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THE 1st INTERNATIONAL SEMINAR ON EDUCATION

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"Sharing Best Practices in Education
Among Borneo's Neighbouring
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THE 1ST INTERNATIONAL SEMINAR ON EDUCATION THE FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITY BORNEO TARAKAN NORTH KALIMANTAN, INDONESIA

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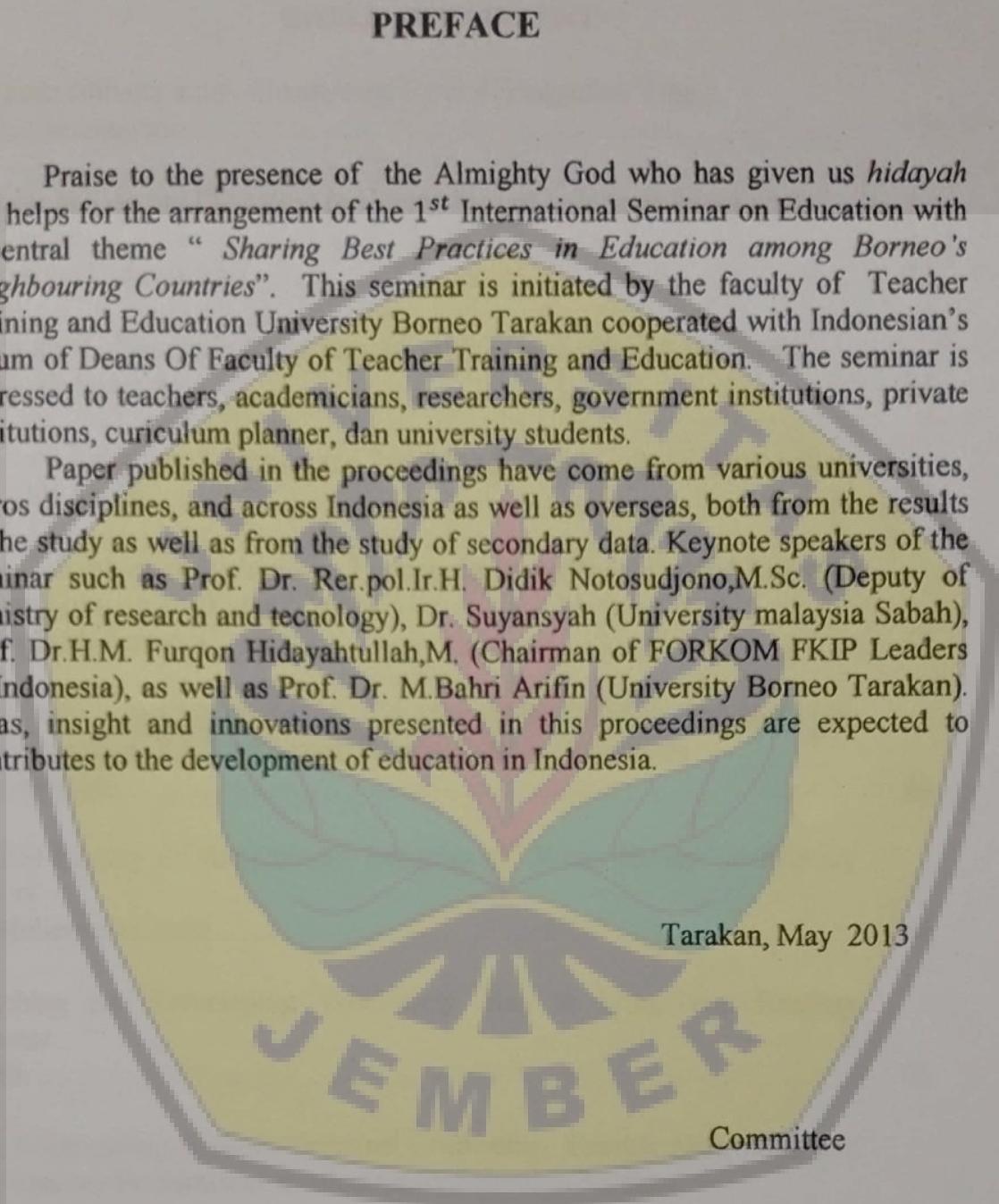M. Bahri Arifin
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PREFACE

Praise to the presence of the Almighty God who has given us *hidayah* and helps for the arrangement of the 1st International Seminar on Education with a central theme " *Sharing Best Practices in Education among Borneo's Neighbouring Countries*". This seminar is initiated by the faculty of Teacher Training and Education University Borneo Tarakan cooperated with Indonesian's Forum of Deans Of Faculty of Teacher Training and Education. The seminar is addressed to teachers, academicians, researchers, government institutions, private institutions, curiculum planner, dan university students.

