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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ABSTRACT

Amelia, Chintia Budi. (2020). *EFL Teachers' and Students' Plagiarism Management Strategies in English Writing*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training. Sunan Ampel State Islamic University, Surabaya. Advisor I: Mokhamad Syaifudin, M.Ed., Ph.D. Advisor II: Dr. Siti Asmiyah, M. TESOL.

Keywords: Plagiarism, Management strategies, Teacher's strategies, Student's strategies

Plagiarism is one of challenges that students might face in completing their writing process and has became growing issue that occurred in various countries, disciplines, and student's level. Therefore, appropriate strategies in managing plagiarism prevention between students become the responsibility for students, educators, or education institutions. This research is intended to investigate various strategies designed and applied by lecturers and students of English Language Education Department in purpose to minimize plagiarism risk in student's writing activity. The subjects of this research were 6th semester students of English Language Education Department who enrolled Academic Article Writing course and lecturers who taught that classes. This research was conducted using qualitative method and the data was gained through conducting interview and distributing questionnaire. The finding informs that lecturers of Academic Article Writing class managed their students in minimizing plagiarism possibility through 7 different strategies include explaining plagiarism regulation in classroom contract, building student's plagiarism knowledge, stimulating student to enrich academic word list, stimulating student to develop idea, teaching writing techniques, monitoring and controlling student's writing process, and giving low score as consequence. Further, 5 strategies done by students were considered giving contribution in their behavior toward plagiarism prevention. These are extending vocabulary mastery, building background knowledge, practicing writing techniques, discussion with peers, and plagiarism avoidance encouragement.

ABSTRAK

Amelia, Chintia Budi. (2020). *Strategi Manajemen Plagiarisme Guru dan Siswa dalam Penulisan Bahasa Inggris*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I: Mokhamad Syaifudin, M.Ed., Ph.D. Pembimbing II: Siti Asmiyah, M. TESOL.

Keywords: Plagiarisme, Strategi manajemen, Strategi guru, Strategi siswa

Plagiarisme merupakan salah satu dari banyak kesulitan yang mungkin dihadapi siswa dalam proses menulis mereka dan telah menjadi isu yang berkembang yang terjadi di berbagai negara, bidang studi, maupun tingkatan belajar siswa. Oleh karena itu, strategi yang tepat dalam mengelola tindakan pencegahan plagiarisme di kalangan siswa menjadi tanggung jawab bersama untuk siswa, guru, dan institusi pendidikan. Penelitian ini ditujukan untuk mengetahui berbagai strategi yang telah didesain dan diterapkan oleh dosen dan mahasiswa Pendidikan Bahasa Inggris dalam meminimalisir resiko plagiasi dalam tugas menulis mereka. Subjek dari penelitian ini adalah mahasiswa semester 6 Pendidikan Bahasa Inggris yang mengikuti kelas Academic Article Writing dan dosen-dosen yang mengampu mata kuliah tersebut. Penelitian ini dilakukan menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara dan kuisioner. Hasil dari penelitian ini menunjukkan bahwa dosen-dosen dari kelas Academic Article Writing membantu mahasiswa mereka untuk meminimalisir kemungkinan terjadinya plagiasi melalui 7 strategi berbeda, yakni menjelaskan peraturan mengenai plagiarisme di dalam kontrak kelas, membangun pengetahuan mahasiswa tentang plagiarisme, mendorong siswa untuk memperkaya academic word list, mendorong siswa untuk mengembangkan ide, mengajarkan teknik-teknik menulis, mengontrol dan memonitor proses menulis siswa, dan memberikan nilai yang rendah sebagai konsekuensi bagi mereka yang melakukan plagiaisi. Selanjutnya, 5 strategi yang ditetapkan oleh siswa dianggap berkontribusi dalam tindakan pencegahan plagiarisme mereka. Strategi- strategi tersebut terdiri dari memperluas penguasaan kosa kata, membangun pengetahuan dasar, berlatih teknik-teknik menulis, berdiskusi dengan teman, dan memiliki dorongan untuk menghindari plagiarisme.

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LIST OF ABREVIATIONS

EFL : English as Foreign Language

ELED : English Language Education Department

AAW : Academic Article Writing

AWL : Academic Word List

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CHAPTER I

INTRODUCTION

This chapter presents introductory informations of this study. This chapter consists of six main sections, which are background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, and definition of keyterm.

A. Background of the Study

Plagiarism is a critical part of writing capability, particularly for those who are involved in academic field. Plagiarism is defined by Diane Pecorari as using, paraphrasing, summarizing, and submitting other people's ideas and thoughts without using appropriate citation and acknowledging the original writer. It is recently considered as a dangerous issue in academia. Plagiarism committed by students is becoming more popular even though it happens in various disciplines, studies, countries, and students' level. As reported by Guterman, 70.000 and more abstracts were found has similarity to other works when they were analyzed through a searching program. It can be clearly seen that this issue has reached high cases number among students' work and will possibly increase year by year.

The cause of this issue comes up in variance. The different students' understanding about basic concept of plagiarism leads to lacking of plagiarism awareness.⁴ Based on a survey conducted by McCabe in 2005, more than 80.000 students on 67 different universities understood and recognized that plagiarism is such a crime in academic field.⁵ On the contrary, several studies revealed that a large number of college students are lack of understanding about the principle of quotation and citing other's work. However, students claimed that their desire to reach high score and having too many tasks from teachers are the main motivations for them to plagiarize.⁶ Therefore, diagnosing the

¹Pecorari, Diana. *Teaching to Avoid Plagiarism*. Open University Press, 2013.

²Devlin, M. (2006). *Policy, Preparation, and Prevention: Proactive Minimisation of Student Plagiarism*. Journal of Higher Education Policy and Management, 28, 45-58.

³Gutreman, L. (2008), Plagiarism and Other Sins Seam Rife in Science Journals: Digital Sleuth Trends. *The Chronicle of Higher Education*, A9

⁴Bamford, Jan., Sergiuo, Katerina. (2005), International Students and Plagiarism: An Analysis of the Reason for Plagiarism Among Intenational Foundation Students. *Investigations in University Teaching and Learning*, 2 (2). ⁵Belter, W. R., *Pre, D. A.* (2009). A Strategy to Reduce Plagiarism in an undergraduate Course. Teaching of Psychology, 36, 257-261.

⁶Wilkinson, J. (2009). *Staff and Students Perceptions of Plagiarism and Cheating*. International Journal of Teaching and Learning in Higher Education, 20, 98-105.

students' plagiarism motivation first would help teacher designing appropriate treatment that is considered decrease plagiarism among students intentionally and unintentionally.

Dealing with this issue, strategies to reduce plagiarism are highly required from both teachers and students. Most teachers have limited understanding and knowledge related to plagiarism and its all component such as what actually plagiarism is, the writing type that might be indicated as plagiarism, strategies dealing with plagiarism avoidance, and any other theories related to it, yet literally teachers take important roles in teaching students how to produce writing works without committing plagiarism.⁷ Some previous studies have discussed the strategies that considered being able to reduce amount number of plagiarism among students and university students. The findings illustrate that the prevention step can be from both teachers and students, yet teacher still plays essential roles in educating students about plagiarism. For instance, educating students on plagiarism can be done through providing face to face and online learning activities, giving feedback, explaining teacher's expectations using understandable instruction, adding information related to plagiarism in course outline, giving assignment dealing with plagiarism issue, and supporting learning activity with adequate resources. 8 To conclude, teacher has a great responsibility in assisting student's progress in their writing assignment and helping them to prevent it from plagiarism.

Most studies tended to focus on plagiarism issue in countries where English is as the first language. There has been little discussion on plagiarism prevention strategies among English students major with English as foreign language. For instance, few published studies conducted by some researchers such as Julia & Hanin⁹, Soni¹⁰, Marcia Devlin¹¹, Angelica Risquez¹², etc. used university and high school students from USA, UK, and Australia as their participants. In addition, other researchers who come from non-native English speaker country such as Claig used health major students as the participant. Dana who used technical major students only focused on plagiarism cases committed by

⁷Pecorari, Diana. *Teaching to Avoid Plagiarism*. Open University Press, 2013.

⁸Alahmadi, H.,Sandercock, J. C. (2015). Plagiarism Education: Strategies for Instructors. *International Journal of Learning, Teaching and Educational Research Vol.13*, 76-84.

¹⁰Adhikari, Soni. (2018). Beyond Culture: *Helping International Students Avoid Plagiarism*. Journal of International Students, 8(1), 373-388.

¹¹Devlin, M. (2006). *Policy, Preparation, and Prevention: Proactive Minimisation of Student Plagiarism.* Journal of Higher Education Policy and Management, 28, 45-58.

¹²Risquez, Angelica., et.al., (2011). *Thou shalt not plagiarise: From self-reported views to recognition and avoidance of plagiarism.* Assessment & Evaluation in Higher Education Vol. X

students without exploring specific strategies used by both teachers and students to reduce it.

However, the different native language of students might be one of influencing factor. To illustrate, foreign students in North America are more likely to plagiarize compared to local students. It happened since international students have to learn new language. ¹³ Therefore, it can be clearly seen that students with English as foreign language has more possibility to plagiarize rather than students with English as their first language. In a similar line, students of Academic Article Writing Class of English Language Education Department in UINSA who have succed in proceeding their paper to publication process faced challenge in turnitin check. Most of the papers they submitted had higher percentage than the minimum limits of plagiarism detected by turnitin. Thus, this phenomena is necessarily to investigate in order to help Academic Article Writing students decrease the percentage of plagiarism indication in their papers.

Since the level of participant and the first language are different, the teacher's strategies and students' strategies in plagiarism management might be different as well. Therefore, this study investigates and highlights teachers' strategies and students' strategies dealing with plagiarism management in English writing class of English major students. The aim of this work is to broaden current knowledge of plagiarism prevention among college students in Indonesia, which English takes place as foreign language. The findings of this study can have important implications for plagiarism management practice for both teacher and students in English writing activity for English major students with English as foreign language.

B. Research Question

Following the background of the research that previously presented, this research is conducted focusing on:

What are the plagiarism management strategies used by lecturers and students of English Language Education Department at UINSA?

¹³Alahmadi, H., Sandercock, J. C. (2015). Plagiarism Education: Strategies for Instructors. *International Journal of Learning, Teaching and Educational Research Vol.13*, 76-84.

C. Objective of the Study

Related to the research question above, this research is aimed:

To explore the plagiarism management strategies used by lecturers and students of English Language Education Department at UINSA.

D. Significance of the Study

The study is purposed to have some practical significances as the following:

- a. For teacher: The result of the study will provide information to English teachers about various ways of preventing their students toward plagiarism behavior they can apply in writing English class.
- b. For student: The result of the study will display information to students about some possible ways they should do in order to prevent themselves from plagiarism behavior during writing activity.
- c. For future researcher: Considering the importance of plagiarism management as an imperative issue in writing activity that must be explored in depth, the result of this study can be used as the reference to future researchers that will conduct a research with the same topic or other related topic such as reducing plagiarism, plagiarism prevention, etc.

