#### 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".<sup>34</sup> 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.<sup>35</sup>

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. <sup>36</sup>

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

<sup>&</sup>lt;sup>34</sup> Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktek" (Jakarta: Rineka Cipta, 2002), 51

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.

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

or to proof 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,

good attitude, adequate knowledge, and ability to teach, conducting an establishment and have high qualified research in the field of language and language teaching.<sup>37</sup>

The requirement to graduate from this department is conducting a research then compiles it in a thesis in the field of language and language teaching. Conducting a research concerning plagiarism in seminar proposal is also included the field of language research. According to pecorari, "plagiarism is fundamentally a specific kind of language in use (a linguistic phenomenon), rather than as a violation of rules or ethical"38. Pecorari adds that plagiarism also can be indicated by poor knowledge of writing and reading skill including paraphrasing, citing, quoting, and summarizing. In short, the deep knowledge of those skills is important for language practitioners to be better in using language. If it is concerned well, the plagiarism can be minimized or even avoided.

Thus, ideally plagiarism in this department should be in depth students' and teachers' understanding then it should affect on the minimum rate of plagiarism in paper writing, but practically it is not. For this reason, the writer is eager to conduct a research concerning plagiarism in PBI since this department focuses on language teaching and linguistic and it also compatible with vision and mission of PBI. In addition, the research concerning plagiarism in such department is still minimal even none like in PBI.

<sup>&</sup>lt;sup>37</sup> Profile of PBI, (http://www.pbi.sunan-ampel.ac.id/, accessed on December 10, 2012)
<sup>38</sup> Diane Pecorari, "Academic Writing...... 1.

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

the sample in advance, we have to find out the variety of plagiarism appeared in the data until it is saturated. In other words, this research needs to dig information as much as possible and deep analysis to seek the plagiarism forms in students' proposals. It is finished when the researcher is no longer find the variety of plagiarism forms in the proposals. In the research method term, it is called "snowball" sampling, that is, "the sampling which is few number in advance but then to be bigger. Like a snowball which rolls continuously, then it is being bigger and bigger."

In fact, the researcher has successfully collected ten seminar proposals, but there were six seminar proposals which had been analyzed. Most of the plagiarism forms that had been decided were revealed. Just one form was not found because it is not commonly occurred among students' writing. Besides, to analyze more proposals, it needs plenty of times, energy, and cost.

The researcher intends to use seminar proposal as the data of the study because it is more applicable for some cases: 1) it is easy to access and contact the writers of seminar proposals for the sake of obtaining some data needed; 2) according to the majority of eighth semester students' admission, the seminar proposals are going to be used for their thesis. Thus, the plagiarism preventions or penalties will be early realized if many seminar proposals are proven plagiarism. It can minimize the plagiarism in thesis writing; 3) the writers of seminar proposal are the students who passed from "Writing IV" and "Reading IV". It is the highest level of Writing and

<sup>&</sup>lt;sup>39</sup> Sugiyono, "Statistika untuk Penelitian", (Bandung: ALFABETA, 2007), 68 and Lexy Moleong......224.

Reading lecture material. Ideally, the students should master in the skill of writing and reading such as paraphrasing, citing, summarizing, and sourcing so that they will make little possibility in plagiarizing their works. Yet, it is not definitely that they have passed those skills and then they write their proposal on the right track. So, it would be interesting object to be researched.

## D. Research Instrument

Each technique/method that is used to collect the data needs an instrument. According to Arikunto, "instrumen adalah alat atau fasilitas yang digunakan oleh peneliti dalam mengumpulkan data agar pekerjaannya lebih mudah dan hasilnya lebih baik, dalam arti lebih cermat, lengkap, dan sistematis sehingga lebih mudah diolah". 40 In short, instrument is a tool which is used by a researcher in using method during conducting the research in order to get the data better. Thus, determining instrument depends on the method used in the research. But the fact that this study is qualitative research. In qualitative research, the instrument of the study is basically the researcher herself because to collect the data and get the sources depend on the researcher. As Lexy stated "the researcher's role is very important toward the scenario of her qualitative research because the overall sources and data of study indeed depend on the researcher. So, the status of the researcher here is complicated

<sup>&</sup>lt;sup>40</sup> Suharsimi Arikunto, "Prosedur Penelitian....... 136.

enough. She is the planner, data collector, analyst, data interpreter, and also her research finding reporter."