Paper published in the proceedings have come from various universities, acrros disciplines, and across Indonesia as well as overseas, both from the results of the study as well as from the study of secondary data. Keynote speakers of the seminar such as Prof. Dr. Rer.pol.Ir.H. Didik Notosudjono,M.Sc. (Deputy of ministry of research and tecnology), Dr. Suyansyah (University malaysia Sabah), Prof. Dr.H.M. Furqon Hidayahtullah,M. (Chairman of FORKOM FKIP Leaders of Indonesia), as well as Prof. Dr. M.Bahri Arifin (University Borneo Tarakan). Ideas, insight and innovations presented in this proceedings are expected to contributes to the development of education in Indonesia.

Tarakan, May 2013

Committee

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PREVENTION OF PLAGIARISM IN THE SCIENTIFIC WRITING PRODUCED BY UNDERGRADUATE EFL STUDENTS OF TEACHER TRAINING INSTITUTION

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Abstract

Writing a thesis and journal article publication have been stipulated as the exit requirement for undergraduate students. This is a crucial step to increase the number of scientific publications as well as to give useful experience for beginning researchers to disseminate their research findings through article publication. In response to this and to avoid plagiarism, all departments or study programs of the teacher training institutions need to facilitate their students in the process of scientific writing production and publication. Some possible strategies taken are by applying strict rules and penalty, offering courses supporting academic writing skills, integrating character education, and mantaining detailed records of all sources used. By doing so, it is expected that the practice of commiting plagiarism among the students of EFL (English as a Foreign Language) of teacher training institutions can be minimized. This article discusses some ways to prevent the practice of commiting plagiarism by undergraduate EFL students of the teacher training institutions.

Key words: *plagiarism, scientific writing, undergraduate EFL students, teacher training institution*

A. INTRODUCTION

Following the policy of article publication by graduate and undergraduate students (Circular Letter of the Directorate General of Higher Education No: 152/E/T/2012), the University of Jember has given instruction to all faculties to carrry out this policy since the odd semester of the academic year 2012/2013, especially for undegraduate students who passed the thesis examination from October 25, 2012 (Circular Letter of the University of Jember No:12419/UN25/LL/2012). With this policy, all journal articles that have been approved in each study program or department in every faculty are required to be uploaded in the e-journal of the University of Jember. Consequently, students

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with their disapproved journal articles are not permitted to join the graduation although they have already passed in the thesis final exam.

English department of teacher training institution has a mission to produce professional English teachers. Due to this, in the learning process as well as in the writing of courseworks, English is used as the medium of instruction and written communication. In line with the university policy, the English Department of the Faculty of Teacher Training and Education has also required students to write a thesis and journal article as their final projects. Writing a thesis followed by journal article publication serve as a means of disseminating their research findings to the academic community as well as the stepping stone for building their future careers.

In the process of writing a thesis and journal article, students are guided by the first and second consultants whose main jobs are to facilitate the process of writing. As the students are categorized as beginning researchers, consultants need to direct them in the whole process of thesis writing, such as topic selection and development, problem formulation, the literature review, the research design selection, the instrument development, data analysis, reporting the findings and discussion, up to the journal article writing. As revealed in the process of consultation, commonly students of the English department, especially my advisees, face problems related to the accuracy of their English, the topic development, the synthesis of ideas, the application of the research skills, and the technics of citing ideas.

In order to overcome such difficulties, commonly students tend to use short-cut strategy by copying both the words and ideas having been used by students in the previous theses that are easily read in the library. Mostly students tried copy every part of thesis structure from different writers of the same topics. For example, if a student discussed the topic on "the use of video in writing ", she or he tried to find a copy of the introduction from a writer of the same topic, and tried to copy the section of the literature review from different writer of the same topic. Due to this, the thesis consultants need to be more careful and provide adequate guidance and feedback in the process of completing their thesis. The

consultants should apply the strict rules by rejecting the thesis drafts that are suspected or proved to be the plagiarized work because it is a form of academic violation.