E. Scope and Limitation of the Study

The scope of this study is plagiarism management strategies by students and lecturers of English Language Education Department of State Islamic University of Sunan Ampel Surabaya. The research is applied to the 6th semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya who attended Academic Article Writing class in academic year 2019-2020 and lecturers who were responsible to teach those classes. Moreover, the researcher only focused to explore teachers' and students' plagiarism management strategies in English writing activities. Management strategies in this research refer to various ways, techniques, strategies, or learning activity applied by students and lecturers of Academic Article Writing class academic year 2019-2020 in preventing and minimalizing plagiarism occurrence in students' work without analyzing student's plagiarism occurrence or measuring student's plagiarism level.

F. Definition of Key Term

1. Plagiarism

According to Gibaldi, plagiarism is a condition that happened when someone rewriting other's words, including paraphrasing the original writer's argument and point of view without putting acknowledgment as it should be. ¹⁴ Plagiarism in this research is stealing opinion, idea, material, and work from other's original work from any sources such as English book, journal, or internet without appropriate acknowledgment done by students of Academic Article Writing class during their process of producing English academic article.

2. Strategy

According to Henry Mintzberg¹⁵, strategy is a planning or direction on how to reach somewhere we want to reach. Strategy in this research is particular ways used by students of Academic Article Writing class to prevent their writing works from any plagiarism issue and and used by lecturers of Academic Article Writing class to support the students from committing plagiarism during academic English writing.

3. Management Strategies

Jayne Thompson defined management strategy as a set of techniques in purpose to control and lead something to achive the goals. ¹⁶ Two different types of management strategies are included in this research which are management strategies that come from teachers and management strategies that come from students. Management strategies in this research refer to various techniques, strategies, and ways applied by lecturers and students of Academic Article Writing class to prevent student's writing works from plagiarism indication.

¹⁴Wulff, Debora W., (2014). A Perspective on Academic Plagiarism. Berlin: Springer-Verlag Berlin Heidelberg.

¹⁵Mintzberg, Henry. "Patterns in Strategy Formation" (<u>https://en.m.wikipedia.org/wiki/Strategy</u>, accessed on May 5, 2020)

¹⁶Thompson, Jayne. "What are Management Strategies?" (https://bizfluent.com/info-7737312-management-strategies.html, accessed on October 31, 2020)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter displays some theories and previous studies that support this research. Theories that will be presented are definition of plagiarism, types of plagiarism, plagiarism occurrence, reasons for plagiarism, plagiarism management strategies, and writing techniques to avoid plagiarism. Further, previous studies focused on plagiarism management strategies applied by teachers and students that have been observed by other researchers will be discussed as well.

A. Theoretical Background

1. Plagiarism

Writing requires complex skill that needs much time and truly process to master it. According to Suzy, to be able to create appealing writing work, people should have the ability to communicate, the power of observation, acceptable reasoning and problem solving, and huge knowledge of vocabulary, grammar, spelling, and punctuation. Specifically, writing is one of essential aspect that should be mastered by English as Foreign Language (EFL) learners.¹⁷ Therefore, as if it is classified as productive skill, people might need extra efforts to produce great product that can be supported by creativity, high order thinking, and ability to process words well.

Regarding to English writing, recently plagiarism is a growing issue in education institutions, colleges, and in post-secondary education. Plagiarism is copying and paraphrasing materials from the original work and claim it as one's work without acknowledging the first writer. Bassendowski asserts plagiarism is using other people's work, whether it is published or unpublished, without informing the writer of the original resource.

In more simple way, Williams, Nathanson, & Paulhus straightly stated that a work can be categorized as non-plagiarism if it shows zero percentage results after

¹⁷Silviani., et al., (2018). *Plagiarism in English Academic Writing: Students' Perception*. English Education Journal *Vol.* 9(1), 101-123.

¹⁸Elander, J., et al., (2010). Evaluation of an Intervention to Help Students Avoid Unintentional Plagiarism by Improving Their Authorial Identity. Assessment & Evalutional in Highe Education, 30(2), 145-146.

¹⁹Park, Chris. (2003). *In Other (People's) Words: Plagiarism by University Students-Literature and Lessons*. Assessment & Evaluation in Higher Education, 28(5).

being detected by an online feature named turn-it-in.²⁰ In an accordance with others', Colnreud & Rosander stated that plagiarism is taking any written works from other people's, whether the whole content or several parts and submitting that works without giving appropriate acknowledgment for the original writer.²¹ This is one of crucial issue in English writing that academic field in all education levels pay attention about. However, the amount number of cases fluctuate for every year. It becomes such accidental thing that people highly possible commit it when they even do not realize that they commit it.

2. Types of Plagiarism

Plagiarism issue comes up in various types. It includes copying and pasting, paraphrasing text, and reciting ideas without citing reference.²² In addition, according to Raimo Streefkerk²³, there are 7 most common types of plagiarism. The first is paraphrasing plagiarism which is the most commonly problem in academic writing. Paraphrasing plagiarism happens when someone reads the original source and rewrites it using his own word without putting the resources. However, paraphrasing is allowed if the writer mentions the resource of the original work.

The second type is Mosaic plagiarism or in another name it is called as patchwork plagiarism. It is one kind of plagiarism where someone reads several sources, collects and combines them into his/her new work and acknowledging it as his/her work without adding the sources of original work. The third type is verbatim plagiarism. It happens when someone using other's text directly without any changing, or sometimes the writer will also delete, add, or replace some other's text without appropriate citation from the sources where he took that content. The fourth type is incorrectly citation. Citing incorrectly can be a plagiarism if someone does not cite the original source in appropriate way. Therefore, it is very important to cite the original source appropriately through paraphrasing, quoting, or summarizing.

The fifth type is global plagiarism which is using the whole content of others' work but acknowledge it as someone's work. The sixth type is Self-plagiarism. It is

²⁰Hura, Gerri. Fish, Reva. (2013). *Students' Perception of Plagiarism*. Journal of the Scholarship of Teaching and Learning, 13 (5), 33-45.

²¹ Ibid

²²Chi Hong Leung, S. C. (2017). *An Instructional Approach to Practical Solutions for Plagiarism*. Universal Journal of Education Research, 1646-1652.

²³Streefkerk, Raimo. "Types of Plagiarism" (https://www.scribbr.com/plagiarism/types-of-plagiarism/, accessed on July 7, 2019)

slightly different with other types of plagiarism because if other types are plagiarizing others' work, self-plagiarism is plagiarizing someone's own work. To illustrate, someone had published an article and later he uses or re-writes some parts of his previous work in his current work without stating that it has been used in the previous work. The last type is citing non-existent source or manipulating the source through informing the wrong source. It often occurs when someone cites information or theory in a source but he doesn't find the source anymore when he trying to search it back. Consequently, he puts wrong source as the reference.

3. Plagiarism Occurrence

The occurrence of plagiarism is climbing among post-secondary students.²⁴ About 70.000 abstracts of articles had similarity compared to other works that have been published previously.²⁵ Christensen Hughes and McCabe's revealed that some parts of sentences were copied by 37% of participants which was Canadian post- secondary institutions without providing foot note and some other sentences from online source were stolen by 35% participants.²⁶ Risquez, O'Dwyer, and Lewidth also reported that 84% of students in the first and second years of some different majors such as business, engineering, education, and health service are in low levels of plagiarism awareness.²⁷ The research conducted by Curtis and Popal reached conclusion that there were 81% level of plagiarism in 2004 and in 2009 it decreased into 74%.²⁸ Even Marsedn, Caroll & Neill reported that 81% of 954 students admitted their plagiarism.²⁹ Those numbers prove that plagiarism occurrence among students from different level and major is relative high.

The more ironic thing, Trushell, Byrne, and Simpson revealed that 17% of their participant who were joining program related to academic field adding some parts of other's research result into their work, 13% of them wrote incorrect bibliography, and

²⁴Alahmadi, H.,Sandercock, J. C. (2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research *Vol.13*, 76-84.

²⁵Gutreman, L. (2008), Plagiarism and Other Sins Seam Rife in Science Journals: Digital Sleuth Trends. *The Chronicle of Higher Education*, A9

²⁶Hughes, J. M. C., McCabe, D. L. (2006). *Understanding Academic Misconduct*. Canadian Journal of Higher Education, 36(1), 49-63.

²⁷Alahmadi, H., Sandercock, J. C. (2015). Plagiarism Education: Strategies for Instructors. *International Journal of Learning, Teaching and Educational Research Vol.13*, 76-84.

²⁸Curtis, J. G., Popal, R. (2011). An Examination of Factors Related to Plagiarism an a Five-Year-Follow-Up of Plagiarism at an Australian University. International Journal of Educational Integrity, 7(1), 30-42.

²⁹Shard, J., Dick, M., (2012). *Directions and Dimensions in amnaging Cheating and Plagiarism of IT Students*. Computing Education, 123.

even 11% of them changed the date of previous research in purpose to mark it as a current research.³⁰ The general data presented different number of cases from many countries but it can be clearly seen that massive cases happened even in university level. It proved that plagiarism is a must be faced problem in writing, yet can be avoided as maximal as it can.

4. Reasons for Plagiarism

There are some possible reasons for plagiarism, such as lack of language ability and writing skill, low academic skills, lack understanding of the concept of plagiarism, laziness, study pressure, teaching and learning problems, and education cost.³¹ Furthermore, study pressure felt by student combined with their desire to achieve high score motivate them to plagiarize more, even though they realized that it was bad behavior and not allowed in academic field.³² Ironically, despite student's understanding about the bad issue of plagiarism, they still tend to commit it due to challenges in handling those plagiarism reasons.

Moreover, social behavior also takes place in plagiarism cases among students. The theory of social learning claimed that human behavior is formed through learning by observing their circumstances and imitating what other people around them do.³³ For instance, someone who lives in a supporting plagiarism environment would be plagiarized more likely compared to unsupportive environment.³⁴ Additionally, student's age, gender, academic level, course difficulty level, cultural background³⁵, lack of dedication to their studies³⁶, lack of deterrence feeling³⁷, lack of time management and afraid to fail in particular course also considered can be the main

³⁰Alahmadi, H.,Sandercock, J. C. (2015). Plagiarism Education: Strategies for Instructors. *International Journal of Learning, Teaching and Educational Research Vol.13*, 76-84.

³¹Devlin, M. (2006). *Policy, Preparation, and Prevention: Proactive Minimisation of Student Plagiarism.* Journal of Higher Education Policy and Management, 28, 45-58.

³²Wulff, Debora. W. (2013). A Perspective on Academic Plagiarism. Germany: Springer

³³Rettinger, D. A., Kramer, Y., 2009. *Situational and Personal Causes of Student Cheating*. Research in Higher Education, 50(3), 291-313.

³⁴Ibid.

³⁵Wilkinson, J. (2009). *Staff and Students Perceptions of Plagiarism and Cheating*. International Journal of Teaching and Learning in Higher Education, 20, 98-105.

³⁶Park, Chris. (2003). *In Other (People's) Words: Plagiarism by University Students – Literature and Lessons*. Assessment & Evaluation in Higher Education Vol.28, No.5.

³⁷Park, Chris. (2003). *In Other (People's) Words: Plagiarism by University Students – Literature and Lessons*. Assessment & Evaluation in Higher Education Vol.28, No.5.

influencing factors.³⁸ Therefore, it can be clearly seen that student's motivation comes from both internal factor and external factor that surround the student.

