

CHAPTER III

RESEARCH METHOD

A. Research Design

“Research design is a plan or a concept made by the researcher for the plan of action that will be conducted”.³⁴ This study uses explanatory approach, i.e. research that emphasizes disclosure of the cases in certain scope and in particular issues. The disclosure is conducted comprehensively, integrative, deeply and sustained. This model is used directly as it can solve a problem practically.³⁵

Typically, this study is descriptive qualitative research. According to Bogdan and Taylor cited by Lexy J. Moloeng, Qualitative method is “a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed.” According to them, this approach is purposed to seek the understanding of a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric of analysis data.³⁶

In short, qualitative research is to obtain meanings or to understand in depth the indications, incidents, facts or certain problem regarding social phenomenon and humanity with its complexities. It is not aimed to explain the correlation of variables

³⁴ Suharsimi Arikunto, *“Prosedur Penelitian Suatu Pendekatan Praktek”* (Jakarta: Rineka Cipta, 2002), 51

³⁵ 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, accessed on November 28, 2011), 65.

³⁶ Lexy J. Moleong, "*Metodologi Penelitian kualitatif (edisi revisi)*" (Bandung : PT Remaja Rosdakarya, 2010), 4.

or to prove the cause-effect of certain problem. The key to do such research is the richness of data and various perspectives because it will be used to seize the focus of problem comprehensively.

In this study, the phenomenon that had been observed was plagiarism incidents done by the students in their seminar proposal. The researcher analyzed deeply the forms of plagiarism in seminar proposal by eighth semester students in PBI. To obtain the data, the researcher conducted document study and in-depth interview. Then, the result of analysis was tested for reliability and validity through triangulation, and finally the researcher withdrew conclusion for the findings.

B. Setting of the Study

The research was administered in English Education Department or familiarly called “PBI” at Education Faculty (Tarbiyah Faculty) in IAIN Sunan Ampel Surabaya. It is located in Jl. A.Yani 117 Surabaya.

PBI includes a new department in IAIN as it is firstly developed from year 2005. This department has a vision, that is, to be English Education Department that has popular level best in the field of education and development of language, research, and society dedication with Islamic basic. Besides, it also has a mission includes: creating the students become English teacher's to be who have high quality,

The data of this study was taken from seminar proposals by seventh semester students, who are eighth semester in this semester, in the class of Seminar on Language and Language Teaching. There were four classes of Seminar Proposal lecture. Yet, the researcher did not take all proposals from the whole classes, the researcher just took some proposals which had been allowed by the authors to be analyzed by the researcher. The research was administered in the beginning of June up to July 19, 2012.

C. Data and Source of Data

The primary data of this study are the forms of plagiarism in students' seminar proposals. The secondary data are the students' perspectives on plagiarism. The primary data were obtained from seminar proposals of eighth semester students at PBI year 2012. The sources of data were books, e-books, theses, dissertations, research reports, and articles whether from internet or in libraries as long as they were compatible and related to forms of plagiarism that were being investigated. While the secondary data were obtained from the writers of the proposal and some students of PBI.

To analyze the data easier, the researcher needs sample. But, indeed in this study, there is no specific, counted, or fixed sample like in the quantitative research. The most important thing dealing with sampling here is not about how many and how representative the samples are but it depends on how deep we can obtain the total picture of the plagiarism problems occurred in seminar proposals. So, we cannot fix

look for the sources to the previous writer of the same study who was accessible.

The second interview for asking students' perceptions regarding plagiarism was conducted after analyzing plagiarism in students' seminar proposals was over. It included some questions dealing with their understandings of plagiarism, the difficulties they had with avoiding plagiarism when they wrote, causes of why they plagiarized, how they had learned to write without plagiarizing, their opinion dealing with consequence about the guiltiness of plagiarism that they had ever done and also their suggestions toward plagiarism incidents in their institution (see appendix 2).

E. Data Collection Technique and Data Analysis

There were two kinds of data collection techniques used in this study to obtain the data, consisting of document study and in-depth interview.

1) Document study

The findings for the first and the second research problems were gained through documentary study.

*"Studi dokumen atau teks merupakan kajian yang menitik beratkan pada analisis atau interpretasi bahan tertulis berdasarkan konteksnya. Bahan bisa berupa catatan yang terpublikasikan, buku teks, surat kabar, majalah, surat-surat, film, catatan harian, naskah, artikel, dan sejenisnya."*⁴³

⁴³ Mudjia Rahardjo, "Jenis dan Metode Kualitatif". 2010. (<ftp://ftp.qualisresearch.com/pub/qda.pdf>, accessed on September 11, 2010).