Students who only copy will never learn to say anything very well. In producing scientific writing, the writer's honesty is the crucial one because to copy other's work or to steal other writer's ideas as if they are their own are illegal action and categorized as a serious academic crime. As this action is against the law, sanctions on the part of plagiarists will be given if they are proved to be commiting plagiarism through academic evaluation. From the literature, it was revealed that the university students, teachers, lecturers, and even the professors commited plagiarism in producing their academic works. Due to this, they have received penalties from ethics commision of the university in line with the category of their violations. "Threats of sanctions range from a reprimand, written warning, dishonorable discharge, even until revocation of academic degrees" (Siaputra, 2012:2).

Based on the explanations above, the violation of academic norms by students must be detected and avoided because it is the practice of plagiarism. Moreover, in the future, the graduates of the English department of teacher training institution are projected to be the English teachers that are expected to be the model of their students. To anticipate the practice of plagiarism by the prospective English teachers, this article discusses this crucial issue and some ways to prevent the practice of plagiarism the scientific writing production.

B. DISCUSSION

1. Plagiarism

There are several definitions of plagiarism proposed by experts or higher education institutions. The University of Melbourne (2005:3) defines plagiarism as "the act of representing as one's original work the creative works of another, without appropriate acknowledgement of the author or source". In different formulation, Revuelta, et.al. (2011:25) define the word plagiarism as "the unacknowledged incorporation in a student's work either in an examination or

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assignment of material derived from the work of another". In addition, plagiarism is defined as "using somebody else's ideas or words without properly acknowledging the original source" (Fowler, 2008:2) . Of the three definitions above, it can be restated that plagiarism means using words or ideas of other writer/s without giving acknowledgement of the the owner/s of the original word/s or idea/s.

Plagiarists hide the original writers and claim as if other persons' ideas belong to them. Standler (2012:7) states:

> anytime you borrow from an original source and do not give proper credit, you have committed plagiarism. Every quotation must have the indicia of quotation. Every paraphrase must have a citation to the source that was paraphrased.

From the quotation above, it is clear that no matter whether you quote the original words or paraphrase the ideas from other writers, you must acknowledge the original source by properly citing the original writers.

2. Kinds of Plagiarism

Plagiarism cases are different from one another. As quoted from Swiss Federal Institute of Technology Zurich (2007:1) the the plagiarists may do one and/or more pracices in the following aspects:

1) use the exact words of or ideas from another author's intelectual property (text, ideas, structure, etc.) without citing the source clearly.
2) use text from the internet without citing the www. address and the date you accessed it.
3) re-use your written texts or parts of them in different course papers or performance assessments without explicitly identifying them as such.
4) translate and use a foreign-language text without citing its source.
5) submit work under your own name which has been written for you by someone else (a 'ghost writer').
6) use an extract from another author's work, paraphrase it and indeed cite the source but somewhere other than in the context of that extract (for example, the (in practice, plagiarised) source is hidden in a footnote at the end of a paper).

From the quotation above, it becomes clear that the practice of plagiarism varies, i.e. by borrowing words or ideas of others without mentioning the owners, reusing your own texts of the previous works without citation, translating foreign-

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language texts without giving credits, asking others to work for your own sake, and paraphrasing the words or ideas of others without giving credit. Almost all of the plagiarism practices above deals with the ignorance citing the owers of ideas intentionally or unintentinally.

The other higher education institution, i.e. University of Oklahoma identifies "three common kinds of plagiarism: whole-paper, cut-and-paste, and cut-and paste with references". In the whole-paper plagiarism, the contents of the paper are totally or mostly taken from another student's paper or published source, such as the internet, a book, or an article. In cut-and-paste plagiarism, the majority of the paper contains phrases and sentences that are taken from outside resources but the writer does not give credit to the original source. Lastly, in cut-and paste plagiarism with references, the writer takes words or ideas from outside sources and includes references in her or his paper but there is no quotation signal. These kinds of plagiarism try to classify the practices of plagiarism done by students in terms of the number of texts or ideas acknowledged by the plagiarists.