5. Plagiarism Management Strategies

In order to overcome this issue, the right prevention strategies are highly required. It can be from teacher, students, and even school staff, even though teacher plays the most substantial role in educating students. Regarding to this, teacher should more focus on how to reduce it rather than the reasons why students do it.³⁹ Yet through observing the reason why students committed it will also help teacher in designing the best strategy to reduce it.

Some previous researchers have taken deep observation to reveal effective strategies to reduce it. Julia & Hanin suggested beneficial strategies for teacher to educate students on plagiarism, such as providing face to face and online activities, assissting student's learning proces with feedback, explaining teacher's expectations using understandable instruction, adding information related to plagiarism in course outline, giving assignment dealing with plagiarism issue, supporting learning activity with adequate resources, and initiating students to think and consider the consequence. Moreover, it is necessary for teacher to build students' understanding on how to write a work as first writer, developing thoughts based on existing term, appropriate citation, and fixing other factors that might potentially causing plagiarism. Giving students deep understanding on how plagiarism looks like and why it happens accidently will help them a lot to build their writing personality in a right track and it will be more effective through designing material and classroom activities that support their capability to keep them away from plagiarizing.

Soni Adhikari argues that teacher needs to consider student's cultural background dealing with the importance of students' skill in case they have to represent a particular term into new academic field.⁴¹ To illustrate, Williams experienced some difficulties in his writing class who the students are from different nationality

³⁸Shard J., Dick M., (2012). *Directions and Dimensions in amnaging Cheating and Plagiarism of IT Students*. Computing Education, 123.

³⁹Alahmadi, H.,Sandercock, J. C. (2015). Plagiarism Education: Strategies for Instructors. *International Journal of Learning, Teaching and Educational Research Vol.13*, 76-84.
⁴⁰Thid

⁴¹Adhikari, Soni. (2018). Beyond Culture: *Helping International Students Avoid Plagiarism*. Journal of International Students, 8(1), 373-388.

background.⁴² Hence, his Pakistan students rejected to cite the original work appropriately. Another solution for teacher to help students avoid plagiarism is by increasing their higher-order thinking, developing creativity aspect, and starting learning activity through demonstrating example for students in order to build student's first interpretation.⁴³ In addition, if the cause is because lack of knowledge about paraphrasing, one essential strategy is educating them about the topic.⁴⁴ It is at the same statement with what McCabe declared that overcoming plagiarism committed by students can be done through focusing on educating them about particular topic. For student's point of view, providing self-reflection for themselves, building open discussion about plagiarism⁴⁵, and exploring particular topic in many resources in order to have wider interpretations⁴⁶ can be the most appropriate step to keep their work away from plagiarism issue. To sum up, there are various applicable learning activities that provide advantages for both teacher and students in purpose to prevent plagiarism occurrence in the class.

6. Writing Techniques to Avoid Plagiarism

In writing English, particularly academic writing, referencing to a source is needed to strengthen the content of the work. In order to take someone's work and put it into other people's work, it requires proper techniques and strategies to minimalize plagiarism possibility and keep it in a right academic policy. There are some possible writing techniques that can be used to avoid plagiarism. Generally, these techniques have the same output which is rewriting sentences or even paragraphs in a text using own language but keep the same meaning with the original source. However, they have different steps on how to achieve that output.

⁴²Adhikari, Soni. (2018). Beyond Culture: *Helping International Students Avoid Plagiarism*. Journal of International Students, 8(1), 373-388.

⁴³Williamson, K., McGregor, J., (2011). *Generating Knowledge and Avoiding Plagiarism: Smart Information Use by High School Students*. School Libarary Research, 14, 1-18.

⁴⁴Estow, Sarah., Lawrence, E. K. Adams, K. A. (2011). *Practice Makes Perfect: Improving Students' Skills in Understanding and Avoiding Plagiarism With a Themed Methods Course*. Teaching of Psychology, 38(4), 255-258.

⁴⁵Alahmadi, J. C.-S. (2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84

⁴⁶Bakhtiyari, Kaveh., et.al., (2014). *Ethical and Unethical Methods of Plagiarism Prevention in Academic Writing*. International Education Studies Vol.7 (7).

a. Paraphrasing

Paraphrasing can be defined as a writing technique by changing the components of a text but it must contain the same meaning with the original text. Paraphrasing can be done through some optional ways such as changing words into its synonyms, changing word class (such as from noun into verb, adjective into verb, adjective into noun, etc.), and changing the structure of the sentence. Yet, if there is a common term of something that usually used to discuss particular topic, paraphrasing allows to use the same phrase⁴⁷, such as global warming, industrial revolution, etc.

For students' point of view, paraphrasing might be not as easy as they think. It needs more practice to eventually be able to paraphrase properly. Teacher can train students by giving them some underlined words in a sentence and ask them to find the synonyms. It can be various tasks, such as finding the synonyms, changing word class, and changing the structure of the sentence. After students are considered to be able to paraphrase the sentence using various techniques, they are expected combining all techniques during paraphrasing longer sentence.

b. Summarizing

Summarizing aims to make particular text into a shorter form.⁴⁸ An effective summary is a summary with concise content, yet provides important information that is needed. There is no specific rule of how long the summary should be, either the minimum length or the maximum length.⁴⁹ It depends on the summary writer's need, whether he/she wants to summarize it even into a sentence, or a paragraph, as long as it reveals the main point and essential information of the text.

Generally, there are five steps of writing good summary that can be used as a guide.⁵⁰ It starts with reading the text that is going to be summarized. Reading the whole text carefully will help someone to understand what is the text talking about and catch its main point. During reading stage, it is suggested to find difficult vocabulary and find the meaning first before continuing to the next step. The second step after reading the whole text is highlighting important points or key

⁴⁷Bailey, Stephen. (2011). Academic Writing: A Handbook for International Students. USA: Routledge

⁴⁸Ibid

⁴⁹Ibid

⁵⁰Ibid

word. Highlighting helps the writer to give a sign at important points that will be written in the summary.

The next step is writing a note about the important point based on the highlighted key words. This step is one of the crucial steps during writing summary. In this step, the writer should make a note and rewrite what is the highlighted key words talking about using his/her own language, yet he/she is free to decide the length of the note based on his/her need as long as it represents the important point. Therefore, paraphrasing skills is very important to finish this step.

The fifth steps is constructing summary in a good order based on the note. In this step, the writer arranges the notes that have been written before into a good order. It is important to keep the summary in an appropriate storyline. Then it goes to the last step which is checking the summary. It works to clarify whether the summary has represented the whole text or not.

c. Citation

During academic writing, adding other's theories or data is required in order to support someone's writing. Instead of writing the theories in form of summary/paraphrase, citation can be an optional way as well. In citation, someone should put the original writer's name and the year of the releasing theories within the sentence.⁵¹ It is usually mentioned at the beginning or the end of the sentence.

d. Quotation

Quotation can be defined as a writing technique that allows someone to take the whole original writer's statement directly without any changing, yet still adding citation.⁵² Citation can be possibly used for some reasons. For instance, someone can use quotation if the original statement is concise enough so that it is impossible to make it shorter or when the original writer states the theory in particular way and it is familiar enough. However, even though quotation is allowed, it can't be used often.

⁵²Ibid

⁵¹Bailey, Stephen. (2011). Academic Writing: A Handbook for International Students. USA: Routledge

B. Review of Previous Studies

There were some previous studies conducted to reveal plagiarism management strategies done by teachers, students, and even education institutions. The first was done by Chi Hong Leung and Simone Chung Ling Cheng.⁵³ The study was aimed to investigate the effectiveness of the formative assessment in guiding students avoid plagiarism. The researcher believed that only telling students about plagiarism, such as the importance of writing with less plagiarism, why plagiarism is not allowed in academia, the ways how to avoid plagiarism, is not best way in educating students. Therefore, the researcher tried to add plagiarism training into formative assessment. It reached conclusion that through practice it directly, students were able to paraphrase, developing their ideas, and enrich the creativity of their writing gradually.

The second study was researched by Kirsty Williamson and Joy McGregor.⁵⁴ This research was aimed to discuss prevention ways to avoid plagiarism used by high school students, teachers, and librarians. This research took place in four high schools in Australia. The researcher generalized plagiarism prevention ways used by teachers into two approaches which are through instructional practice approach and inquiry learning.

In instructional practice, three strategies include increasing student's awareness, improving information-handling ability, and teaching affiliation to the source were applied to assist students facing their assignment to plagiarize less. The finding proved that increasing awareness was an effective way that teacher can do first when teaching how to avoid plagiarism since students showed awareness improvement dealing with plagiarism issue after the teacher taught them related to the topic.

Then, improving information-handling ability came to the second strategy. This strategy involved how to generate ideas in their writing. Teacher used some steps to finish this strategy such as recognizing main ideas, highlighting important information, taking note about the important information using students' own language, understanding difficult words, and affiliating main point and ideas in more complex. The last strategy for instructional practice is teaching affiliation to various sources. This strategy aimed to teach students how to generate their ideas when they are writing using some difference sources and how to acknowledge the original writer.

⁵³Chi Hong Leung, S. C. (2017). *An Instructional Approach to Practical Solutions for Plagiarism.* Universal Journal of Education Research, 1646-1652.

⁵⁴Williamson, K., McGregor, J., (2011). *Generating Knowledge and Avoiding Plagiarism: Smart Information Use by High School Students*. School Libarary Research, 14, 1-18.

The second approach used by teacher is through inquiry learning. Generally, steps in inquiry learning were similar to instructional approach, but it had slightly differences. Teacher started the step with engaging students to particular topic first, continuing with improving information-handling skill, promoting generating ideas, and teaching affiliation as the last strategy.

The third research was conducted by Ronald W. Belter and Athena du Pre. ⁵⁵ This research took place in a Southeastern public regional university and aimed to measure the effectiveness of the use of an online academic integrity module to decrease plagiarism cases among undergraduate course students. The online module content itself consists of four chapters related to plagiarism topic which are definition of plagiarism and possible strategies to minimize it, definition of cheating and possible strategies to minimize it, consequences for the academic misconduct, and academic integrity evaluation.

Each student from both experimental group was asked to answer the questions on each module chapters which is how to paraphrase, citing, and quoting appropriately. The result obviously highlighted that control group has higher plagiarism occurrence compared to experimental group. It was reported that 25.8% of 66 written works in control group plagiarize others, while there was only 6.6% plagiarism occurrence among 200 written works submitted by students in experimental group.

The fourth research was conducted by Sarah Estow, Eva K. Lawrence, and A. Adams. ⁵⁶ Participant of this study was undergraduate students that major in psychology. The purpose of the study was to analyze whether giving students writing assignment related to plagiarism theme can increase their knowledge and awareness of plagiarism issue or not.

The result presented that training students through providing plagiarism topic as their assignment was effective to raise their plagiarism avoidance such as paraphrasing, quoting, and citing properly. It can be clearly seen from the data that indicated students from experimental group showed improvement in avoiding plagiarism on their assignment rather than students in control group.

⁵⁵Belter, W. R., *Pre, D. A.* (2009). A Strategy to Reduce Plagiarism in an undergraduate Course. Teaching of Psychology, 36, 257-261.

⁵⁶Estow, Sarah., Lawrence, E. K. Adams, K. A. (2011). Practice Makes Perfect: Improving Students' Skills in Understanding and Avoiding Plagiarism With a Themed Methods Course. Teaching of Psychology, 38(4), 255-258.