However, in collecting the data, the researcher still needed some tools. They were used to assist the researcher's work and the usage of those tools depended on the method used. In this study, the methods that were conducted to collect the data included document study and interview.

## 1) Instrument for document study

In fact, the instrument to collect the soft copy or file of student's proposals to be analyzed is the researcher. The files of seminar proposals were collected from students directly. While the data of the study of the first and the second questions were the forms of plagiarism in students' proposals. The data were collected through documentary study.

In document study, the researcher needed some instruments such as the plagiarism matrix, viper, dogpile, and book finder. Plagiarism matrix contains some columns consisting of the list of plagiarism forms, the indicators of each plagiarism form, example of plagiarism in the students' proposal, example of the real source that is plagiarized, the comment of student's guiltiness, and the way of detection (see appendix 1). This matrix was needed to classify the forms of plagiarisms made by students in their seminar proposals and identify the errors that they made. "Viper" was used to prior plagiarism detection by scanning the file of proposals in internet.

<sup>41</sup> Lexy J. Moleong, "Metodologi Penelitian Kualitatif"......163,168.

Because it was only be able to scan the similarity of wordings, so the researcher needed "dogpile" to trace the possibility of plagiarisms that had not been detected yet by "viper", consisting of the error of paraphrasing, translations, and problem with referencing. "Book finder" means the websites which provide a service to search various books in internet and they can be downloaded freely. There were some websites such as *en.bookfi.org*, and *avaxhome.ws* that had 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.<sup>42</sup>

### 2) Interview

It was in-depth interview, so that the implementation was not once but several times until the data was complete. First interview was conducted during the process of analysis students' proposal. It didn't need any guideline (fixed question) but there were some points of what had been interviewed including students' motives and ideas regarding the topic of proposal that they submitted. In addition, in this phase the researcher also asked the writer to lend the sources that had not been found yet. The way to permit was stated implicitly, for instance "hai, ngomong2 punya buku ini (yang dimaksud) gag? Pinjem dunk?" translated "hi, by the way, do you have this book (intended book)? may i borrow it?". If it was not gotten, the researcher also tried to

<sup>&</sup>lt;sup>42</sup>http:// en.bookfi.org/; http:// www.avaxhome.ws/, accessed on September 11, 2012.

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." <sup>43</sup>

<sup>&</sup>lt;sup>43</sup> Mudjia Rahardjo, "Jenis dan Metode Kualitatif". 2010. (<a href="ftp://ftp.qualisresearch.com/pub/qda.pdf">ftp://ftp.qualisresearch.com/pub/qda.pdf</a>, 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 "plagiators". 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". 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

<sup>44</sup> Clive Opie, "Doing Educational Research: A guide to first time researchers" (London: SAGE Publications, 2004), 111.

attitudes. The researcher also recorded the interviews with cell phone and then it was transcribed later after conducting interviews.

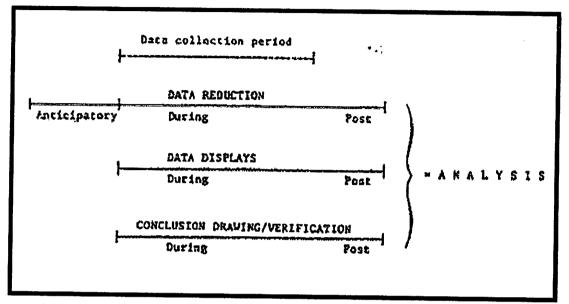
In short, the information from the interviewees dealing with their proposals and also the sources that they lent and/or gave are really beneficial for supporting prior investigation in the first technique, documentary study. It was basically a kind of confirmation to know whether they plagiarized or not and it was very useful for getting authentication (data confirmation) before triangulation. Thus, the interview result indeed was also needed to answer the first and the second question.

