# CHAPTER I INTRODUCTION

This chapter provides a general introduction of the study. It discusses how students started the habit of cheating during online tests, and it discusses the research problems and the reasons for choosing this topic, the research question, the objective of this research, the significance of the study, the scope of the study, and the definition of terminologies.

## Background of the Study

The rise of the COVID-19 outbreak has greatly impacted education from early 2020, made some activities quite disrupted, and led to many changes. One of them is the change in the face-to-face education system to distance learning. The changes in the learning system have a negative impact on students, one of them is the habit of cheating becomes easier. This cheating conduct adds to the growing body of evidence indicating there is a lack of "perfect honesty" in instances where the feeling of dishonesty is significant (Bilen & Matros, 2020). It is supported by Ismail & Yussof (2016), stating that exam cheating is immoral academic behavior, but the consequences extend beyond the classroom, as students who cheat impulsively may continue to act unethically once they enter the workforce.

A study from Abdelrahim’s research (2021) states that bad habits are probably because students feel they did not understand, did not know the answers during the online test, were lazy to read the material, and did not review their lessons beforehand, which causes students to dare to cheat. Students cheat because they have a lot to gain and think that if they do not cheat, they will almost certainly fail the class (Bilen & Matros, 2020). A study by Day et al., (2011) highlights that when students' awareness is low and they work in a high-performance culture environment, they are more likely to justify cheating.

In this case of cheating behavior, it is necessary to take action from the teacher regarding the student's bad habits, one of which is the teacher's attitude in giving punishment or action. According to Farnese et al., (2011), cheating behavior is a crucial problem to be investigated and overcome because it shows students' ethical behavior. Based on research from Meng (2008) inclusion is first of all attitudes, values, and belief systems, not actions; the positive attitude of school teachers is the key to being seen as an important prerequisite for successful inclusion. According to Gourneau (2012), there are five attitudes of teachers towards students in the learning process, namely: (1) showing concern and kindness; (2) sharing responsibilities; (3) being sensitive to accepting diversity; (4) improving individual instruction; and (5) encourage creativity.

Research that investigates teachers’ attitudes in online English learning has been broadly conducted. First, the research was conducted by (Vučković, Peković, Blečić, & Đoković (2020), this study aims to determine the attitudes of students and teachers toward cheating in assessing student performance. This research was conducted at the University of Montenegro. The results of this study suggest that it is necessary to work on fraud prevention by discussing its consequences (especially long-term ones, which are not discussed much in the comments), by studying ethical reasoning, and by developing functional learning strategies to prevent fraud.

Second, the research about cheating behavior was conducted by Abdelrahim (2021) and Salsabila et al., (2021) this study aims to identify the effect of COVID-19 on students who cheat during online exams (e-cheating). This research was conducted at the University of Bangladesh in 2020. The results of this study indicate that the effect of the COVID-19 quarantine period is that students feel stressed and anxious, so they do not hesitate to cheat during online exams to maintain their GPA scores. Several situational factors, including; peer pressure, academic pressure, and parental expectations, have influenced online exam cheating among students.

Then, a previous study conducted by Ismail & Yussof (2016) examines the cheating behavior of accounting students at public universities in Malaysia. This study indicates that the students admitted that they cheated during the exam, especially male students (65.3%) because they tended to justify cheating behavior. Based on the effectiveness of preventing cheating, accounting students from the cheater group stated that punishment was the most effective fraud deterrent, while non-cheaters felt guilt was the most effective measure. Therefore, university top management needs to consider disciplinary action against cheaters that cheating behavior is an immoral act and should be punished without exception.

However, research examining teacher attitudes towards student online cheating is still limited. Although there has been a lot of research on cheating and teacher attitudes, little research has been done on teacher attitudes regarding students' cheating habits, especially on online English tests. Based on the apparent shortcomings of previous studies, we must fill in these gaps. Then, this study aims to determine the teacher's attitude toward students who cheat on an English online test. Therefore, the researcher raises this problem through this paper, "Teachers' Attitudes on Students Cheating Behavior in English Online Tests".

## Reasons for Choosing the Topic

Researcher conducted this study because many students used distance learning with negative things, one of which is cheating during online tests, especially in English. Therefore, there is a need for further research on the attitude of teachers when the find out that their students have a habit of cheating on online tests during the pandemic, especially in English. In response, it is hoped that further research can provide a way out for teachers by knowing how teachers' attitudes toward students cheating behavior in English online tests.

## Research Question

The writer considers that it is crucial to make the statement of the problem before conducting the research as follows:

“What is the teachers’ attitude toward students’ cheating behaviors on English online tests?”

## Research Objective

The purpose of this study is to find out the attitude of teachers when the teacher found out the students are cheating on English online tests. Based on the research problems above, this study aimed to determine the teacher's attitude toward the habit of cheating students on the English online tests.

## Significance of the Study

Theoretically, this research is expected to increase readers' knowledge, including teachers, so that they can take firm action or attitude when they find out students cheating on online tests, especially in English. In addition, other researchers can use this study as an additional reference. Professionally, it can positively impact other researchers for further research on teachers' attitudes toward students cheating behavior in English online tests. Practically this reason can be information for other teachers to address the habit of cheating students in online tests, both in English subjects and other subjects.

## Scope and Limitation of the Study

There are many potential challenges in distance learning to learn. The focus discussed in this study is only on teachers' attitudes toward students cheating behavior in English online tests. The participants involved in this study are Junior High School teachers from one of the favorite schools in Garut. Then, the teachers become the focus participants and the main data in this study.

## Research Methodology

This research method is qualitative. Moreover, this study employed qualitative research methods for data collection through interviews to reach depth information. According to Creswell (2012), qualitative research is more concerned with evaluating study participants than with the researcher’s findings in the literature. Concerning the qualitative research, this study applied a case study research design.

## Definition of Terminologies

The following are the definitions of terms that are mostly used in this study:

1. Cheating behavior is a type of academic misconduct that has become a serious concern among university students; exam cheating is a global problem (Ismail & Yussof, 2016).
2. A teacher is one who instructs or assists students in the learning process, and the problem is an issue or anything that is unpleasant or detrimental and must be dealt with and overcome. The word "teacher's problems" refers to a problem or situation that the teacher is experiencing (HakiElimu, 2008).
3. Hemisevis and Hodzic (2011) explain that attitude is a picture of a person's personality that is born through physical movement and thought responses to a situation or an object.
4. According to Wibawa et al., (2018) online test is a national test in the sense that students can work on questions by randomization or not even though they choose the same number, and the online test takes the test without using a paper process, or it can be called a Computer Based Test (CBT) or Computer Assisted Test (CAT).