The fifth research was conducted by Graham-Matheson, L. and Starr, S.⁵⁷ The study was aimed to investigate students' and academic staffs' knowledge about university plagiarism policy. In addition, it also discussed their perception of the use of online tool for detecting plagiarism namely Turnitin to help students avoid plagiarism.

The finding reached the conclusion that university believed that Turnitin can be right policy or plagiarism issue. To illustrate, university used Turnitin as fundamental design in order to keep students away from plagiarism. Besides, fifty percent participants agreed that Turnitin took beneficial role in helping preventing them for any plagiarism cases. Therefore, it can be clearly seen that teacher can take advantages of Turnitin to teach their students particularly related to plagiarism prevention.

The sixth research was conducted by Julia Colella-Sandercock and Hanin Alahmadi. ⁵⁸ The study was purposed to reveal various kind of instructional strategies that can be applied by teacher in educating students which is focused on plagiarism issue. The result presented that teacher can train the students toward plagiarism prevention attitude from both face to face and online learning. To illustrate, the activities can be in form of teaching knowledge related to plagiarism through online or offline activities, giving feedback to control their work and keep them in right track, explaining what they should do and what they should not do during doing assignments, adding plagiarism material to the class, giving chance to students to have self-reflection, enhancing students' learning resources, supplying different topics for each student or each class, and building a forum that mainly discussing about plagiarism.

The seventh study was done by Dana Dobrovska⁵⁹ that aimed to investigate plagiarizing material from internet or online features. The participants of the study were students that use FTP (online learning media provided by the university). The finding revealed that 72 participants claimed they know how to utilize technology-based learning since they were in secondary school but they knew how to utilize technology to commit academic misconduct through internet was when they were first-year university students.

It happened for three different situations. The first is students directly copy and paste materials in FTP, yet they admitted that it did not really help them. The second

⁵⁷Matheson, Lynne Graham., Starr, Simon., (2013). Is it cheating or learning the craft of writing? Using Turnitin to Help Students Avoid Plagiarism. Research in Learning Technology, 21 (17218).

⁵⁸Alahmadi, H., Sandercock, J. C. (2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

⁵⁹Dobrovska Dana. (2007). *Avoiding Plagiarism and Collusion*. International Conference on Enginering Program.

situation is students took the original writing version to revise their writing in purpose to make it better than before. The last, students only used the learning source as their inspiration in generating idea before they started writing.

As the technology hits its sophistication these days, many new online plagiarism detection application appears as well. The previous studies that have been presented previously are mainly discussed about particular plagiarism management strategies neither technology based or traditional based used by lecturers, students, and even universities from different countries. Further, its effectiveness is also measured. Yet, mostly they only focused on observing an effectiveness of a specific applied plagiarism prevention done by academician without exploring a series steps designing by EFL lecturers and students in English academic writing. Therefore, this research will not only discuss the use of particular strategies, but take a wider look into various plagiarism management strategies that participant really applied during the course.

CHAPTER III

RESEARCH METHOD

This chapter informs the components of how this research was conducted. The supporting components consist of research design, subject and setting of the research, data and source of the data, data collection technique, instrument, and data analysis technique.

A. Research Design

This research used qualitative design as the method. Qualitative research is a research design that focuses on exploration and depth-understanding about the specific individuals and groups that come from phenomenon in society or human problem.⁶⁰ Qualitative research method uses descriptive explanation in generating finding and understanding of the phenomenon that is being researched. It allows the researcher to directly involved in the real field of focus study in order to explore and analyze the detail information deeply.⁶¹

This research observed phenomenon about plagiarism management strategies that used by English teachers and students dealing with plagiarism prevention. The research explored in depth various kinds of plagiarism management strategies used by lecturers of Academic Article Writing class and 6th semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya who took Academic Article Writing course.

B. Subject and Setting of the Research

Researcher chose 2 kinds of subject as the participants of the study. First subject were nine 6th semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya who took Academic Article Writing class academic year 2019-2020 and the second subject were lecturers of Academic Article Writing class academic year 2019-2020. Those participants are considered facing various issues dealing with plagiarism particularly in academic writing and having fruitful strategies for them that appropriate with the focus of the research. In addition, this research took place at Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya.

⁶⁰Creswell, J. P., (2014). Research Design. California: SAGE Publication

⁶¹Ibid

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 occured 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. 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 intrument 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.

⁶² 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.⁶³ The steps are the following.

 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

⁶³Creswell, 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.⁶⁴ 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.⁶⁵ This means that the data is valid if participants agree with the research finding

 ⁶⁴Bashir, 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).
 ⁶⁵Ibid

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



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the findings and discussion of the research. The data presented below was obtained through conducting interview and distributing questionnaire to the participants which are lecturers of AAW class and students of English Language Department who took AAW class. The research findings highlight various strategies that used by students of AAW class to avoid plagiarism in their writing activity and used by the lecturers in managing their students regarding plagiarism issue in AAW class.

A. Findings

To attain the data, interviewing 3 lecturers and 9 students of ELED were conducted. Further, a questionnaire consists of 15 questions was distributed to around 25 students of ELED that selected randomly to support the data from interview session. There are 5 answer range of the questionnaire starting from 1 that indicated that participant is strongly disagree with the statements and the higher number is 5 that indicated that participant is strongly agree with the statements.

1. Teacher's Plagiarism Management Strategies

a. Plagiarism Types

Plagiarism is categorized as an academic misconduct that is not tolerable in AAW class. However, there are some students who are suspected stealing other's idea in their paper. Lecturers revealed that plagiarism types that appeared in students' paper come up in variant such as paraphrasing plagiarism, patchwork plagiarism, global plagiarism, and citing non-existent source. Yet, the most commonly types that students committed are paraphrasing plagiarism and patchwork plagiarism.

This can be concluded from L1's statement that "They are often copying a sentence, two sentences, or the whole content of essay without paraphrasing or without mentioning the sources". This type is known as global plagiarism. Furthermore, L2's report that "What i have found in my students' papers are directly copying and pasting from pdf, combining some sources into one paragraph and acknowledging as their own words. Additionally, i also found the students informating wrong sources in footnote". To sum up, plagiarism types

that L2 found in students' work are global plagiarism, patchwork plagiarism, and citing non-existent source.

In addition, L3 confirmed through this statement, "There are 3 commonly types of student's plagiarism which are paraphrasing other people's statements from book, journal, or article without mentioning the original source, using other people's idea but make it as if it is theirs, and combining several ideas into one without acknowledging the original writer (patchwork plagiarism)". From those 3 lecturers' statements, it can be determined that generally students committed 4 commonly plagiarism types. These includes paraphrasing plagiarism, patchwork plagiarism, global plagiarism, and citing non-existent source.

b. Reasons for Student's Plagiarism

Plagiarism in AAW class happened for some reasons. Laziness, lack of reading and writing skill, limited voiscabulary demand and idea development, lack of background knowledge, low level of critical thinking, lack of responsibility in doing assignment, and lack of time management are influencing factors that lecturers found in student's plagiarism cases.

c. Plagiarism Management Strategies Applied by Lecturers

Compiling the data through interview session with 3 lecturers of AAW class, all of participants claimed that plagiarism is unacceptable in academic writing. It is proven by Lecturer's 1 (L1) statement which clearly stated "Plagiarism is an academic misconduct and even can be categorized as a

criminal in academic field". Lecturer 3 (L3) also supports the statement by stating that "Plagiarism is a misbehavior, even some institutions have already arranged consequence for those who committing plagiarism. It is because plagiarism harms the original writer and resulting killing creativity and originality of particular work".

Dealing with this issue, there are some strategies that the lecturers used to minimize students' plagiarism risk during the course. The details of the strategies will be presented below:

Table 4.1 Plagiarism management strategies applied by lecturers in AAW class

by lecturers in thirty class			
No	Lecturer 1	Lecturer 2	Lecturer 3
1.	Classroom	Classroom contract	Classroom
	contract		contract
2.	Building	Stimulating students	Stimulating
1	student's	to enrich AWL	students to
	plagiarism	(Academic Word	develop idea
	knowledge	List)	
3.	Teaching writing	Stimulating students	Teaching writing
	techniques	to	techniques
		develop idea	
4.	Monitoring and	Teaching writing	Giving low score
	controlling	techniques	and rejecting
	students' writing		paper
	process		
5.	Giving low score	Monitoring and	
	as a consequence	controlling students'	
		writing process	
6.		Giving low score as	
		a consequence	

In response to interview questions that referred to research question 1 which is about plagiarism management strategies in minimizing plagiarism occurrence among students, it can be clearly seen from table 4.1 that there are

similar and different policies applied by the three lecturers. The similarities included classroom contract, teaching referencing techniques, monitoring and controlling students' writing process, and giving low score as a consequence.

1). Classroom Contract

All lecturers indicate that they inserted plagiarism policy in classroom contract that were published to classroom members in the first day of the course. Generally, the classroom contract also included prohibition to steal others' idea or work without proper acknowledgment. Lecturer 1 (L1) stated that "At the very beginning of the course, I explained in classroom contract what they can do and what they can not do. I told that they should avoid plagiarism as much as they can". Lecturer 2 (L2) also reported that "I said in the clasroom contract that plagiarism is unacceptable and they really will get low score if being caught committing plagiarism". Lecturer 3 (L3) added, "I explained in the first meeting that plagiarism will not be tolerated and will be resulting punishment in form of decreasing student's score, even in more extreme way, I will reject the paper". By doing this, the course regulation arranged by lecturer will be more acceptable for student since it has been published at the very early moment. It also provides a chance to both lecturer and students in working together to minimize unexpected mistakes during the course.

However, in contrast with L1, L2 asserts that explaining plagiarism policy in classroom contract does not really work. She claimed that "I declared in classroom contract that stealing someone's work is not allowed, but actually I found it is not that effective since they only listen to it and forgot it". Despite the student's negative response by did not pay much attention to classroom contract, all lecturers still did the regulation of being educators in the class which is explaining what student can do and what student can not do during teaching and learning process for a semester.

2). Building Students' Plagiarism Knowledge

Student's plagiarism knowledge was built during early meetings of the course before lecturers continuing to further steps of academic writing. This strategy is purposed to create the same plagiarism concept understanding

between lecturers and students. It is proven by L2 statement, "It is important to build their plagiarism knowledge first because it is possible that maybe some of them do not understand well that not informing the original source is a plagiarism. As a result, it can be categorized as unintentional plagiarism". Thus, it is expected that students will conclude what spesific condition that is accused as plagiarism and what condition that still accepted by lecturers.

Lecturer's consideration to build students' plagiarism knowledge fits students' problem that might commit unintentional plagiarism due to lack understanding of plagiarism. It is supported by rate of questionnaire that revealed 10 students (47.6%) agree and 6 students (28.6%) strongly agree that they have ever committed unintentional plagiarism. Therefore, the fundamental advantage of this strategy is to minimize plagiarism possibility among students that might come next when they start writing paper.

