CHAPTER I

INTRODUCTION

A. Background of Study

Recently, many teachers or lecturers evaluate student's learning outcome by giving an extended task in the form of paper writing. According to Brown,"During the last fifteen years, there has been a steady change in emphasis from examination-based assessment to the continuous assessment of coursework." [1] This statement is commented by Dawson and Overfield, they said, "one of the prime reasons of this shift is to assess both subject-specific and generic skills in order to ensure fulfillment of learning outcomes, while examination is admitted often assess only a limited range of skills".[2] In State Institute of Islamic Studies Sunan Ampel Surabaya (IAIN), for instance, the lecturers often give task in the form of written assignments as the formal examination to assess students such as paper mills, essays, proposals, reports, theses, and dissertations.

On the other hand, according to the researcher, the advance of technology recently provides plenty of accessible materials that are easily downloaded from internet. It makes the students easy to get sources and learn materials for the sake of their written assignments.

---

[1] Brown, G. "Assessment: A Guide for lecturers LTSN Generic Centre Assessment Series No3". 2001, (http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=3, accessed on May 10, 2006), in the research journal of Maureen M. Dawson – Joyce A. Overfield, *"Plagiarism: Do Students Know What It Is?"* Bioscience Education e-journal, Volume 8: November 2006,(http://www.bioscience.heacademy.ac.uk/journal/vol8/beej-8-1.aspx , accessed on December 19, 2011), 3.

[2] Maureen M. Dawson – Joyce A. Overfield, *Plagiarism*.......... 3.

1

As the consequence, the opportunity to plagiarize from books, journals, articles, essays, and theses is easier too. It is proven by some plagiarism incidents occurred both in foreign and domestic academic institutions. In foreign institution, for instance, Professor Donald McCabe, leading expert in academic integrity, conducted a research over 4500 high school students in May 2001 found, "72% of students reported one or more instances of serious cheating on written work", and "52% had copied a few sentences from a website w/o citing the source".[3] In Indonesia, a doctoral degree graduation from ITB, MZ, was proven plagiarized his paper and dissertation. As the consequence, the department took away his doctoral degree.[4] In addition, Pong S Azhar or Syaiful S Azhar MS from UGM plagiarized Nurhasim's paper (LIPI researcher) and admitted it as his own. For this case, professor senate of UGM cancelled his doctoral degree.[5] Recently, a lecturer from UIN Syarif Hidayatullah plagiarizes and claims the thesis of his student, Sarika, as his research report. In the same university, another lecturer also plagiarizes Muhammad Sidik's thesis as his article in journal.[6]

Moreover, plagiarism is also claimed occurs at IAIN Sunan Ampel Surabaya. Dra. Wahidah Zain Br. Siregar, MA., Ph.D., Dean Assistant 1 of Dakwah Faculty,

---

[3] Prof.Arief Furqan,Ph.D. "Plagiarism". (Handout presented at the annual workshop *"Against Plagiarism in Academic Writing"* in PBI, IAIN Sunan Ampel Surabaya, on May 12, 2010), 1-2.

[4] (http://edu-kasi.kompas.com/read/2010/10/15; Running News TVONE, 18/04/2010).

[5] Mulyana, *"Pencegahan Tindak Plagiarisme Dalam Penulisan Skripsi: Upaya Memperkuat Pembentukan Karakter di Dunia Akademik"* (*Cakrawala Pendidikan.* Edisi Khusus Dies Natalis UNY. Mei 2010. Tahun XXIX), 61.