In this phase, the researcher collected seminar proposals from students. The researcher asked students' permission directly to allow their proposals to be analyzed then asked their proposal's file. Next, the copies of seminar proposals were analyzed through studying the content of proposals. It was aimed to investigate the forms of plagiarism inside.

The researcher has just been able to collect ten seminar proposals from all students who have ever joined the class of seminar proposal. In fact, the researcher intended to analyze proposals as many as possible to reveal all the forms of plagiarism that had been decided before but this intention was inhibited by some obstacles.

First, to ask students' permission was very difficult. Most of them did not allow or disagreed if their seminar proposals were used as the object of the researcher's study. However, the researcher had tried to ask their permissions politely and said to them that it was aimed only for the sake of study about plagiarism in positive purpose. It means learning to find out the forms of plagiarism in proposals concretely and then synchronize with the theories about plagiarism. In addition, it was also informed to them that their name as source of the research in the data finding display will be concealed. However, they still objected the researcher's request. From their responses, the researcher could assume that they were afraid of being judged as "plagiaters". The second obstacle was the difficulty to see eight semester students directly in the campus.

Finally, the researcher had just collected ten seminar proposals from some close friends. The close relationship made the researcher was easy to get the data. The researcher asked their permissions via SMS (short message service) and they gave their proposal files through a direct meeting and e-mail.

From ten seminar proposals that had been successfully collected, the researcher was able to analyze six seminar proposals. It was caused by the long time in analyzing on each proposal. Some problems also appeared such as the cost and energy. However, it did not neglect the feasibility of the research. From six proposals analyzed, most of the forms of plagiarism could be revealed except one form. It is knowledgeable because this form might have never been done for its infrequency in the rules of writing in IAIN.

In addition, the researcher also investigate the content of some written materials such as books, e-books, theses, dissertations, journals, interview transcriptions, and websites which are related to the incidents of plagiarism in proposals. It was purposed to proofread the result of self-analysis in scrutinizing the plagiarism forms within proposals. This technique was used to answer the first and the second question.

2) In-depth interview

As the way to obtain the data of students' perceptions regarding plagiarism in the third question, the researcher conducted **in-depth interview** to students. As Opie stated, "it is the best way to obtain more detail

information".⁴⁴ The researcher interviewed the students whose seminar proposal was proven plagiarized and some close friends whose proposals were not analyzed. The students were asked open-questions included their understandings of plagiarism, the difficulties they had with avoiding plagiarism when they wrote, and how they had tried to write without plagiarizing. For the students whose proposals were analyzed, they were also asked about their motives and ideas regarding the topic of proposal that they submitted and the information of why students tend to plagiarize. In addition, in this phase, the researcher also asked the sources that had not been gained from internet to the writers of proposals directly and/or to the prior writers (the acquaintance of the researcher) whose papers were used as the students' previous studies. It was done by sending SMS and through Facebook chat to ask and/or borrow those sources.

In conducting interview, there were some ways. It was directly conducted face to face when the researcher met them at the campus and there was a friend who was invited by the researcher to meet in a very relax situation like having lunch in the canteen while having informal chat.

Overall, these interviews were done informally in order that the interviewees did not realize that they were being interviewed and investigated. So, the students could explore their ideas, feeling, insights, expectations, or

⁴⁴ Clive Opie, *Doing Educational Research: A guide to first time researchers* (London: SAGE Publications, 2004), 111.

analyzing the data. Before the data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose. This definition is in which is also called “anticipatory” depicted in the figure.

In fact, deciding forms of plagiarism also occurred in this phase. For the first technique, the researcher decided the forms of plagiarism which had been synthesized according to some theories regarding plagiarism that the researcher understood and agreed with. The researcher divided the indicators of plagiarism into two general forms, *source cited and source not cited*. It is explained as follows:

A. Sources Not Cited

1. Exact-Copy Plagiarism

It is also called direct duplication, that is, a word-for-word copy of someone else's work without crediting any sources. The duplications include: *duplicating titles, the photocopy, the potluck paper, the ghost writer (duplicating content, idea, and theory), and duplicating references.* This includes copying from a book, article, web site or another student's assignment.