3). Stimulating Student to Enrich AWL (Academic Words List)

Academic Word List (AWL) is considered take a part in supporting students from plagiarize, since mastering massive vocabulary items, particularly academic vocabulary is one of essential aspects in academic writing. It is in purpose to minimize student's motivation to plagiarize due to lack of writing skill. It can be concluded from L2's statement that "Mostly, students who plagiarized are those who lack of responsibility, lazy enough, do not put much effort to their writing, lack of ability included writing skill, AWL mastery, limited vocabulary demand or idea development, and lack of time management". Supporting student to improve vocabulary mastery offers advantage in stimulating student's creative writing and idea development so that they are able to avoid stealing other's idea when producing academic writing.

Furthermore, promoting student's vocabulary mastery, particularly AWL is mainly designed by the lecturer in the early meetings that is fruitful as students' basic vocabulary preparation in writing academic paper. In order to help students memorize and learning it effectively, AWL is displayed through preparing enjoyable learning activities. L2 clearly stated that "I usually allocated some meetings to stimulate students in memorizing AWL (academic word list), covered by providing enjoyable learning activity yet resulting they

unintentionally memorizing that AWL". However, even though AWL can not be mastered by students in only 2 meetings, it is considered to be an introductory term for their paper writing further.

Furthermore, the learning activity is usually designed in form of games, group discussion, or other fun learning activities. It can be seen from L2's statement which said "I designed many enjoyable learning activities, sometimes game that inspired from AWL coxhead that I found in Google". The lecturer tends to arrange it in enjoyable learning environment instead of in more serious one since students feel more relax and it will decrease their learning pressure. The lecturer expects the students be able to absorb and memorize AWL better if they enjoy the learning process.

4). Stimulating Student to Develop Idea

As the follow up activity of AWL mastery, lecturer stimulated students to develop their idea. The idea is displayed using AWL that they have learned before. In more details, lecturer applied some stages here, started with writing a sentence using AWL, extended the sentence into paragraph, and if the lecturers considered that majority of students did well in the first and second stages, lecturer moved to the last stage which is developing it into essay. In the last stage, lecturer provided different topics (about 15 topics) and asked students to develop their main idea based on the topic given.

Lecturer believed that stimulating student to develop their own idea can minimize their motivation to plagiarize due to capability requirement. To illustrate, if they are good enough in constructing written works, they will rely on their capability and rule out stealing other's. It can be proven from the statement by L2, "Since they already had their own main idea, it usually minimizes them stealing other's idea even though there were one until two students who were still stubborn". To sum up, the highlight of this strategy is to support students' confidence and capability to produce academic writing that developed by their own idea and preventing students' behavior of acknowledging someone's as if it is theirs.

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".



Figure 4.1. Quotation game (Participant's documentation)

6). Monitoring and Controlling Students' Writing Process

It is revealed that lecturers could easily handle plagiarism in the class through monitoring and controlling students' writing process. To illustrate, if lecturer is directly involved in students' writing process, they can measure students' writing ability and recognize what writing types of their students are. As a result, if someday the lecturers find there are different writing types, they can get a conclusion whether it is student's original writing or it is other's.

It is in a line with L2's opinion about the benefit of recognizing student's writing type to detect plagiarism occurrence that "Teaching writing should be continuously giving feedback, monitoring, and controlling students' work. As a result, the lecturer will know each student's skill. If in one day there is different writing level with they usually are, it can be suspected as committing plagiarism". In addition, L1 also explained the similar things ".............Through observing this, I can understand their writing pattern and their writing style. Therefore, if in the next writing i found their different writing style i can directly recognize that it was not their original writing". Thus, as the benefit of recognizing students' writing style, lecturers could detect plagiarism indication in students' writing since they were continuously accompanying student's progress.

Additionally, L2 claimed that by routine controlling and involved in student's writing process, she was able to recognize in early time and give directly verbal warning to student who accused plagiarized. It is revealed in

her statement which is "If I find something strange in their writing, I directly gave warning to them and asked "It is other's work, isn't it?"". Therefore, monitoring and controlling student's writing process facilitates the lecturer to manage and handle student's attitude toward plagiarism prevention in writing paper.

7). Giving Low Score as a Consequence

Low score comes as a bad consequence that lecturer give to students who broke the plagiarism rule. It is one of the strategies that lecturer considered yielding students' guilty feeling. By punishing them with lower score, they will not have enough bravery to do it again in the future. According to L2's experience, after she gave the student who plagiarized lower score than other students, he/she felt sorry for what they have done. It can be seen from L2's statement that, "Usually before i decided final score, I declared in Whatsapp group that there are some students who committed plagiarism. Therefore, the students who admitted it felt sorry for me". Moreover, L3 stated "It depends on plagiarism level. The standard consequence is decreasing their score and the extreme consequence is rejecting the paper". In addition, L3 gave the consequence to the students based on the level of plagiarism. If it is still tolerable, she only decreased the score to be lower. Yet, if she thinks it is not tolerable anymore, she will unfortunately reject students' paper.

Further, since the purpose of giving low score is to give real warning for students, the lecturer did not give the second chance to the student. As a result, they still had lower score than others even though they have revised to the better one. It can be seen from L2's statement that "Even though they had revised it, they still get lower score from the standard I usually give. It is possible to give them C or D because hopefully it will give them deterrent effect and not repeat the same mistake for the next". In addition, besides giving low score as punishment, lecturer also hope it can be a valuable moral experience that student can learn if someday they want to plagiarize.

2. Students Plagiarism Management Strategies in English Writing

a. Plagiarism Types

According to the data that was gained through interview session, all participants agree that plagiarism is one of an academic misconduct in academic writing. As what student 4 (S4) stated that "Plagiarism is a crucial issue in an academic writing. Absolutely, plagiarism is not allowed since it violates authorship rules and it is a criminal because it is considered as stealing others'". However, even though students already knew the importance of plagiarism issue in academic writing, ironically 8 out of 10 students do not identify well various types of plagiarism that commonly appears. Yet, all of them could recognize that copying someone's idea, whole or only some parts are categorized as plagiarism. Moreover, students revealed that types of plagiarism they have ever committed are more varied than what the lecturer carried out. It can be clearly seen from the questionnaire result that students have committed 7 common plagiarism types at least once during their study period.

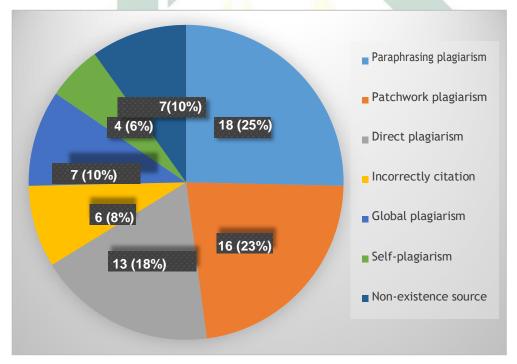


Chart 4.1. Types of plagiarism that students have ever committed

The pie chart above indicates the data of different types of plagiarism that students have ever committed. The most dominate type is paraphrasing plagiarism that has 25%, following with patchwork plagiarism that has 23%. It supports lecturers' statement that the most plagiarism type they discovered from students' work is paraphrasing plagiarism and patchwork plagiarism.

b. Reasons for Student's Plagiarism

According to the data gained through questionnaire, students reported some possible reasons that motivate them committing plagiarism. The reasons include lack of understanding, lack of writing skill, difficult topic, course difficulty, dealing with foreign language, laziness, writing pressure, desire to get higher score, lack of time management, afraidness of being fail in the course, student's academic level, age, and cultural background. A closer look, the percentage of each particular issues that become students' motivation to plagiarize will be presented below:

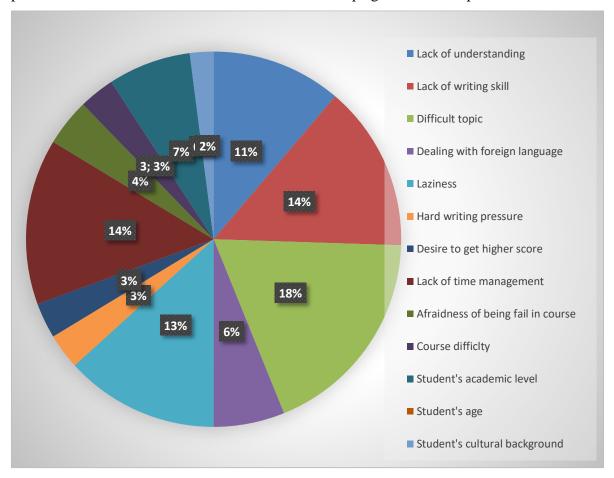


Chart 4.2. Reasons for student's plagiarism

The chart compares and contrasts the different reasons of plagiarism committed by students. It can be clearly seen from the chart that difficult topic reaches the highest percentage which is about 18%. Moreover, lack of time management and lack of writing skill has equal level in 14%. In addition, students figured out that student's age does not really contribute since it has 0% out of 100% data.

c. Plagiarism Management Strategies Applied by Students

Considering the plagairism occurrence among students, some strategies that students of AAW class applied in order to minimize plagiarism in their writing are revealed. Those are extending vocabulary mastery, building background knowledge, practicing writing techniques, building discussion with peers, and plagiarism avoidance encouragement. A closer look to each strategy will be discussed further as the following.

1). Extending Vocabulary Mastery

Extending vocabulary mastery is reliable for students to minimize their desire to copy other's words. During writing, storing massive vocabulary items help students to present the data better than those who have limited vocabulary items. Student 9 (S9) stated that "To produce good academic writing, I need to display the data in academic word. Therefore, AWL is necessary for me. But actually, not only AWL, all kinds of vocabulary help me to write better". Considering great output of storing adequate vocabulary items, students set it as a need in academic writing and go through different process in extending their vocabulary mastery.

Having massive vocabulary items accommodate students to use their own words rather than stealing other person's words. Student found it can decrease their motivation to directly copying other's sentence. S9 revealed his feeling toward the difference between good vocabulary mastery and limited vocabulary mastery, "I can paraphrase creatively if I know the synonym of particular word. But if I confused to find the synonym, I tend to directly copying the original one". From that statement, it can be highlighted that vocabulary mastery is a vital component in paraphrasing. It is due to student's self confidence in writing techniques will be elevated. Student tends to believe and rely on their own ability in accomplishing paper writing.

Furthermore, storing enough vocabulary items stimulate students' creative paraphrasing. To illustrate, if they are going to paraphrase, they need to change word order, diction, or sentence structure, yet it must have similar essence with the original one. Those ways of paraphrasing can succeed if students be able to transform their idea into written works using appropriate academic words. Student 7 (S7) proved it through this statement "I tried to extend my vocabulary mastery, particularly academic vocabulary so I can paraphrase without facing too many

difficulties". Therefore, by improving vocabulary bank, student find a way to handle obstacle they might face dealing with difficulty in pouring idea into written works and get their writing process flows.

In order to achieve the goal, student emphasized to build vocabulary memorization habitual. For instance, student absorbs new vocabulary items through reading English books and watching videos in English. The fundamental essence is to learn new words everyday intentionally or unintentionally. S7 detailed that "To enrich my vocabulary, I usually read English book or watch videos that have English sub-tittle. The main point is I train myself to get used to know many vocabulary list everyday". Reading English book and watching videos in English built good habitual that leads student to absorb huge number of new vocabulary. As a result, their vocabulary mastery will be well-developed gradually.

