

CHAPTER III

RESEARCH METHODS

A. Introduction

The research entitled “Plagiarism in Proposal Writing Course at UIN Sunan Ampel English Education Department Surabaya” is an effort to analyze plagiarism features in research proposal and what antecedents cause those features. The two research focuses mentioned earlier are focused on the issue of plagiarism from the theoretical framework of what constitutes plagiarism. The antecedents being gathered from the observation will be compared with expert opinion on the review of literature.

B. Research Paradigm

Qualitative research paradigm is used in this research because the resource of credible evidence is students’ opinion. The opinion gave depth understanding about plagiarism phenomena. The argumentation cannot be a resource of generalization, but it can be a suggestion or critique of avoiding plagiarism in the next time.

Through this descriptive research, the researcher is able to verify (to find facts whether it is true or not) and then will reveal the types of plagiarism and also the causes of plagiarism within students.

This research is also used quantitative paradigm in some points, but the result is to strengthen the qualitative argumentation. Therefore, the quantitative paradigm's characteristics here is supporting the qualitative.

C. Types of Research

This means that through the description as the final product of research, the researcher can find antecedents about the causes of plagiarism within students and explains how the factors work.¹ This is a major opinion that students plagiarize due to its inability to paraphrase original sentences. In fact, this is possible that plagiarism happened unintentionally or due to some other factors.

D. Research Approach

In order to answer the research question which is dominantly about human experience, the researcher select Narratology / Narrative Analysis approach. According to Patton, narratological approach deals with human experience and

¹ Read Sanapiah Faisal, *Format-format Penelitian Sosial*, (Jakarta: Raja Grafindo, 2005), p. 18.

culture or the world which influence how the experience happened.² In order to support the qualitative data, the researcher also provides quantitative data in forms of percentage of students committing certain kinds of plagiarism and percentage of students determining particular reasons for committing it.

E. Focus of the Study

The problem in qualitative research relies on a single issue. There were two purposes that the researchers want to accomplish in formulating a problem by utilizing the focus. First, the determination of focus may give a limitation to the study. Second, the determination of the focus had a specific purpose to fulfill the inclusion criteria or inclusion-exclusion criteria of new acquired information on the field.³

This study only focused on the typical of idea plagiarism and the cause of plagiarism within the students.

F. Scope and Limitation

The scope of this study limited to those aspects of a phenomenon that unfolded in the broad social "laboratory". The restriction can be done either at the

² Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 3rd ed. (London: Sage Publication), p. 133.

³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2005), p. 94.

level and "class" problem and perspective. In this study the researcher give a limitation to the scope of:

1. Typical of plagiarism:
 - a. Verbatim plagiarism
 - b. Mosaic plagiarism
 - c. Inadequate paraphrase
 - d. Uncited paraphrase
 - e. Uncited quotation
2. The cause of plagiarism:
 - a. To get a better grades
 - b. Bad time management or run out of time
 - c. Plagiarism due to Lack Comprehension to the Task
 - d. Plagiarism as a Persistent Fault
 - e. Plagiarism owing to Laziness
 - f. The Ease of Access to Internet to Cause Plagiarism
 - g. Instructor's Slack Attention to Cause Plagiarism
 - h. Students' Weak Capacity in Rules of Academic Writing

G. Research Design

This research is designed to integrate documentation study and narrative study. The documentation study applied to investigate plagiarism in students'

proposal and categorize it. In addition, narrative study implemented to examine interview scripts in order to find out facts and opinion from the students.

H. Data and Resource of Data

There are two main kinds of data collected in this research. The first one is documentation data. This data consist of students' proposal writing as the final assignment in the writing proposal course. The second is the narrative data which is collected from interview. Both kinds of data are coming from the primary resource of data, the students. More details about the data is described in the following.

1. Literary Source

Theoretically, writers need a literature as a review to get a basic idea to solve and as a background on the research field.⁴

2. Empirical source

The source of data in this research is a subject which the data was taken. Here are some resources that will be the data for this research:⁵

The primary data source is information that is directly obtained from the people that are directly related to the Plagiarism activity.

⁴ Ibid

⁵ Ibid

Secondary data source is information obtained from the people that are not directly related to the plagiarism activity.

First, I took the data from the writing 4 (proposal) class. I choosed writing 4 proposal because in the writing 4 class they learned and try to write a proposal before going to make a real proposal in a thesis seminar proposal class. I think the soon they understood about plagiarism, the better for them. So they could make a good proposal in the future and avoiding the plagiarism.

I used the student's final paper as my documentation for collecting the data. I used the documentation of writing 4 proposal from the 5th semester students. I collected the student's final paper from 2 classes and then I choosed the paper randomly and analyzing if there is a plagiarism on the student's final paper. By using their proposal I analyzed the type of plagiarism that commonly used by the students. After that, i categorized each type of plagiarism that I had found in their final paper based on the characteristic of each plagiarism.

Second, I did an interview with some students that I choose based on the final paper that I had already correcting and analyzing. The researcher did an interview in order to know the responds of students about plagiarism and find out the information about the reason of students plagiarism. The researcher chooses 37 students as a sample of the data. After doing the interviewing, the researcher transcript the interview and writes the sum of the interview. Next the researcher gave a coding and categorized each responds of

student. The last step, the researcher connected the data from documentation and interview and find the relationship between the student's explanation on interview and their final paper work.

I. Data Collection Technique

1. Document Examination

Document examination is made use to collect data about what type of plagiarism in students' working paper.

2. Interview

Interview is one of data collection technique by advancing a number of questions orally and also answered orally. By using this method, the researcher did an interview to recognizing the problem that are related to the objectives, background, and to get the responds from students about plagiarism and the reason of doing plagiarism.⁶

3. Documentation

The researcher also used the documentation here as the data collection technique. Documentation is a method that used to find the data about things and variable in the form of notes, transcript of books, newspapers, inscriptions, agenda and etc. The researcher used this method to obtain the data about the case that she search now.

⁶ ibid

J. Data Analysis Technique

Narrative analysis techniques used to examine oral texts of students' opinion and documentation data. Therefore, the researcher found out the connection between what is said by students and what they experienced in writing proposal. There are several steps to follow in these steps.

1. The researcher plays the interview recordings and transcribes the interview.
2. The researcher puts codes on the transcription and categorizes the responses.
3. Researcher analyses categorized data by making connection with observed settings.

K. Triangulation

In order to make sure that the data is credible, the researcher used triangulation method in these ways:

1. Re-asking interviewees to make sure what they mean.
2. Re-checking one's statements related facts in the research settings to another one who has the same concern on an issue.