3. Several Reasons of Commiting Plagiarism

From the previous studies, it can be identified several reasons why students plagiarize.

A case study conducted by Abou-Setta (2011:3) revealed that there are five real reasons why a students plagiarizes, i..e. "the teacher's flexibility accepting the plagiarized work, easy access to the internet, lack of time, a desire to get higher marks, and lost interest in the subject due to no feedback from the teacher".

This finding implies that on the part of the teachers they have to apply strict rules by rejecting the suspected or plagiarized works with zero tolerance. Second, the lecturers are required to check all the sources used by students taken from different sources to make sure that students do not plagiarize. More importantly, the lecturers have to provide enough feedbacks in the process of the completion of the courseworks so that students feel secure and comfortable. Lastly, on the parts of the students they must be more disciplined in managing

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their time to do the courseworks and avoid doing the courseworks in the last minute. By doing so, stealing other people's ideas or academic dishonesty in the form of plagiarism can be avoided.

In the field of scientific study of behavior, no one would argue that plagiarism is a negative or even destructive pattern of behavior (Siaputra, 2012:3). Following this argument, Siaputra conducted a research entitled "The 4PA of Plagiarism: Psycho-Academic Profile of Plagiarists". The 4PA stands for procrastination, performance, personality, perfectionism, and achievement motivation that are used as the research variables. Procrastination means the delay in doing the assignment. Personality deals with the habits of commiting plagiarism. Procrastination and personality are classified as impulsivity component. Performance, which is classified as expectancy, relates to students' academic performance as indicated by their GPA. Perfectionism, classified as expectancy and value, refers to the students who target the ideal work, while achievement motivation, classified as value, deals with low and highly motivated students (Siaputra, 2012:4)..

In the findings, it was revealed that there was a positive and significant correlations between frequency of procrastination and plagiarism. Plagiarists have a tendency of being conscientious . It was also found that there was a small but significant correlation between plagiarism and perfectionism. In general, plagiarist tends to have low achievement motivation. Plagiarism is not significantly correlated with academic achievement. Contribution of the four predictors againts plagiarism was rooted in the academic procrastination (Siaputra, 2012:5-6).

4. Prevention of Plagiarism in the Scientific Writing Production

In academic contexts, the practice of plagiarism in the production of scientific writing is still going on from the level of undergraduate students up to the professors despite the sanctions given to the plagiarists. For example, the writer's experience as an assessor of teacher certification revealed that most of the teachers' scientific writing were proved to be plagiarized works (Setyono,

2012:53). In higher education, a professor was proved to commit plagiarism by publishing a book entitled "Sejarah Maritim", which is originally entitled "Budaya Bahari" published by Gramedia, 2005 (Kompas 24 August, 2011).

The following strategies might become solution to minimize the practice of plagiarism in the scientific production commited by undergraduate EFL students of teacher training institution. Anticipating the academic violation commited by the prospective English teachers is crucial one due to the fact that EFL teachers must become the model of their students in terms of intelectual ability, English performance, and personality.

4.1 Applying Strict Rules and Penalty

To the writer's experience , applying strict rules during the process of thesis and journal article consultation is an effective way to prevent the practice of plagiarism by students. To know the validity of the sources used, the students were required to bring the photocopy of all resources used (electronic and non electrnic sources) and to check whether or not they used corretly and appropriately. Three aspects that need to be checked are the way to quote directly from a source, the way to paraphrase words and information and the way to provide a reference, and the way to summarize or synthesize information and the way to provide a reference.

Honesty and objectivity must be realized in conducting and reporting the research results. Therefore, in the learning process the lecturers are required to develop these two forms of scientist's attitudes and behaviors. Applying strict rules and penalty to students who are proved to be a plagiarist becomes an important factor in the prevention of plagiarism. To realize this, at the beginning of the course meeting, lecturers and students need to make a course contract, i.e. agreement from both parties concerning the academic rules the students and the teachers have to agree with. Concerning plagiarism, it must be discussed in detail the aspect of originality of courseworks or assignments as well as the forms of sanctions received by students who are proved to commit plagiarism. For example, the plagiarized courseworks will not be scored, while the suspected

works will be returned and must be totally changed. The students who are proved to commit plagiarism will receive strong reprimand and must not repeat the same academic violation in the next assignment. If they are proved to commit plagiarism in the following assignment then they have to leave the course and receive final grade E.