2). Building Background Knowledge

Before starting writing an article or other academic writing, half of the participants stated that they build background knowledge first. Building background knowledge was attained through discovering statistics that are in the same line with their topic. It was done through reading articles, journals, or resources that have similar topic. Student 3 (S3) emphasized that "I read a lot of books and write more often. A lot here means not only 2-5 articles for topic that I will write. But I usually read 26-30 articles related to the topic that I'm going to write. It is actually still somewhat little, it should be more". From this statement, participant claimed that reading realated sources facilitates them to discover their topic first before starting writing a paper.

They believed that through reading related resources, it will broaden their insight of the topic and strengthen their understanding about the topic as well. Student 8 (S8) said that "When I read related sources, I hope I will have enough knowledge that I need during writing article and ease my writing process. Therefore, I can decrease plagiarism risk in my article". As student's fundamental understanding about the topic is established, the way they plot their paper is planned as well. Therefore it is easier from them to develop their writing and minimize possibility of using other's work.

In addition, building background knowledge is one of the best ways to minimize plagiarism occurrence suggested by lecturer. L2 clearly indicated that

"Students also should dig and store information related to the topic as much as possible. Building background knowledge will help students to guide the plot of their paper instead of directly copying other's idea". To sum up, building background knowledge effectively offers beneficial stuff for students. It leads students to explore terms that they probably need during writing their own article and yields an outline or basic concept of what they will do in handling their topic next. As a result, they possess their own pattern and resulting decreasing their desire to steal other's.

3). Practicing Writing Techniques

Practicing writing technique was chosen as a strategy that both lecturers and students put on their rules in minimizing plagiarism in academic writing. Writing techniques that mostly students used are paraphrasing, quoting, and citing. Otherwise, there are a tiny number of students who mentioned summarizing when they are taking idea from others.

More than half participants stated similar statement, where highlighted that paraphrasing is a must for them. The reason comes from their belief that paraphrasing plays essential role in preventing their work for any plagiarism issue. Student 1 (S1) stated that "For me personally, the only way to avoid plagiarism is only paraphrasing". It is in a line with what student 3 (S3) stated that "Of course referencing well is what we should do in academic writing no matter what. It can be paraphrasing or quoting". From that statement, it can be concluded that writing technique is a must thing to do for them since it is a tool to present their idea into written works even though the type that students prefer is different.

However, even though students feel afraid of paraphrasing either it was proper enough or not, they put it as their first option of writing technique. It is due to too much quoting (directly copying the original sentence) is not good for academic writing. Therefore, they put an effort to paraphrase first, but if it is complex enough to be paraphrased, they use quotation technique. It can be clearly seen from student 4's (S4) statement that "I tried to paraphrase it first, but if it's stuck, I used quotation technique". At this case, student considered that quotation is more simple to apply since they only need to take the exact whole sentence

instead of rewriting the main point of the content such as in paraphrasing or summarizing.

In more detail, for paraphrasing, students usually change the word class, change the structure of the sentence, or replace particular word using its synonyms. S4 stated that "I practice reading a sentence/paragraph, changing its word order and synonym, and then rewriting it using my own words". It has the same essence with student 6's (S6) statement that "For paraphrasing, I find the words synonyms, change sentence structure, and memorize many vocabulary items". Thus, the way students practice the writing techniques is quite similar one to another.

In addition, there is no special way of practicing quoting since it only needs to take the whole sentence and add quotation mark on it. While for summarizing, there are the steps that are done by student. It is read-rewrite- recheck. It can be concluded on S6's explanation that "I read a passage many times until I really catch the main point that being discussed. Then I write it again using my own words without looking at the original passage. The last step I recheck whether what I had written has similar meaning with the original one or not". To sum up, the three steps of practicing summarizing consists of reading the passage, rewriting using own words, and rechecking the content is basic steps that need to be done in summarizing a passage.

Despite the level difficulty of paraphrasing, most participants claimed that paraphrasing is the most effective strategy to avoid plagiarism. Various reasons of this were revealed by students. Student 1 claimed that practicing paraphrasing over and over again is the best strategy due to its practical, effectiveness, efficient, and better result of academic writing. It is displayed on her statement which said "It is more practical, effective, efficient, and will produce more academic result. Practical and efficient here means it is not wasting time". Another reason is because through paraphrasing, their article will be safe from plagiarism detector. As what student 4 clearly stated that "Because through paraphrasing, there will be no plagiarism detected in my work". Those prove that many beneficials are offered by this strategy in writing academic paper so that make it as the most efective and preferable startegy chosen by students.

4). Discussion with Peers

The fourth strategy that is revealed is building discussion session with peers. It is only minority of participant who decided to have discussion with their classmates as the prevention toward plagiarism behavior. Generally, they chose this strategy because they faced many problems regarding how to write well due to lack of writing skill or lack of understanding. To illustrate, the student needed to take theory from other researches, yet they faced challenge in understanding the content. Therefore, they were not be able to rewrite it using their own words and tend to write the same version of the original one. It is a line with Student 6's explanation that "....... I usually have deep discussion with my group member. For example, at one time I would summarize a paragraph and rewrite it using my own interpretations, but I confused how to re-present that idea, I asked my group members to give their opinion how i should summarize it". Intense discussion with peers facilitates student to gain wider insight from other perspective or interpretation. Further, it reliefs them to deal with any misbehaviour in writing assignment caused by lack of understanding.

To overcome that issue, the students decided to build a discussion with their peers. Students felt more relax having discussion with their classmate compared to discussing with the lecturer. It can be seen from student 8's (S8) statement that "I also build discussion with peers. Sometimes the source is difficult to understand due to difficult and unfamiliar vocabulary or expert writing style because it is written by native. Therefore, I need partner to discuss with. I am too shy to have personal discussion with my lecturer". From those statements, it can be concluded that students feel helped in overcoming their challenges in understanding the content of some sources, particularly when they need to take theory from that sources and put in in their paper. The basic advantage of this strategy is to improve their ability to catch the content so that they can represent it in their own version and avoid the possibility to exactly proceed the same as the original one.

5). Plagiarism Avoidance Encouragement

This strategy comes from motivations that support student to avoid plagiarism. 2 out of 9 participants revealed 2 types of encouragements that motivate them to minimize plagiarism in their writing. Those are self-motivation

and external motivation. Self-motivation comes from their own desire to minimize plagiarism as maximal as possible. While external motivation comes from their fear of being caught by the lecturer from committing plagiarism and resulting receiving punishment from the lecturer.

Student claimed that even a little and invisible action can affect someone's attitude toward particular thing, including plagiarism awareness. For a closer look, student 7 (S7) emphasized that her own mindset to not committing plagiarism takes the first role of her prevention ways before she moved to other writing preparation such as extending vocabulary mastery or practicing paraphrasing. It is revealed in her statement which said "I keep in my mind that plagiarism is bad thing to do and I have to try as much as I can to avoid it. I keep motivating myself to not commit plagiarism". Thus, student's personality comes as inner motivation to support them avoiding plagiarism. Even though not all students own the same plagiarism avoidance motivation level, this kind of behaviour can be built first to assist external strategy.

Similar thing, student with high fear of being punished by lecturer also has similar term of motivation. The student discovered that every time she has desire to steal other's work, she considered the punishment given by lecturer. It is proven in S9's report that "Considering punishment from lecturer really motivates me to apply prevention strategies as maximum as I can. That basically will save my writing result". To sum up, students who are afraid of having low score caused by plagiarism put much effort in avoiding it. It is found that punishment given by lecturer unintentionally leads student to avoid academic misconduct since the consequence absolutely has bad impact for their academic track.

B. Discussion

This section discusses research findings that have been presented previously by relating to existing theories and previous studies presented in Chapter II. There are 2 discussion parts in this section. The first part discusses various plagiarism management strategies that used by lecturers of Academic Article Writing class in managing their writing class dealing with plagiarism issue. Meanwhile the second part discusses strategies that used by students of Academic Article Writing class to prevent their works from plagiarism indication.

1. Teacher's Plagiarism Management Strategies

This section discusses strategies that lecturers of AAW class applied to help their students avoiding plagiarism. At some points, those 3 lecturers used the same strategy, but at the other one, they used different policy as well. The 7 types of lecturers' action in the class were revealed in the findings. Those are classroom contract, building students' plagiarism knowledge, stimulating student to enrich AWL, stimulating student to develop their own idea, teaching writing techniques, monitoring and controlling student's writing process, and giving low score as a consequence.

a. Classroom Contract

Lecturer reported that they designed a classroom contract for Academic Article Writing class. At the first meeting of the class, the classroom contract that contains what they should do and what they should not do was declared. Obviously, it also includes plagiarism prohibition in writing academic paper. It becomes necessary for lecturer to make the regulation in the course clear enough for the students. When lecturer declares plagiarism prohibition during academic writing in classroom contract as policy, it directly gives student general understanding of how the assignment goes, what criteria that have been set by lecturer to an accepted or unaccepted assignment are. It is in a same line with a research done by Julia, C. S. and Hanin Alahmadi that highlighted teacher needs to explain their expectation to students before they started the course, included the criteria of an accepted assignment. It will be great if teacher also provided the examples of adequate assignments that students need to succeed in the course. It provides advantage in helping students to meet teacher's standard. 66

Since student already figured out the ideal level of the assignment, it will ease them to adjust their effort to complete the assignment and teacher's expectation. To illustrate, a rule of plagiarism has been declared by lecturer in the classroom contract and it is expected to provide fruitful information of what can be legally done and what can be illegally done regarding plagiarism issue. In contrast, without clear explanation by lecturer, students will be confused to set standard for an acceptable assignment based on lecturer's preferrence. However, through concerning

⁶⁶ Sandercock, J. C., Alahmadi, H.(2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

the lecturer's rule, student will have a guidance in completing assignments and follow lecturer's rule to reduce plagiarism in their works.

b. Building Student's Plagiarism Knowledge

Constructing plagiarism understanding to students was done by lecturer in early meeting of the class, following the classroom contract up. Even though it was not in very detail learning activity, yet lecturer considered to give basic knowledge regarding plagiarism issue. It is based on lecturer's prediction that some of the students' might possibly committing unintentional plagiarism that caused by their lack of understanding. In this case, student who did not really know how plagiarism looks like and how to deal with it tended to commit plagiarism compared to those who have understood it.

According to the theory by Marcia Devlin, lack understanding of plagiarism concept can motivate students in committing plagiarism.⁶⁷ Lecturers and several students claimed that they unintentionally committing plagiarism due to lack plagiarism knowledge such as types of plagiarism, particular conditions that can be categorized as plagiarism, or how plagiarism occurred. To illustrate, when students take other people's idea without paraphrasing or quoting even though the source is mentioned, they think that they already gave proper acknowledgment. Yet, in fact, proper paraphrasing or quoting is still needed.

Therefore, in overcoming students' lack understanding of plagiarism knowledge, lecturer allocated 1-2 meetings to discuss plagiarism knowledge. At those meetings, lecturer supplied students with basic plagiarism knowledge included explaining what plagiarism is, how it looks like, common types of plagiarism, and the importance of learning writing technique to minimilize it. This is in a strong agreement with previous research done Julia, C. S. and Hanin Alahmadi who inputted a session in lesson plan to discuss plagiarism issue, what type that will accused by the teacher as plagiarism, and what consequence they will receive if they are being caught. Providing this kind of learning activity is expected to build student's plagiarism basic knowledge and decrease their blurry insight regarding

⁶⁷Devlin, M. (2006). *Policy, Preparation, and Prevention: Proactive Minimisation of Student Plagiarism.* Journal of Higher Education Policy and Management, 28, 45-58.