[6] IBOEKOE, "Dugaan Plagiat di PTN Diselidiki: Pemerintah Bergantung pada Laporan Masyarakat", June 16, 2012; "Karya Ilmiah Harus Dipublikasikan". June 8, 2012, Kompas. (http://indonesiabuku.com/?p=12802, 12804, accessed on June, 14, 2012).

stated that most of the students at Dakwah have been frequently plagiarized their assignments. She found some plagiarism incidents among students such as most of them admit other ideas as their own by using "in my opinion", they use too many ideas from others but almost no idea from themselves, and some have problem with referencing.[7] Moreover, the same problems are also faced by Masdar Hilmi, Ph.D., The Assistant Director of Pasca Sarjana IAIN. He stated that plagiarism also occurs in Post Graduate students' assignments. Furthermore, Mohammad Syaifuddin, M.Ed., one of English Education Department (PBI) lecturers, informed that he had ever found some PBI students' thesis proposals were duplicated from other university thesis provided in internet and some found failed in putting down the sources. Besides, according to some information stated by some lecturers who often give students paper writing tasks, it can be concluded that they ensure their students often plagiarize their assignments.[8]

Whereas, the punishments for the plagiators in UU No.20/2003 are severe as the following:

1) *"Lulusan PT yang karya ilmiahnya digunakan untuk memperoleh gelar akademik, profesi, atau vokasi, terbukti merupakan jiplakan, dicabut gelarnya (pasal 25 ayat 2)"*. It is translated: "if the graduation of a college whose paper

---

[7] Wahidah, *"Plagiarism dan Distorsi Tujuan Mahasiswa"*, November 16, 2011 at 9.44 am, (http://www.iain.sunan-ampel.ac.id, accessed on December 14, 2011).

[8] Siti Asmiyah, M, Tesol., Sigit Pramono Jati, M.Pd., and Rakhmawati, M.Pd., personal interview, on April 16, 2012.

which is used to get academic title, profession, or vocation is proven plagiarism, his/her title will be withdrawn (paragraph 25, section 2)".

2) *"Lulusan yang tersebut pada pasal 25 ayat 2 dipidana dengan pidana penjara paling lama dua tahun, dan atau pidana denda paling banyak Rp. 200.000.000,-".* It is translated: "the graduation who is mentioned in paragraph 25 section 2 will be punished in jail up to two years, and or punishable by fines up to Rp. 200.000.000,-".[9].

Moreover, to prevent the plagiarism cases that most likely occur at IAIN, most of the lecturers often warn students not to plagiarize and some of them give the assignments back to students if those are plagiarism. At PBI, the department has conducted some safeguards such as workshop against plagiarism for fourth semester students as the practicum which is conducted annually. In addition, based on the researcher's experience, some lecturers like Siti Asmiyah, M.Tesol, and Silfia Asningtias, M.A also often inform about plagiarism and drill the students to practice paraphrasing, citing, and summarizing in the class. Furthermore, to prevent plagiarism, most of departments have made a handbook as the guidance to write a thesis and even, all students who propose a thesis and dissertation also must credit a kind of declaration or *"pernyataan"* that their works are not plagiarism.

That becomes the problem, are ample strategies that have been administered really effective to reduce plagiarism among students? And then is there really any plagiarism in the students' paper writing? What are indeed the forms of plagiarism

---

[9] Mulyana, *"Pencegahan Tindak Plagiarisme*......... 65.

that most likely occur in students' written works? And what are the causes that underlie students to plagiarize? It needs more investigations to find out the findings of a series of problems dealing with plagiarism above through a research. Unfortunately, there is still no any research regarding plagiarism disclosure at IAIN. Whereas, this problem indeed has long been the crucial phenomena in academic institutions even it has been such a hobby of many students. If it is not overcome soon, it will threaten the academic integrity in IAIN. As one editor of a scholarly journal commented,

> "Incidents of plagiarism in science corrupt the soul of the perpetrator ... Erode the integrity of the discipline, and diminish the esteem of science in the minds of the general public. If plagiarism in science were allowed to become widespread, science would ultimately be destroyed".[10]

From above statement, the researcher concludes that plagiarism and various forms of academic cheating are prohibited in many academic institutions since it may ruin the originality that becomes the core of academic value. For many scientists, the originality is what makes the whole job of scientists to be valuable.

