student attitudes, and teaching practicing.

B. Suggestion

Based on the conclucion above, the reseacher suggested to improved the quality of education to address the issue of students' cheating behavior. The finding revealed that teacher factors were the most dominant factors causing students' cheating behavior, but also the other factors should be considered. Teachers need to enhance classroom supervision, continuous motivation, and eachers are also encouraged to integrate character education into their lessons, emphasizing the values of honesty, responsibility, and hard work. Meanwhile, students should be supported in developing self-confidence, particularly in their English ability, and be guided to adopt effective study habits and ethical academic practices. Schools are advised to strengthen academic integrity policies by organizing educational programs or character-building activities to emphasize the importance of honesty and reduce the pressure to achieve high performance. Lastly, future researchers are encouraged to explore broader samples and investigate other potential factors that may contribute to cheating behavior, using mixed-method or qualitative approaches for deeper analysis.

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APPENDIX 1

RESEARCH GUIDLINES

Variable	Indicators	**Descriptor**	**Number of Statements**
Students' Cheating Behavior in doing English Assessment (Source: Adopted from Asrifan, 2020)	a. Situational Factor	Learning outcomes, in the form of numbers and grades obtained by students in the test.	1, 2, 3, 7, 9
		Pressure from the parents.	17, 18
		Moral education, both at home and at school is less applied in students' lives.	4, 5, 6, 8
	b. Individual Factors	Lazy attitude, the students are lazy in mastering subjects and lack of responsibility.	10, 11, 12, 14, 16
		Peers effect, students cheat because they need to have many friends and desire to be popular.	19, 20, 21
		They lack an understanding of the meaning of education.	13, 15, 22
	c. Teacher Factor	Poor teaching, makes the students less interested in learning.	23, 24
		Teachers do not give enough attention to students	25

APPENDIX 2

ANGKET

ANALISIS PERILAKU MENCONTEK SISWA DALAM MELAKUKAN PENILAIAN BAHASA INGGRIS DI KELAS 8 SMPN 1 TIGO NAGARI

Nama :
Kelas :

A. **Pengantar**

Angket ini dibuat untuk mengetahui apa-apa saja faktor yang menyebabkan siswa mencontek pada pelajaran Bahasa Inggris. Untuk itu, dimohonkan bantuannya dengan hormat dan kesediaan siswa/siswi untuk memberikan jawaban sesuai dengan pilihan jawaban yang telah disediakan. Angket ini tidak akan mempengaruhi nilai pelajaran dan jawaban yang telah diberikan akan dijaga kerahasiaannya. Terimakasih banyak atas partisipasinya dalam memberikan jawaban.

B. **Petunjuk Pengisian Angket**

1. Mohon dijawab dengan jujur dan sesuai dengan yang keadaan yang sebenarnya
2. Bacalah dengan teliti sebelum mengisi jawabannya
3. Ceklis pada kolom **Ya/Tidak** jika peryataan tersebut sesuai dengan kondisi anda

No	Pernyataan	Jawaban	
		Ya	Tidak
1.	Saya mencontek karena terdesak oleh waktu untuk mengerjakan ujian yang hampir habis		
2.	Saya berkeinginan kuat untuk sukses dan mencapai tahap yang lebih tinggi walaupun hasil mencontek		
3.	Saat penilaian saya sering mencontek untuk menghindari kegagalan atau remedi saat mengerjakan tugas/ujian		
4.	Saya berani menontek karena saya melihat banyak teman lainnya juga mencontek		
5.	Saya mencontek karena tidak merugikan orang lain		
6.	Saya berbuat curang ketika tidak ada pengawasan ketat dari guru dan kurangnya kontrol yang tepat serta adanya kesempatan bagus untuk menyontek		
7.	Saya menjadikan mencontek sebagai jalan pintas untuk mendapatkan nilai yang bagus		
8.	Efek dari budaya mencontek atau kecurangan yang sering terjadi selama ini di seolah hanya sebagai kolaborasi antar siswa		
9.	Saya mencontek karena banyaknya tekanan yang mengharuskan saya mendapatkan nilai sempurna		
10.	Saya tidak mempersiap kan diri belajar dengan baik saat menghadapi ujian Bahasa Inggris sehingga saya melakukan kecurangan agar saya mendapatkan nilai yang bagus		
11.	Saya mencontek saat mengerjakan tugas/ujian karena malas belajar		
12.	Saya kurang percaya diri dengan kemampuan Bahasa Inggris saya sehingga saya memilih meniru jawaban dari teman saya		
13.	Saya kurang motivasi untuk belajar dan lebih fokus kepada nilai bagus		