⁶⁸ Sandercock, J. C., Alahmadi, H.(2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

plagiarism. For instance, if student be able to define what actions that can be caught as plagiarism and how to deal with it, they will be wiser in deciding what actions they establish to write a paper without committing plagiarism.

In addition, adding plagiarism knowledge in the lesson plan can also increase student's plagiarism awareness. Lecturer can emphasize the importance of plagiarism avoidance and how plagiarism can be a harmful issue in academic writing. By doing this, student's awareness will be lifted so that it is assumed to eliminate student's desire to plagiarize. It confirms previous study done by Kristy

W. and Joy M.'s that plagiarism issue is possible to be alleviated by increasing plagiarism awareness, improving information-handling ability, and teaching affiliation to the source.⁶⁹ Therefore, building plagiarism knowledge offers help to student to figure out imperative information regarding plagiarism. As a result, they will be able to adopt proper strategies in preventing their written works from plagiarism.

c. Stimulating Student to Enrich AWL (Academic Words List)

Lecturer of Academic Article writing class decided to help students enriching their vocabulary mastery due to the significant influence of storing massive vocabulary items in academic writing. In a more detail, lecturer provided list of academic words or phrases that evidently fruitful for their writing. It is continued with focusing on training student in memorizing AWL (Academic Word List) that is frequently used in academic paper. The lecturer designed to cover the material in a pleasing learning activity which are usually in form of game, group discussion, etc, to keep student attracted.

Supporting students of Academic Article Writing class with AWL evidently helped them to elevate their vocabulary mastery and resulting well progress of their writing. As a result, beacuse of enough vocabulary mastery, students felt easier to express their idea and write academic paper using their own words rather than directly using other people's statement. This finding is in accordance with previous study explored by Julia, C. S. and Hanin Alahmadi who pointed out that supplying student with supplementary material or sources from early class can result positive

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⁶⁹Williamson, K., McGregor, J., (2011). *Generating Knowledge and Avoiding Plagiarism: Smart Information Use by High School Students*. School Libarary Research, 14, 1-18.

impact for student's progress since lecturer provides a material support for them. ⁷⁰ Even though this kind of strategy can not be done in a short time due to different student's level in absorbing the material, continuously training students to use unfamiliar academic vocabulary will get them used to master more academic words gradually. As a result, the more they master academic words, the more their motivation to steal other's words will decrease. To sum up, lecturer's decision to provide AWL as a supplementary material for academic writing is considered helping students to express idea using more academic words or phrases by their own instead of directly using what have been written in the original source.

d. Stimulating Student to Develop Idea

Lecturer informed that training student to develop their own idea was completed in some stages. It was started with providing different topics to students for writing the essay. From those different topics, students were asked to construct a main idea using AWL and generate the main idea into paragraph. In generating idea, students need to complete the details of the main idea and its supporting sentence. Producing a full essay or paper comes up as the last stage of lecturer's idea development process designed by the lecturer.

Further, providing different topics helped lecturer to manage plagiarism possibility in the class since each student has different topic to be discussed. Students did not have any chance to use their classmate's works. Even though there is still high possibility to steal other's work from internet, books, or journals, yet this strategy never hurts to be applied. This matches Julia, C. S. and Hanin Alahmadi's finding that supplying different topics for each student, each class, and each semester can cut the cycle of plagiarism through borrowing and submitting other students' work. This theory provides advantage to eliminate possibility that student will submit paper done by other students who have similar topic with his/her, for instance student from another Academic Article Writing class or even from his/her senior who had the course last year.

Assisting student's process in developing idea is actually expected to bring deeper understanding of particular topic to the students. Guiding students to take

⁷⁰Sandercock, J. C., Alahmadi, H.(2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

⁷¹Ibid

part in developing an idea into full essay gradually will be easier instead of asking students to write directly a full essay. This is because short time of understanding particular topic process will lead to misconceptions between student's perception and what actually the topic is. Therefore, through developing it little by little hopefully it will draw better understanding so that students will be able to develop idea into essay based on their own perception, not stealing what have been done by other.

Moreover, in that generating idea process, student's writing creativity and critical thinking are eternally required. At this point, lecturer also helped student to promote their critical thinking. It was done through assigning students to construct a main idea and next it needs to be developed into essay. This principle is in a line with theory stated by Kristy W. and Joy M. who claimed that another approach for teacher to help students escape from plagiarism is to increase their thought on the higher order and improve creative aspects.⁷² Therefore, in can be concluded that continuously assisting students cultivating idea expectantly training them to rely on their high order thinking and reduce stealing other's.

e. Teaching Writing Techniques

According to Ronald W. B., and Athena D. P., most common types that appeared as plagiarism include taking ideas with inappropriate paraphrasing, quotation, or citation.⁷³ This leads to conclusion that teaching writing techniques is like an obligatory material for lecturer, particularly in writing class. To meet this need, lecturers of Academic Article Writing class allocated about 2 meetings to discuss the finest way in paraphrasing sentences, summarizing passages, and providing adequate acknowledgment.

During those 2 meetings, the lecturer displayed the material gradually through some steps that consist of explaining the basic concept of the writing techniques briefly, supplying the examples for each techniques, and giving chance to students to do it by themselves. This steps match with previous study by Kristy W. and Joy M. that learning activity was started with example demonstration by teacher

⁷²Williamson, K., McGregor, J., (2011). *Generating Knowledge and Avoiding Plagiarism: Smart Information Use by High School Students*. School Libarary Research, 14, 1-18.

⁷³Belter, W. R., *Pre, D. A.* (2009). A Strategy to Reduce Plagiarism in an undergraduate Course. Teaching of Psychology, 36, 257-261.

and continued to provide student's turn.⁷⁴ Those steps are an ideal steps of teaching writing techniques in academic writing. It is because the learning activity is not only focusing on explanation but also throwing the chance to students to practice it. In a similar line, only pushing students to practice without understandable explanation and clear examples from lecturer will be resulting confusion between students. Thus, a complete stage of teaching writing teachniques provides better result of student's writing progress.

Even though the time allocation to finish the paper is limited, teaching writing technique is a must to be taught since it strongly gives significant contribution in student's writing process. It is because they obviously will use other's theory to support their academic paper and proper way to not be categorized as plagiarism when they use other people's statement is required. Therefore, training them to have more practices in writing techniques offers beneficial for both lecturer and students in accomplishing the goal to avoid plagiarism in students' paper. Moreover, demonstrating examples of writing techniques help students to draw inspired thought through combining the theory of writing techniques and how the lecturers practice it in a real writing.

f. Monitoring and Controlling Student's Writing Process

The process of monitoring and controlling student's writing process have been started by lecturer from early meeting of the course. Lecturer observed students' writing track such as writing style, writing level, and how their capability is to express the idea development in a paper. This strategy provides fundamental guideline for lecturer in monitoring students' progress. A closer look, lecturer would eternally figure out when there was something different in students' paper since lecturer have recognized the typical writing form of students. At this point, it helped lecturer to detect plagiarism indication that occurred in students' work.

This principle is in complete agreement with strategy suggested by Julia, C. S. and Hanin Alahmadi who noticeably detailed that teacher needs to keep the progress of student's writing in a right track through giving feedback for each stages

⁷⁴Williamson, K., McGregor, J., (2011). *Generating Knowledge and Avoiding Plagiarism: Smart Information Use by High School Students*. School Libarary Research, 14, 1-18.

of students' work.⁷⁵ By doing this, it will be easier for lecturer in detecting plagiarism in students' paper earlier when lecturer monitor it. To illustrate, lecturer set a stage of an essay and the students need to pass each stages, little by little, phase by phase, until all stages of paper writing is complete. Monitoring and controlling student's writing progress from the first stage will give lecturer chance to detect any plagiarsim occurrence earlier, before students go further to the next writing stage. A closer look, just in case lecturer detects plagiarism indication in chapter 1, lecturer be able to give warning and let students fix the chapter 1 first before moving up to the next chapter. In contrast, it will be quite difficult if lecturer does not monitor and control student's writing since early chapter and only see the result when it already had complete chapter. It is because there might be more mistakes included from the first until the last chapter. Therefore, it helps lecturer to manage student's writing regarding plagiarism, and even other writing mistakes.

g. Giving Low Score as a Consequence

Giving low score is chosen by lecturers as the punishment for student who remarkably committing plagiarism. This policy has been announced to students in classroom contract. The consequence decided depends on the level of plagiarism. For standard consequence, lecturer decided to give lower score to students who intentionally using other's work without proper acknowledgment, but for more extreme case, lecturer decided to reject student's paper. This policy has purpose in delivering deterrent impact to students so that they will not make the same mistake in the next writing.

This value lends support to Davis & Ludvigson's theory (cited in Park, 2003) that lacking of deterrence contributes reason for students to plagiarize. It happens when students think they will not get caught for committing academic misconduct, or even when they get caught, the consequence they receive is not that matters. Moreover previous finding revealed by Marcia Devlin appeared to overcome this issue. Devlin emphasized that catching and giving penalties method has contributed to

⁷⁵Sandercock, J. C., Alahmadi, H.(2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

⁷⁶Park, Chris. (2003). In Other (People's) Words: Plagiarism by University Students – Literature and Lessons. Assessment & Evaluation in Higher Education Vol.28, No.5.

a substantial decrease in accident numbers.⁷⁷ As a result, deterrence feeling between students will elevate through catching and giving equal consequence to those who have caught. If student have once experienced getting lower score, or watching their peers experienced it, they will not have enough bravery to do it in the future. It also can be a memorable value for other students that they need to consider many times before deciding to commit an academic misconduct.

2. Students' Plagiarism Management Strategies

This section discusses the finding as the answer of the first research question which is "What are plagiarism management strategies used by students of English Language Education department at UINSA?". The data that were obtained through interview section and questionnaire leads the researcher to reveal various ways that students applied to minimize plagiarism possibility in their writing. The data showed that students commonly used 5 different strategies. Those are extending vocabulary mastery, building background knowledge, practicing writing techniques, discussion with peers, and plagiarism avoidance encouragement. Further, deeper discussion about the 5 strategies will be presented below.

a. Extending Vocabulary Mastery

Several students of AAW class reported that lack of vocabulary mastery sometimes be a challenge for their writing, particulary academic writing. At this case, they faced difficulty to express idea or opinion into written works and can not deal with the way to adopt other's theory and present it using their own versions through paraphrasing, summarizing, or quoting. As a result of this obstacle, students tend to roughly copying what other people wrote and putting it into their work even using the exact sentence form.