Based on those reasons, the researcher is eager to conduct a research to reveal plagiarism at IAIN that in this occasion is going to be conducted at English Department because of some reasons:

First, almost the paper assignments given by the lecturers must be written in English. Automatically, there are more burdens for the students rather than other

---

[10] Betts, D. *"Retraction of an Article Published in The Canadian Journal of Physics"* (Canada: Canadian Journal of Physics, 1992) in the book of Diane Pecorari, *"Academic Writing and Plagiarism: A Linguistic Analysis"*, (London: Continuum International Publishing Group, 2010), 1.

departments in IAIN because they must accomplish the assignments in second language. It means that they need more effort not only to understand the references in English but also to be capable of writing the materials for their assignments in English. In this situation, generally students prefer to take "a short-cut" to accomplish their assignments, it is appropriate with current research of Knight, Macdonald, and Carroll in 2001 and 2006 which proves many students do not enter university courses with sufficient skills such as an ability to read theoretically "dense" texts, summarize key ideas in more complex reading, incorporate their own voice into work, reference and citation skills, grammar, vocabulary and general language competence issues, write a sustained argument more than 2,000 words, and have problems using terminology in various disciplines correctly to complete higher education degrees successfully.[11] Thus, plagiarism may become the solution. To reveal plagiarisms in PBI students' paper writing, it needs a research. There is still no any research dealing with plagiarism at PBI. Despite of many admissions from the lecturers regarding the plagiarism existence in students' works, yet those are just claims that need trustworthiness through a research.

Second, conducting a research concerning plagiarism also includes in the field of language. According to Pecorari, plagiarism is basically a problem with language

---

[11]Suterland-smith Whendy, *"Plagiarism, the Internet and Student Learning: Improving Academic Integrity"* ,Taylor& Francis e-library, 2008, (http://www.library.nu accesssed on October 29, 2011), 182.

in use such as referencing, paraphrasing, citation, and summarizing.[12] These aspects are in accordance with the material of "Writing" and "Reading" in PBI. This study focuses on the depth analysis dealing with plagiarism in students' proposal because of the guiltiness in using language competence issues/aspects. Thus, it can also evaluate the students' writing and reading capability. At last, conducting this research is compatible with the vision and mission of PBI that the graduation must be able to conduct a research and write a thesis in the field of language.

Third, based on the previous plagiarism study, like what the researcher uses for this present study such as Mulyana, Lauren Breen and Margaret Maasen, Herman Maurer and Bilal Zaka, Maureen M.Dawson and Joyce A. Overfield, most of the analysis of these studies do not include the forms of plagiarism in details. Some particular topics as their focus for their research are about plagiarism prevention, detecting plagiarism through plagiarism detection tools, and students' perspectives regarding plagiarism. In short, most these studies are focused on technical way to reduce plagiarism, yet the discussion of plagiarism indicators or forms is not specifically discussed here. In this study, the researcher tries to reveal the forms of plagiarism in students' paper writing in more details that will be analyzed based on approaches or formats of writing style or "*tata cara penulisan*".

---

[12]Diane Pecorari, "*Academic Writing and Plagiarism: A Linguistic Analysis*" (London: Continuum International Publishing Group, 2010), 1.

Fourth, there is still no patent policy on plagiarism made by the department that is applied to PBI students and lecturers so that it can cause many interpretations appearing in students or lecturers which can be misunderstood for both.

Fifth, although plagiarism has long been general problem, it is easier to conduct this research in the researcher's own department (PBI) because it will be more accessible and easier for the sake of getting the data.

Finally, based on some reasons above, the researcher arouses to conduct a research concerning plagiarism at PBI. The research will be administered through an analysis of PBI students' paper writing in seminar proposal. At the least, the findings are expected to: 1) give insight for department to make patent policy on plagiarism and its consequence that apply to students; 2) initiate the possible strategies to reduce plagiarism at PBI and IAIN; 3) give insight for other departments at IAIN to conduct and develop the some study; 4) realize the academic honesty (objective, original, and responsible) in academicians' written works.