It infrequently happens in quantitative research to collect the data while analyze the data. However, it happened in qualitative research. In fact, this study is qualitative research. The process of data analysis occurs simultaneously with data collection. As Creswell; Miles and Huberman stated which is quoted by Professor Denis, "Data analysis is an eclectic process occurs **simultaneously and iterative** with data collection, data interpretation and report writing." In short, while the researcher is collecting the data, the researcher automatically does analysis too. That is why we named simultaneously this sub title as "data collection" and "data analysis" because both of processes cannot be separated. The figure below followed by explanations might give more depiction about the statement above.

Denis McLaughlin, "Qualitative Data Analysis", PPT, School of Educational Leadership, (http://www.library.acu.edu.au, accessed on September 11, 2012).

Figure 2.

Components of Data Analysis: Flow Model



(Taken from the book of Matthew B. Miles and A. Michael Huberman "an Expanded Sourcebook: Qualitative Data Analysis", 1994). Page 10.

The figure above depicts the model of data analysis as well as data collection in qualitative research according to Mathew B. Miles and A. Michael Huberman. They dispart the process of analysis into three phases, consisting of Data Reduction, Data Displays, And Conclusion Drawing/Verification.

## 1) Data Reduction

It is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data from seminar proposal files. In fact, as we see the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as

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	The similarity of title because of the same topic.
	Example:
	3) The Use of Ice Breaker Activity to improve student's motivation in
	Learning English at SMAN 1 Singaradja.
	4) The Importance of Ice Breaker Activity to improve student's interest
	in Literature Class at EED IAIN Sunan Ampel.
	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.
	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:
	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 Sosiolinguistik". (cited from Mulyana,
	2010).
	Taking the same field as the focus of study is susceptible toward

	duplications.
The photocopy	The writer copies word-for-word significant portion of the material/text/idea directly from a source without alteration.
	Example:
	original text
	"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)
	Plagiarism
	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)
	If this statement is used in one's writing without crediting the
	source, it is immediately included plagiarism.
The Potluck Paper	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.
	Example:
	Recently, many teachers or lecturers evaluate student's learning
	outcome by giving an extended task in the form of paper writing.
	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. Besides, it is also affected
	by the advance of technology that provides plenty of accessible
	materials that are easily downloaded from internet.

T
It is also obviously called plagiarism because the writer takes
another's idea (in italic) but does not give the credit. He/she tries to
make his work looked well/perfect by tweaking other ideas and making
it connected each other.
The writer takes another's work and writes it back as his/her own.
The writer duplicates the content (structure and arrangement of text
includes ideas and theories from previous study are same). It occurs
when the title has similarity in the topic. This plagiarism type also can
be in the form of translation from one language to another language of
someone's work.
Copy paste the bibliography/references from the other thesis,
book, article, etc which are the same topic of discussion.

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

# 2. Partial-Copy Plagiarism

Paraphrase	The work may be paraphrased, i.e., the ideas may be borrowed
Plagiarism	though the words are slightly changed but credit is not given to the
	source.
Mosaic plagiarism	The essential content of the source is retained. The paper's
	appearance is altered slightly by changing key words and phrases or
	just switching the sentence and it is presented without citing the
	source.
·	Original text:
	The Internet has changed the appearance of libraries and how
	librarians work today. The library is no longer confined to the four
	walls of a building. It has, instead, extended into cyberspace. Many
	librarians have gone into cyberspace to locate online resources
	(p.294).

Yong, Janet Y. 2001 'Malay/Indonesian speakers' In M. Swan and B. Smith (eds),
Learner English: A teacher's guide to interference and other problems. Cambridge:
Cambridge University Press, pp. 279-295.

Plagiarism:
Today, the Internet has changed the appearance of libraries and how librarians work and the library is no longer confined to the four walls of a building. Instead, the library has extended into cyberspace and so many librarians go into cyberspace to locate online resources.

It also includes plagiarism because the writer just switches the sentence and reduces slightly some original words to the simple one without giving acknowledgement. The most original text is retained.