It can be clearly seen that limited vocabulary storing contributes to student's motivation in plagiarizing other's. To illustrate, student who had low vocabulary mastery faced challenge in expressing his/her idea into a written works. As a result, they are mostly motivated to directly use other people's sentence and put it into their paper. On contrary, students with excellent vocabulary mastery be able to deliver what they want to write using their own original version appropriately. This is

⁷⁷Devlin, M. (2006). *Policy, Preparation, and Prevention: Proactive Minimisation of Student Plagiarism*. Journal of Higher Education Policy and Management, 28, 45-58.

proven by Hakim U., Brian H., and Eva L., through their finding that lacking language ability and writing skills motivate student to directly write what they read. Typically, this challenge appeared when students wants to write something but they do not know how to express it and. Therefore, they choose to straightly copying what the first writer wrote in the original source.⁷⁸

Dealing with this issue, some students selected to reading books, watching videos and films that have English subtitle sustainably in purpose to assist them enriching their vocabulary mastery. Those strategy offers excellent impact in their writing process, particularly for academic writing that require massive vocabulary as the writing basis tool. To conclude, if students are equipped with great vocabulary mastery, they will feel easier in expressing or adapting other's idea into their own versions.

b. Building Background Knowledge

Mostly, students pass the process of building background knowledge through reading sources that related to their focus of study. Yet it is not enough to only read 1-2 sources. It needs high numbers of related sources exploration. It matches Kaveh Bakhtiyari's et.al theory that someone's understanding of particular concept will be limited if he/she only explore it in a source. On the other hand, he/she will be able to interpret it into wider interpretations and insight if he/she explores it in many sources. The sources might provide different information that are not included in some other resources. Therefore, digging information as many as possible related sources can be reliable strategy to construct student's background knowledge before they start writing their own academic writing.

Students believed that initiating reading high amount numbers of sources related to the topic that they are going to write effectively helps them avoiding plagiarism. It happens since their insight and general knowledge of the topic will be wider along with the understanding and idea that will be built during reading process. In other words, they put themselves closer and more familiar with the topic. As a result, their writing difficulty will decrease as their capability increase. This

⁷⁸Usoof, Hakim., et.al., "Plagiarism: Catalysts and Not Simple Solutions" in Kirk, et.al (Ed.). *Cases on Professional Distance Education Degree Programs and Practices: Successes, Challenges, and Issues*, 49-85. IGI Global Book Series, 2014.

⁷⁹Bakhtiyari, Kaveh., et.al., (2014). *Ethical and Unethical Methods of Plagiarism Prevention in Academic Writing*. International Education Studies Vol.7 (7).

finding supports Jenny Wilkinson's finding that course and topic difficulty lead students to plagiarize.⁸⁰ Through building background knowledge before starting writing, students will be able to handle writing challenge through drawing their own interpretation and perception regarding particular topic. It helps students to put effort in presenting the interpretation into their own writing with low desire to acknowledge other people's interpretation as if it is theirs.

c. Practicing Writing Techniques

Practicing writing techniques is type of strategy that dominates students' preference and comes first in their mind if there is a question what they should do to plagiarize less. Students claimed that to be able to master good skill of writing techniques such as paraphrasing, summarizing, quoting, and citing appropriately, they need a long period of practicing. It involved some phases consist of practicing-revising-practicing-revising period. Students believed that practicing it over and over again will elevate their writing techniques ability. In other words, even though they already caught the theory of how to paraphrase properly, they will get nothing unless they really practiced it many more times.

Chi Hong Leung and Simone Chung Ling Cheng proved on their research that only describing plagiarism knowledge to students such as explaining plagiarism prohibition in academia, how they deal with it, what they are allowed and not allowed to do was not best education option for students. It needs being supported by real actions as well. Therefore, finding on their research proves that practicing it directly leads students to promote better writing work. It is in a line with what have been reported by students of AAW class that they have passed practicing-revising-practicing-revising period to achieve the goal regarding plagiarism prevention through properly applying writing techniques. However, even though they go through long period to train their writing ability, this strategy is proven as the most effective one. This is due to the main regulation of using other's work can be approved with paraphrasing, summarizing, quoting, or citing the original source with acceptable acknowledgment.

⁸⁰Wilkinson, J. (2009). *Staff and Students Perceptions of Plagiarism and Cheating*. International Journal of Teaching and Learning in Higher Education, 20, 98-105.

⁸¹Chi Hong Leung, S. C. (2017). *An Instructional Approach to Practical Solutions for Plagiarism*. Universal Journal of Education Research, 1646-1652.

d. Discussion with Peers

Initiating discussion session facilitates students to discuss specific issue they tried to overcome. As some students of AAW class faced a problem in understanding sources, they believed that their peers also take role in helping them fixing that problem. It is because they have a partner to discuss the problem with. Generally, the challenge is regarding difficult topic or unfamiliar vocabulary items that lead to misconceptions. Through building discussion sesion with peers, students will have a chance to confirm their interpretation of particular information they get from the source. At this point, each student has opportunity to share, discuss, and compare each other's interpretation. Clear and acceptable interpretation of needed sources will boost students ability to deal with their writing assignment and work for the originality.

However, even though it has similar essence to build discussion session in minimizing plagiarism possibility, it is in contrast with the research finding by Julia, C. S. and Hanin Alahmadi's that revealed discussion session was conducted between teacher and students to overcome student's problem regarding plagiarism. ⁸² However, at this case, students prefer to build discussion with their peers or classmates. This phenomenon occurred because students feel shy to ask or discuss with their lecturer. On the other hand, through discussing with peers, they feel more relax and free to discuss without any restrictions.

Furthermore, those two discussion types bring its own advantages and disadvantages. Discussion with lecturer offers more trustworthiness in understanding the content compared to having discussion with peers. Therefore, it will decrease any misconceptions between student's interpretation and what actually contained in the source. Yet, in another point of view, some students often feel not comfortable and under pressure if having personal discussion with lecturer. As a result, some students prefer to have discussion with their peers concerning their feeling to express idea better in front of their friends compared to their lecturer.

⁸²Sandercock, J. C., Alahmadi, H.(2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

e. Plagiarism Avoidance Encouragement

Plagiarism avoidance encouragement comes from specific thing that encourage student to avoid plagiarism in their writing assignment. According to the finding, there are two types of motivations that strongly encourage students to keep their writing away from plagiarism. The first type is inner motivation or self-motivation and the second type is external motivation. Based on student's report, inner motivation (self-motivation) is reached through students' self-awareness and high desire to be discipline with their assignments. Students who has high discipline and responsibility value proved that they constantly followed the rule that have been set by lecturer. Otherwise, students who are lack of responsibility did not pay much attention to lecturer's rule.

This value correlates with Haine et.al finding (cited as Park) that plagiarism haunts students who have personality factor problem. One of personality factor mentioned is lack of dedication to their studies. A closer look, student who has slight commitment in doing assignment has higher possibility to plagiarize. ⁸³ Based on that theory, the only way to deal with it comes from student's own personal encouragement to decrease their desire to plagiarize whenever they submit the assignments. In conclusion, students with high responsibility will keep in mind to not committing academic misconduct and encourage themselves to avoid it. Thus, this type of student has less plagiarism risk rather than student with lack of responsibility.

The second type is external motivation. Students claimed that external motivation is obtained due to student's fear of being punished by lecturer if they are caught committing plagiarism. At this case, considering the punishment from lecturer which is in form of low score motivates student to avoid plagiarism in finishing writing assignment. It is in line with theory by Julia, C. S. and Hanin Alahmadi that confirmed initiating students to think and consider the consequence resulted by committing plagiarism will reduce their attempt for plagiarize. Even though it is a worthy prevention strategy for students dealing with plagiarism issue since they can figured out what consequence they will receive if they committing

⁸³Park, Chris. (2003). In Other (People's) Words: Plagiarism by University Students – Literature and Lessons. Assessment & Evaluation in Higher Education Vol.28, No.5.

⁸⁴Sandercock, J. C., Alahmadi, H.(2015). *Plagiarism Education: Strategies for Instructors*. International Journal of Learning, Teaching and Educational Research Vol.13, 76-84.

plagiarism, not all students have this kind of consideration. Based on the finding, there is only tiny number of students who considered this principle. Therefore, in order to bring external encouragement of plagiarism avoidance to the students, it needs lecturer's real action in emphasizing the disadvantage of being punished.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion based on the research finding focuses on teachers' and students' plagiarism management strategies in English writing that have been discussed on the previous chapter.

A. Conclusion

According to the research finding focuses on teachers' and students' plagiarism management strategies in English writing, the conclusion comes up in two types which are plagiarism management strategies applied by lecturers and students of AAW class at English Language Education Department of UIN Sunan Ampel Surabaya.

1. Teacher's Plagiarism Management Strategies

The data gained through building interview and distributing questionnaire draw a conclusion that plagiarism in English writing among students is influenced by several factors. Lecturers claimed that laziness, lack of reading and writing skill, limited vocabulary demand and idea development, lack of background knowledge, low level of critical thinking, lack of responsibility in doing assignment, and lack of time management appeared as the significant cause of plagiarism among students during completing English writing assignment.

Concerning those possible reasons of plagiarism committed by students, lecturers decided to apply numerous prevention strategies in the class. The strategies include explaining the rule in classroom contract, building student's plagiarism knowledge, stimulating student to enrich AWL, stimulating student to develop idea, teaching writing techniques, monitoring and controlling student's writing process, giving low score as a consequence, and rejecting paper.

Further, the lecturers suggest AAW lecturers to introduce general information of plagiarism to the students at the beginning of the course, then continuing with teaching the steps or writing techniques and punish the student who committed plagiarism to give deterrent effect. Additionally, besides training students to improve writing ability, lecturer also should training student's critical thinking so that students will be able to deliver their argument in order to strengthen their opinion.

2. Student's Plagiarism Management Strategies

The finding of the study concludes that students are already aware of the importance of plagiarism as a sensitive issue in English academic writing. eventhough some of them could not figure out amount number of plagiarism types and specific condition that can be categorized as plagiarism. As plagiarism risk in English writing is high, students revealed different categories that possibly come up as student's reason for committing plagiarism. Students claimed that the reasons include lack of plagiarism understanding, lack of and writing skill, dealing with foreign language, laziness, writing pressure, desire to get high score, lack of time management, afraid of being fail in the course, student's academic level, and student's cultural background.

Furthermore, to overcome their challenge dealing with plagiarism in academic writing, students prepared particular ways to assist their writing process to be low plagiarism risk. Generally, the strategies students applied are extending vocabulary mastery, reading massive related resources to build background knowledge, practicing writing techniques, building discussion session with peers or classmates, and gaining plagiarism avoidance encouragement. Among those strategies, students believed that the most effective strategies to be applied are practicing paraphrasing, building background knowledge, and improving vocabulary mastery.

B. Suggestion

According to the research finding, the suggestions arranged by researcher will be presented as the following:

1. For English Teacher

Teacher or lecturer as an educator in the class needs to observe student's challenge and attitude toward plagiarism issue first. To illustrate, lecturer can start with observing student's plagiarism understanding and awareness, writing skill, critical thinking, an any other terms that considered have high possibility in motivating students to plagiarize in their writing assignment. As a result, lecturer will be able to design and prepare appropriate strategy or learning activity that will support student's effort in avoiding plagiarism.

2. For Student

The finding indicated that majority of the students are lack of basic plagiarism knowledge that resulting they committed unintentionally plagiarism. Therefore it is a fundamental need for student to build their plagiarism understanding before the course start. Furthermore, expanding their writing ability such as vocabulary mastery, idea development, and writing techniques can be defined as further favorable steps of students in preventing their works from stealing other's.

3. For future researcher

The researcher suggests future researcher to observe in more detailed and focused term that related to this study. It can be by observing each strategies that have been applied during the course, measuring its effectiveness, or finding other solutions for the problem. In addition, different subject, course, and research setting hopefully will also provide wider informations related to the focus of this study.

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