B.   Statement of the Problems

The main research problem of this research is to investigate plagiarism that most likely occurs in seminar proposal by eighth semester students of PBI. Further questions that underlie this research are formulated as follows:

1.   Is there really any plagiarism in seminar proposals by eighth semester students of PBI?

2.	What are the forms of plagiarism that most likely occur in seminar proposals by eighth semester students of PBI?

3.	What are the students' perceptions of plagiarism?

## C.	Objectives of the Study

Related to the research questions, this research was aimed to:

1.	Find out the certainty of plagiarism incidents in eighth semester students' seminar proposals.

2.	Find out the forms of plagiarism occurring in seminar proposals by eighth semester students of PBI.

3.	Find out the students' perceptions of plagiarism.

## D.	Significance of the Study

Since the research which is aimed to reveal the plagiarisms in seminar proposal by students of PBI is still rarely conducted or even unthought-of, hopefully the findings will provide insights for: 1) the lecturers, to be more aware and strict in giving paper writing tasks and conduct a continuous practical guide for the students on the definition of plagiarism, the forms, and strategies for its avoidance; 2) the students, may widen up their knowledge towards plagiarism and make them willing to avoid it; 3) the department, to make more strict policy toward plagiarism incident such as make patent, clearer, and more complete rule in a handbook as the guidance to write a paper writing, thesis or so and give strict penalty for the plagiators and

maybe insert curriculum "character building" since plagiarism is also considered as academic fraud.

Moreover, the outcome of this research is expected to be beneficial to enrich the academic treasure especially the literature and recent information regarding plagiarism in the field of language teaching and linguistics so that any possible preventions and strategies can be realized soon. Eventually, the academic honesty is also hoped to be realized in this academic life.

E.   Scope and Limitation of the Study

This study focuses on the forms of plagiarism which are synthesized from some theories of research resources at *plagiarism.org*, previous plagiarism study of *Mulyana*, and policy on plagiarism made by *The university of Melbourne* and *Claremont Graduate University*. It will be explained further in chapter II. Considering the difficulty in searching or collecting the data because this study is sensitive case, the researcher limits on the analysis of plagiarism forms in seminar proposals by eighth semester students of PBI year 2012 and for those who allow their seminar proposals to be analyzed. Moreover, they are more accessible than other students from other departments. It will be easy for the researcher to obtain the data from the writers of proposal directly through interview for the sake of getting information about sources that they take for their proposals.

F.   Definition of Key Terms

The definitions are intended to avoid the ambiguity in understanding some terms used in this study. These are the following definitions:

1) **Plagiarism** is stated in policy on *Academic Honesty* and *Plagiarism* of the University of Melbourne as "The use of another person's work without acknowledgement".[13] As the researcher interpreted, the term "work" means all the creations of someone in various forms, such as written works like ideas, arguments, and data compiled in the book, article, thesis, a research report, dissertation, and so forth. Another can be in the form of art works like a song, lyric, painting, film, picture, dance, sculpture and many more. In technology, "work" can be a creation or invention such as computer, transportation, and computer programs.

2) According to Caroll, "**Plagiarism** is defined as passing off someone else's work, whether intentionally or unintentionally, as your own for your own benefits". [14]

3) In this study, **plagiarism** is defined as taking material that is written by another without proper acknowledgement whether intentionally or unintentionally, so that it's look like one's own. Improper acknowledgement that causes plagiarism

---

[13] The University of Melbourne, *"Language and Learning Skills Unit: Avoiding Plagiarism"* Swanston Street: The University of Melbourne,(www.services.unimelb.edu.au/llsu, accessed on October 15, 2011), 3.

[14] Carroll, J. *"A Handbook for Deterring Plagiarism in Higher Education"* (Oxford: The Oxford Centre for Staff and Learning Development, 2002), in the journal article of Maureen M.Dawson and Joyce A. Overfield, *"Plagiarism: Do Students Know What It Is?"*, Bioscience Education e-journal, Volume 8: November 2006, (http://www.bioscience.heacademy.ac.uk/beej-8-1.pdf, accessed on December 14, 2011).

here includes error in paraphrasing, problem with referencing, and direct copy or duplications.