14.	Saya mencontek saat tidak dapat menjawab ujian karena saat belajar saya malu bertanya tentang materi yang kurang dimengerti kepada guru		
15.	Saya menyontek karena itu adalah tindakan yang sering dilakukan oleh orang lain		
16.	Saya malas belajar saat pelajaran Bahasa Inggris karena bahasanya yang susah untuk dipelajari		
17.	Saya mencontek karena orang tua saya menuntut nilai bagus tanpa memperhatikan kemampuan saya		
18.	Saya terpaksa mencontek untuk memenuhi ekspektasi orang tua saya yang tinggi		
19.	Saya mencontek karena melihat teman lainnya juga mencontek		
20.	Saya berbuat curang agar dianggap pintar dan mendapatkan banyak teman di Sekolah		
21.	Karena persaingan di kelas saya melakukan segala cara untuk mendapatkan nilai sempurna termasuk dengan mencontek		
22.	Saya lebih mementingkan nilai dari pada mendapatkan ilmu pengetahuan		
23.	Saya mencontek ketika saya tidak mengerti apa yang telah diajarkan oleh guru saya		
24.	Saya mencontek karena kurang tertarik pada pelajaran Bahasa Inggris yang membosankan		
25.	Guru saya sering memberikan perhatian lebih pada murid pintar saja sehingga saya leluasa dalam mencontek		

APPENDIX 3

VALIDITY SHEET



PERMOHONAN VALIDASI

Kepada Yth
Bapak/Ibu
Di tempat

Assalamu'alaikum Wr. Wb

Saya yang bertandatangan dibawah ini:

Nama : Husnul Fatimah

NIM : 2319104

Fakultas/ Prodi : FTIK/PBI

Judul Proposal : **An Analysis of Student's Cheating Behavior In doing English Assessment At The 8th Grade of SMP N 1 Tigo Nagari**

Pembimbing : Eliza, S.S. M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/Ibu, sekiranya berkenan melakukan validasi instrumen yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas perrtimbangannya saya ucapkan terimakasih.

