

**EFL TEACHERS' AND STUDENTS' PLAGIARISM MANAGEMENT STRATEGIES  
IN ENGLISH WRITING**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan  
(S.Pd) in Teaching English



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### **C. Data and Source of Data**

#### **1. Primary Data**

The primary data of this research are various ways of plagiarism management strategies that often used by English lecturers and English major students. The data were collected through interview and distributing questionnaires with those two kinds of participant. The questions for interview were open ended questions that consist of 16 questions for lecturers and 15 questions for students. The questions mainly asked about the definition of plagiarism according to participants, types of plagiarism that commonly occurred in students' work, reasons for students' plagiarism, plagiarism regulation and consequence, and strategies that applied by lecturers and students to handle plagiarism issue in the class.

### **D. Data Collection Technique**

#### **1. Interview**

In this study, researcher collected the data through conducting interview with the participants. The participants chosen were 9 students of Academic Article Writing Class academic year 2019-2020 and 3 lecturers who taught Academic Article Writing Class academic year 2019-2020. The interview in qualitative research can be directly face to face or indirect interview such as through telephone and online media.<sup>62</sup> Furthermore, in purpose to gain the data, researcher built online interview with the participants who are English lecturers and English major students on 10th July 2020 until 23th July 2020. The interview questions that given to participants were dealing with teachers' and students' plagiarism management strategies in Academic Article Writing class that helped researcher to explore and reveal various ways of plagiarism prevention.

The instrument used in the interview was in form of interview guideline. During the interview, researcher took interview note according to information revealed by participants. The questions that were addressed are about plagiarism management strategies used by written English lecturers and 6th semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya who took Academic Article Writing course academic year 2019-2020.

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<sup>62</sup> Creswell, J. P., (2014). *Research Design*. California: SAGE Publication

## 2. Questionnaire

In order to enrich the data, researcher distributed online questionnaire to the participants. In more detail, the questionnaire was posted in Google form and distributed to the participants on 10th July 2020. The link was closed for response on 23th July 2020. The questionnaires given to participants are related to plagiarism issue in university level particularly in Academic Article Writing class.

## E. Instrument

### 1. Interview Guideline

Instrument that used to collect the data in this study was interview questions. The interview was in form of open-ended question. Open ended question is considerably effective to gain information in depth from the participant and allow to explore it in more detail. The main interview questions that asked were around 10 questions, yet it was possible to increase depends on participants' answer. Generally, the main questions were about what steps that participants took due to preventing themselves from any plagiarism issue, particularly in academic writing and how they really applied it in the real context. Therefore, the main questions were the same between lecturers and students, but additional questions were adjustable depending on each individual's answer.

### 2. Questionnaire

Questionnaire used as additional data in this research. About 10-15 close-ended questions mainly asked their basic knowledge, understanding, and self-experience dealing with plagiarism in academic writing. In addition, 1-2 open ended questions was also displayed in the questionnaire related to plagiarism management strategies that supported researcher to gain more information from participants.

## F. Data Analysis Technique

The data analysis was conducted based on qualitative research data analysis arranged by Creswell.<sup>63</sup> The steps are the following.

1. Preparing the data that has been collected. The preparation includes transcribing the interview about plagiarism management strategies used by academic article writing lecturers and 6th semester students of English Language Education

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<sup>63</sup>Creswell, J. P., (2014). *Research Design*. California: SAGE Publication

Department of State Islamic University of Sunan Ampel Surabaya who took academic article writing course.

2. Reading the data which was in form of interview transcript about plagiarism management strategies used by academic article writing lecturers and 6th semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya who took academic article writing course.
3. Coding the data, classifying the management strategies into different groups, and labeling them with different terms. The codes used were based on who the participants and what the data are. In more detail, the lecturers as first participants coded as L1, L2, and L3. While students as second participants coded as S1, S2, S3, etc. Furthermore, the data which is in form of plagiarism management strategies applied were labelled using different terms such as classroom contract, building student's plagiarism knowledge, teaching writing techniques, stimulating to enrich AWL, etc. Those categories were coded as St1, St2, St3, and so on.
4. Generating the description of the information based on coding data result. This stage was used to generate categorization of the research findings which have been coded.
5. Presenting the description into qualitative narrative in more detail. This stage presented the finding and discussion that support the research questions. Table, graphic, chart, or picture might also be included.
6. Interpreting the result of the study, includes personal perception of the researcher in student's and teacher's point of view, suggestion, comparison with previous studies, and question that might be need to be asked.