### **B.** Sources Cited

This kind of plagiarism mostly occurs in the substance/content of the paper.

Sources Cited	Indicators
Incomplete-citation plagiarism	Plagiarism also exists when a source is cited for only a part of the material copied. The source for the whole passage quoted or paraphrased should be given, rather than for only a portion of the passage. The writer tries to blur out which one is his/her work and which one is from the source.  Example:  This study uses explanatory approach, i.e. "research that
	emphasizes disclosure of the cases in certain scope and in particular issues" (Mulyana, 2010). The disclosure is conducted

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



	WANT
The Resourceful	The writer properly cites all sources, paraphrasing, and using
Citer	quotations appropriately but it is still plagiarism because almost no
	original work from the writer.
The Misinformer	The writer provides inaccurate information regarding the sources. It
	violates the originality.
Disguised Source	The writer takes the material from others but doesn't cite the
	right source. He seems to disguise the material that he takes directly
	from the substantive (primary) source by using other source.
	Example:
	Board Games generally involve mental or physical stimulation, and
	often both. Many games help develop practical skills, serve as a
-	form of exercise, or otherwise perform an educational, simulation,
	or psychological role. According to Chris Crawford, the
	requirement for player interaction puts activities such as jigsaw
	puzzles and solitaire "games" into the category of puzzles rather
	than games. 1
	<sup>1</sup> Louis Cohen, ' Research Methods In Education', (London and New York:
	Roulodge,2007), p. 396.
	In fact, this material already exists at
	http://en.wikipedia.org/wiki/Game#cite_note-craw-0. The sentences
	are same. But in this case, the writer doesn't cite the source
	properly, he uses the source of research method field, that is, Louis
	Cohen, 'Research Methods In Education', (London and New York:
	Roulodge, 2007), p. 396. However, the content of material he took
	here is about "board game". So it is impossible for this material
	provided in the book of Louis Cohen. After having been checked by
	the researcher, on page 396 of Louis Cohen's book is about
	"observation" (the technique of data collection).

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

The next step of data reduction occured 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". Thus, the researcher had to read, learn, interpret and analyze the appearing problems in depth. Some appearing

<sup>46</sup> Mulyana, "Pencegahan Tindak Plagiarisme................... 66.

problems that could be assumed as plagiarisms were: sophisticated terms, words, or sentences that are impossible for students to make it and written without references; some theories or definitions that were written without proper acknowledgement such as no quotation marks; very good ideas or arguments; split paragraphs that are usually a result of "copy paste" from internet; inconsistent idea delivery; dislocated footnotes that shouldn't be mentioned in some discussions; forbidden sources to be used but still used such as commercial websites and blur authors; not common references in academic research; too many direct quotations in a page; and many more.

Then, these personal researcher's assumptions were checked through many ways, such as searching through "dogpile" & "e-book library/book finder" in internet; checking the contents of proposals with the references in libraries such as public library of IAIN, PBI library, and ELTIS library which all are located in IAIN. Another step was asking the references to the students directly and the writer of the previous study who is still the researcher's acquaintance. These various steps are explained in the following discussions.

# c. Professional Detection: "dogpile"

The researcher did manual searching of characters from proposals through "dogpile". It means that the researcher selected some phrases or sentences that were suspected as plagiarism because "viper" could not detect them, for instance the patterns of sentences that were too sophisticated for students, so they had to be checked using this service. Then, these characters were searched

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 Mattew 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". <sup>47</sup> 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

<sup>&</sup>lt;sup>47</sup> 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".<sup>48</sup>

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.

<sup>&</sup>lt;sup>48</sup>Mudjia Rahardjo, "*Triangulasi dalam Penelitian Kualitatif*". Jakarta, 2011, (<a href="http://jasaproposal.wordpress.com/2011/06/22/triangulasi-dalam-penelitian-kualitatif/">http://jasaproposal.wordpress.com/2011/06/22/triangulasi-dalam-penelitian-kualitatif/</a>, accessed on December 14, 2011).