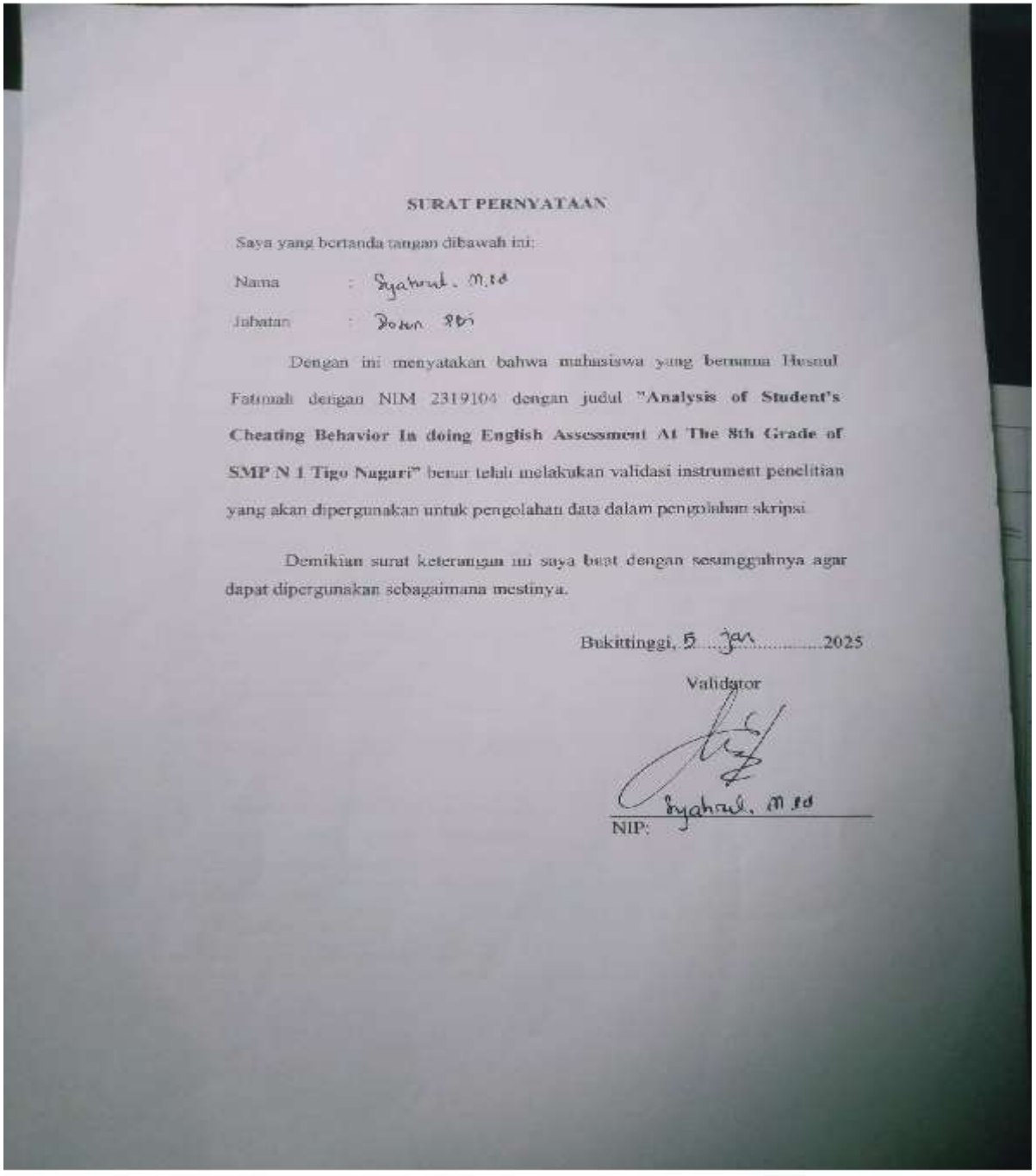
Bukittinggi, Januari 2024

Mengetahui,
Ketua Prodi

Dr. Widya Syafitri, M.Pd
NIP. 198007262015032002

Pemohon,

Husnul Fatimah
NIM. 2319136



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Syahrul, M.Pd

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Hesnul Fatimah dengan NIM 2319104 dengan judul "**Analysis of Student's Cheating Behavior In doing English Assessment At The 8th Grade of SMP N 1 Tigo Nagari**" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 5 Jan 2025

Validator

Syahrul, M.Pd

NIP:

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Husnul Fatimah dengan NIM 2319104 dengan judul " **Analysis of Student's Cheating Behavior In doing English Assessment At The 8th Grade of SMP N 1 Tigo Nagari** " benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 07 Januari 2025

Validator

Muthia Rahman, M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama :

Jabatan :

Dengan ini menyatakan bahwa mahasiswa yang bernama Husnul Fatimah dengan NIM 2319104 dengan judul **"Analysis of Student's Cheating Behavior In doing English Assessment At The 8th Grade of SMP N 1 Tigo Nagari"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 24 , 02 2025

Validator

Dr. Veni Reza, S.S., M.Pd

NIP:

APPENDIX 4

Documentations of distributing and fillig out questionnaire in the Classroom Eigth grade of SMPN 1 Tigo Nagari








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APPENDIX 5

The result of students' answered from the questionnaire

No	Respndents	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10	Statement 11	Statement 12	Statement 13	Statement 14	Statement 15	Statement 16	Statement 17	Statement 18	Statement 19	Statement 20	Statement 21	Statement 22	Statement 23	Statement 24	Statement 25
1	TU	1	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0
5	EA	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0
6	MA	0	0	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	0	0	0	1	0	0
7	IP	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	0	0	0	1	0	0	1	1	1	0
8	AJ	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0
9	EAP	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0
10	RS	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1
11	AR	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	0	0	1	0	0
12	FD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1
13	IPS	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
14	NA	1	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	1	1
15	RP	1	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	1	1	1	1	0	1	1	1
16	RJ	0	0	0	0	0	0	0	1	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0
17	FJ	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	1	0
18	RSN	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	0
19	AR	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	0	0	0	1	1	0	1	1
20	A	0	1	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1
21	N	1	0	0	0	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1
22	RE	0	1	0	1	0	0	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	1	1
23	FA	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1
24	MT	0	0	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1
25	MA	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1
26	H	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	0	1	0	0	1
27	NS	0	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0
28	AA	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1
29	MA	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	1	1	1	1	0	1	0	0	1
30	SN	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	1
31	AM	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0
32	S	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1
33	O	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	1
34	P	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
35	KN	0	1	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	1	1	1	1	0
36	MM	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0
37	YS	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1
38	Wa	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1
39	SAP	0	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1
40	RK	0	0	1	1	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1
41	A	1	0	1	0	0	1	1	0	1	0	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1
42	RA	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	0	0	1	1	0
43	NS	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1
44	SW	0	0	1	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1
45	A	1	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	0	0	0	1	1	1	0
46	T	0	1	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	0	0	1	1	1	1	0	1
Total	46	17	15	16	23	18	25	21	23	19	19	20	28	16	23	17	24	17	17	29	15	19	25	30	29	27