## G. Data Validity

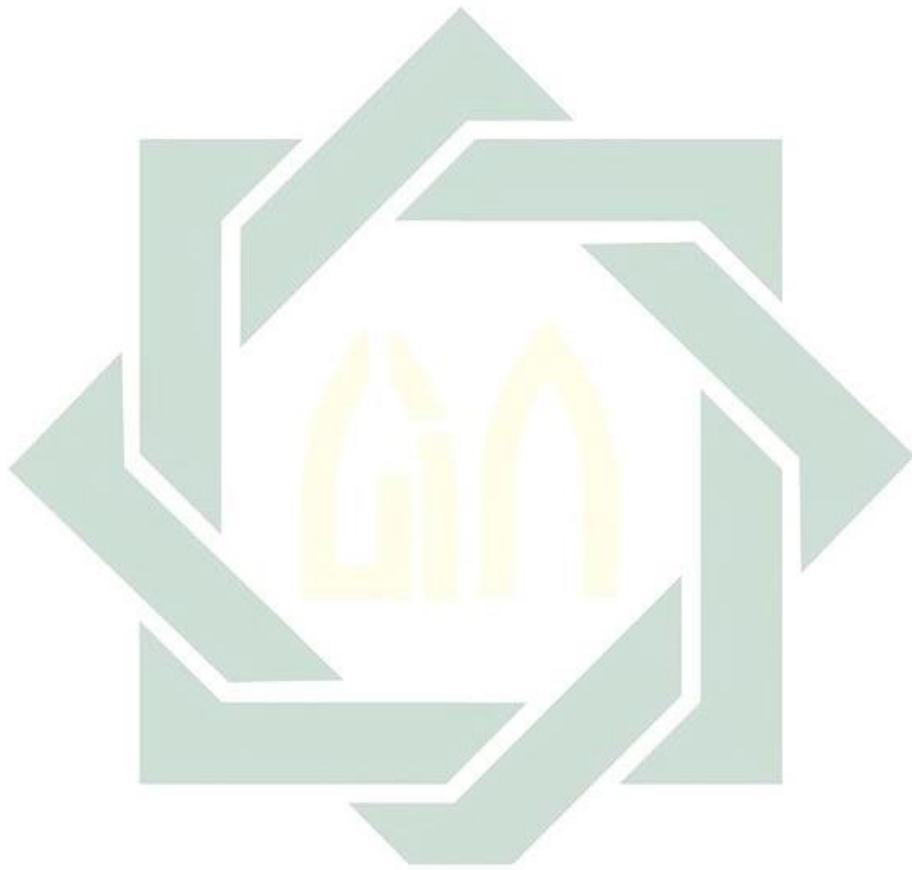
In qualitative research, validity adressed to the degree of suitability between the phenomena described and the realities in the real situation.<sup>64</sup> To measure the validity of the data, researcher used member checking technique. Member checking was done through checking and and confirming the data to the participants after the data was analyzed.<sup>65</sup> This means that the data is valid if participants agree with the research finding

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<sup>64</sup>Bashir, Muhammad.,et.al., (2008). *Reliability and Validity of Qualitative and Operational Research Paradigm Academic Writing*. Pakistan Journal of Statistics and Operation Research Vol.4 (35-45).

<sup>65</sup>Ibid

displayed by researcher. In contrast, the data was invalid if the participants do not agree with the data of the research.

















## 5). Teaching Writing Techniques

Referencing technique is used if someone needs to use or add someone's idea, opinion, or theory in their writing. During academic writing, student often needs other theory to support their study. Therefore, referencing to other sources properly is essentially needed if student wants to put some information they found in their paper. Writing techniques consist of paraphrasing, summarizing, quoting, citing, etc. All lecturers coincided applying this strategy in their class using similar way. Generally, they provided material related to referencing technique, explaining each step to do it, giving them example first, and the final steps they train the students to paraphrase or summarize by themselves.

That can be clearly seen in L1's statement that *"I explained the steps of how to paraphrase well first. Then I gave them a task that contains some sentence that they need to paraphrase on it. I asked them to summarize a paragraph first then into the more difficult one which is an essay"*. L3 also reported that *"i input writing techniques as material in the class and train the students about those writing techniques"*. In addition, L2 also said that *"I gave the example how to do it first then asked them to do exercise to catch the essences"*. From those statements, it is a necessary to demonstrate first before training students step by step of writing technique practice. Providing an example helps students to understand the right way of practicing it, while training step by step helps them to understand the process well.

However, there is something different on teaching activity that was designed by L2 when displaying quotation material. During teaching quotation, the lecturer covered the material into a game. The game played is arranging scrambled sentence, but the words that have to be arranged are in form of a quotation. *"For quotation, I built a game where I divided students into some groups. Each group consists around 5 students. I asked each group to arrange scrambled words into the correct one, but the scrambled words are in quotation form"*.































































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