4) **Seminar proposal** is the final assignment of the lecture "Seminar on Language and Language Teaching" that is compulsorily made by students who take the class. This material is taken on two credits. To enroll this class, the student must pass the lecture "Research Method" and skill lectures such as Vocabulary, Structure 1-4, Listening 1-4, Speaking 1-4, Reading 1-4, and Writing 1-4. The goal of this lecture is to make the students understand and be able to apply a research concept on language and language teaching. The students are taught to practice and compile a thesis proposal and the technique to present it. It is aimed for the students to prepare thesis proposal and thesis. Moreover, the seminar proposal is also appealed to be submitted for thesis proposal.[15]Moreover, the seminar proposal that is used in this study is in the form of "soft copy" or "file" from eighth semester students who allow their proposals to be analyzed by the researcher.

5) **"Viper"** is free software for detecting plagiarism located at www.scanmyessay.com. This tool provides an online scan of resources in internet and a cross-peer check. All words per words in the seminar proposal will be checked against global databases. These tools will highlight/mark phrases, words, sentences, and paragraphs in proposals that are similar with other

---

[15]Siti Asmiyah, M.Tesol, secretary of PBI, Personal Interview, on April 16, 2012 at 11.20 am and taken from syllabus of proposal seminar and from Panduan Penyelenggaraan Pendidikan Program Strata 1 (S1) published by IAIN Sunan Ampel, 2010.

links. Direct duplications can be monitored by this tool. Otherwise, translations and paraphrases cannot be detected.[16]

6) **"Dogpile"** is multiple search engines located at www.dogpile.com. The researcher will do manual searching of characters in proposals. It means that the researcher selects some phrases or sentences that are suspected as plagiarism, for instance the pattern of sentences that is too sophisticated for students and not detected by "viper", so it must be checked using this service. These phrases are then searched across the internet using multiple search engines like "google", "yahoo", and "bing".[17]

7) **"Book finder"** or usually called "e-book library" means the websites which provide a service to search various books based on the category in internet and they can be downloaded freely. There are some websites such as *en.bookfi.org,* and *www.avaxhome.ws* that have been benefitted by the researcher during the research. They were used to check the suspected plagiarisms in students' proposals with the books that had been plagiarized.[18]

8) **Students Perception** that is inquired in the third research problem is defined as the students' way of thinking and understanding about what is constituted plagiarism, consisting of the definition of plagiarism, its indicators, the guiltiness of plagiarism, difficulties in writing to avoid plagiarism and their solutions, why students plagiarized, and student suggestions for course improvement.

---

[16] www.scanmyessay.com
[17] www.dogpile.com
[18] http:// en.bookfi.org/; http:// www.avaxhome.ws/, accessed on September 11, 2012.

9) **English Education Department (PBI).** English Education Department or familiarly called "PBI" is department of English Education in Education Faculty (Tarbiyah Faculty) in IAIN Sunan Ampel Surabaya. PBI is specialized for teaching English and linguistic. It is included a new department in IAIN as it is first developed in year 2005. As the requirement for graduating from this department, the students must conduct a research and write a thesis regarding English language for teaching and linguistics.

G.   Research Report Writing Organization

The discussions of the thesis are detailed into section summary below. It is purposed to make the readers easier to understand the discussions in this thesis.

CHAPTER I: INTRODUCTION

This chapter contains seven sub-chapters included background of the study, statement of the problems, the purposes, the significances, scope and limitation, definition of key terms, and the research report writing organize.

CHAPTER II: REVIEW OF RELATED LITERATURE

In the chapter two, the researcher elaborates the theories underlie this study included the definition and types of plagiarism, the rules about acknowledging sources, also the definition regarding seminar proposal and profile of PBI, then some previous studies dealing with plagiarism research.

CHAPTER III: RESEARCH METHOD

This chapter provides the information of the researcher's method that is used in this study. It includes the research design, source of data, the technique to collect the data, the instruments that are used to collect the data, and procedure of data analysis.

CHAPTER IV: FINDING AND DISCUSSION

This chapter elaborates the findings of the research and discusses about the analysis of data finding with the theory.

CHAPTER V: CONCLUSION AND SUGGESTION

This is the last chapter in this thesis. It provides the conclusion and some suggestions.