Table 1.
Forms of plagiarism

Exact-Copy Plagiarism	Indicators
Duplicating titles	<p>The similarity of title because of the same topic.</p> <p>Example:</p> <ol style="list-style-type: none"> 3) <i>The Use of Ice Breaker Activity to improve student's motivation in Learning English at SMAN 1 Singaradja.</i> 4) <i>The Importance of Ice Breaker Activity to improve student's interest in Literature Class at EED IAIN Sunan Ampel.</i> <p>Essentially, this duplication is obvious. The writer just copies and pastes the title and it is slightly changed such as: "the use" and "the importance"; "the motivation" and "interest", and also the object and setting. It can be assumed that the content could have been same or similar.</p> <p>In fact, there is a certain requirement for this category. A work which is categorized into this form is when the content including the arrangement of the statements and the theory is similar. It also can be called duplication. To give more understanding, here are other examples:</p> <ol style="list-style-type: none"> 1) "Penggunaan Bahasa Jawa Dialek Banyumas di lingkungan kantor pemerintahan Kebumen" 2) "Register Politik di kantor-kantor pemerintahan desa di Kabupaten Bantul" 3) "Register SMS Mahasiswa Jurusan Pendidikan Bahasa Daerah FBS UNY: sebuah kajian Sociolinguistik". (cited from Mulyana, 2010). <p>Taking the same field as the focus of study is susceptible toward</p>

	<p>duplications.</p>
The photocopy	<p>The writer copies word-for-word significant portion of the material/text/idea directly from a source without alteration.</p> <p>Example:</p> <p>original text</p> <p><i>“during the last fifteen years, there has been a steady change in emphasis from examination-based assessment to the continuous assessment of coursework.”(Brown, 2001)</i></p> <p>Plagiarism</p> <p>During the last fifteen years, there has been a steady change in emphasis from examination-based assessment to the continuous assessment of coursework.....(continued to other statement)</p> <p>If this statement is used in one’s writing without crediting the source, it is immediately included plagiarism.</p>
The Potluck Paper	<p>A copy from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing so that it looks like his/her own argument.</p> <p>Example:</p> <p>Recently, many teachers or lecturers evaluate student’s learning outcome by giving an extended task in the form of paper writing. <i>During the last fifteen years, there has been a steady change in emphasis from examination-based assessment to the continuous assessment of coursework. One of the purposes 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.</i> Besides, it is also affected by the advance of technology that provides plenty of accessible materials that are easily downloaded from internet.</p>

	<p><i>comprehensively, integrative, deeply and sustained. This model is used directly as it can solve a problem practically.</i></p> <p>This is plagiarism because the rest of the statement is not cited. In fact, above statement is Mulyana's including in italic, but the writer tries to disguise the reader through hiding the source of the rest statement.</p>
Source plagiarism	<p>Material taken from one author that has been gathered from another. The writer does not give the author from whom the material is taken. It should be indicated in the footnote where the writer found the material.</p> <p>Example:</p> <p><i>According to Brown (2001), "during the last fifteen years, there has been a steady change in emphasis from examination-based assessment to the continuous assessment of coursework."</i></p> <p>Actually, this statement (Brown's) is from the research article of Dawson and Overfield on page 3 (the writer has this article). Indeed, the writer does not have the Brown's book. So it should be explained that Brown's statement is taken from Dawson's and Overfield's research article. It will be considered as plagiarism unless it is put in footnote or directly explained in preceding the statement borrowed.</p>
The Forgotten Footnote	<p>The author's name is credited as the source but the writer neglects to give other specific information completely like the location of the material referenced. The writer blurs the source to make difficult to trace the source.</p>
The Too-Perfect Paraphrase	<p>The writer copies word-for-word of an author's argument and cites the source properly but does not give quotation marks the argument that has been copied word-for-word.</p>



Source: synthesized from plagiarism.org, Mulyana, The University of Melbourne and Claremont Graduate University.

The next step of data reduction occurred during the researcher was conducting documentary study. It was purposed as the initial step to reveal plagiarisms within seminar proposals. This was the activity of “coding”/ “highlighting” the suspected plagiarisms found in seminar proposals. Some steps done by the researcher are as follows:

a. “viper”

The prior detection was detecting plagiarism using some plagiarism detection tools, such as “viper” and “dogpile”. For the first time, the researcher used “viper”. It provided a general search of Internet resources and a cross-peer check. All words per words in the seminar proposal were checked against global databases. It would highlight/mark phrases, words, sentences, and paragraphs in proposals that were similar with other links. The similarity could be monitored using this tool (see appendix 3 for the example). Otherwise, translations and paraphrases could not be detected. Therefore, the result did not necessarily mean that those were plagiarism. The researcher still needed to investigate the possible plagiarisms in more details.

b. Self-detection

Some appearing problems in seminar proposals still had to be identified in depth and more detail based on four steps according to Elliot, “finding, marking, classifying, and deduction”.⁴⁶ Thus, the researcher had to read, learn, interpret and analyze the appearing problems in depth. Some appearing

⁴⁶ Mulyana, "Pencegahan Tindak Plagiarisme..... 66.

across the internet using multiple search engines like “google”, “yahoo”, and “bing”. Some related links or resources of these characters could be found.

Another way was also done using this search engine if the prior way was not successful. The researcher traced manually some related resources in bibliography like previous studies (another similar paper), books, articles, etc. through this search engine in internet. If they were not found yet, the researcher traced the books in “e-book libraries/book finders” such as *en.bookfi.org* and *www.avaxhome.ws*.

The next, if there was any plagiarism that could not be revealed yet using those ways, the researcher looked for the sources in some libraries in IAIN such as in ELTIS library, PBI Department library, and public library of IAIN. Some sources found in library then were peer-checked with the suspected plagiarisms in seminar proposals.

d. Interview

Otherwise, when those ways were still not successful, the researcher contacted the proposal writers to obtain their motives and ideas regarding the proposal that they submitted. In addition, some sentences that had been suspected as plagiarism were inquired too. Then, some sources that he/she took for the proposal were asked too. If she/he objected to lend the sources, the researcher tried to contact the previous writer of the same study who was still accessible to borrow the intended sources. For instance, to check the contents of proposal entitled "*The Implementation Of 'English Board Games' To Improve*

Students' English Speaking Skill At The Year 8 Of Mts Nurul Hikmah, Surabaya". The researcher did not find two books that had been used by the student such as the book entitled "*Teaching and Learning in The Language Classroom*" by Tricia Hedge, hence the researcher borrowed this book from the writer of student's previous study, namely Lailatul Habibah, S.Pd.I, the graduate of PBI. Moreover, the researcher also asked another e-book entitled "*Doing Action Research in English Language Teaching*" by Anne Burns from a lecturer, Afida Safriani, M.A. In short, these various ways were beneficial to confirm the data whether they were plagiarized or not.

2) Data Display

The next step was classifying the plagiarisms that had been found by some previous ways into the categories of plagiarism decided before. It was presented in plagiarism matrix. (The results can be seen in appendix 4).

3) Conclusion Drawing/Verification

The last step was conclusion or familiarly called deduction, according to Matthew B. Miles dan A. Michael Huberman cited and translated by Basrowi and Suwandi, "*deduksi adalah satu kegiatan dari konfigurasi yang utuh dan membuat rumusan proposisi yang terkait serta mengangkatnya sebagai temuan penelitian*".⁴⁷ It can be interpreted as withdrawing initial conclusion of plagiarism findings based on some evidences that had been found through previous steps. Then, the results of analysis were tested for reliability and

⁴⁷ Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), 209-210.

validity through **triangulation**. It is “an attempt to check the truth of the data or information obtained by researchers from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”.⁴⁸

In this step, the researcher reflected and rechecked the data from documentary study and interview notes/transcriptions. This process also involved consultation with lecturers who were qualified in this study such as Prof. Arief Furqon, Ph.D and Dra. Irma Soraya, M.Pd. It was aimed to get trustworthiness, validity, and reliability of the data and also make a final conclusion of the data that had been analyzed, interpreted, and identified in the preceding process.

Finally, the result of data reduction, data display, the result of interviews which had been transcribed and taken note, and also the result of triangulation process were elaborated in the form of words, phrases, and sentences through a descriptive qualitative. The qualitative descriptive method was used to present analysis along with citations of the original sources and notes of interviews as the evidences and a part of analysis interpretation.

⁴⁸Mudjia Rahardjo, “*Triangulasi dalam Penelitian Kualitatif*”. Jakarta, 2011, (<http://jasaproposal.wordpress.com/2011/06/22/triangulasi-dalam-penelitian-kualitatif/>, accessed on December 14, 2011).