4.2 Offering Courses Supporting the Academic Writing Skills.

To avoid the practice of plagiarism and support the facilitation of the scientific writing production, the curriculum of the English Department of the teacher training institution is required to offer courses that equip their students with the skills needed in producing the scientific writing. The course titles might be different at each teacher training institution but the essence is to provide a set of knowledge, skills, practices in carrying out research in English education. In the curriculum of the English Department of the Faculty of Teacher Training and Education, the University of Jember, for example, some courses that are offered are Research on Language Education, Academic Writing, and Introduction to Thesis Writing.

'Academic Writing' course gives students opportunities to develop the critical thinking skills as well as academic writing skills using formal English. At the end of the course, students are expected to able to produce different types of formal writing which are used in academic setting using standard conventions of formal English. In the affective domain, students have to perform persistent efforts and discipline, produce original and creative pieces of writing. Thus, in academic writing class, the materials given to students deal with writing skills commonly assigned in academic tasks, such as expressing arguments, summarizing and paraphrasing academic texts, reporting the results of observation and interview, writing critical review, and writing short paper.

'Introduction to Thesis Writing' course equips students with the abilities to write a report on the results of research project on English Language Education. At the end of this course students are expected to able to write the components of thesis proposal seminar of their own interest as well as the

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research report by following the academic writing convention published by the University of Jember. The materials in this course cover: (1) thesis as a kind of scientific writing; (2) how to write the main components of a thesis (introduction, the literature review, the research methodology, the results of the study, discussion and conclusion); (3) how to write the supporting components of a thesis (cover, approval sheet, dedication, acknowledgment, abstract, table of contents, bibliography, appendices).

In order to avoid plagiarism, students are guided to learn and practice how cite expert's ideas (in-text and block citations) correctly and appropriately. In-text citation conceptually is used when the researcher takes other writer's ideas that consist of not more than 3 lines. In this case, the writer is required to give credits to the owners of ideas whether or not the words are adopted or adapted. If the original words or ideas are adopted, the adopted words or ideas must be placed in quotation mark. However, if the original words are paraphrased, i.e. stated in the writers' own words (indirect quotation) the quotation marks are not necessary but the writer still has to give credits to the owners of ideas. Block citation is a technique to cite expert's ideas that consists of 4 lines or more through direct quotation. Block citation must be written in indentation using 11 points and one space.

'Research on Language Education' is a course equipping students with the basic concepts of research in English education. By joining this course, students will possess a set of research knowledge and skills required to investigate the topics of interest in English education. The materials offered in this course cover the following discussions: the sources of knowledge, the scientific method, research paradigms, research variables, research hypothesis, the literature review, population and samples, instrumentation, validity and reliability, data collection method, data analysis method, and possible topics for proposal writing. To understand the application of the research skills learned, students are given assignment to analyze the previous theses written by English Department students.

4.3 Integrating Character Education.

Psychologically, plagiarism is a form of negative behavior because the doer steals the intellectual property of others and claim as if they are their own ideas. This disgraceful behavior hurts the academic world and must be eliminated systematicaly, among them, through character education. In the implementation, this disgraceful behavior must always be communicated continually to students, for example, by giving some examples of the plagiarists who have received penalty by ethics commision.

In higher education, character education can be integrated in every course and can be evaluated its achievement by monitoring and evaluating the attainment of its indicators. In higher education, it is required that the lecturers evaluate the attainment of hard and soft skills at the end of instruction. Hard skills relate to the cognitive and psychomotor domains, while soft skills relate to the affective domain or character. In the implementation, both skills can be assessed through the process of instruction, the outcomes instruction or the product of instruction.

In English department of teacher training institution, there are some courses that support the facilitation of scientific writing production, such as Academic Writing, Introduction to Thesis Writing, and Research on Language Education. Through these courses, some aspects of characters that can be assessed among them are students' honesty, responsibility, integrity, self-discipline and persistency. The attainment of these indicators can be assessed through observations and their courseworks. Thus, in giving the final grades, these character aspects must be given proportions and calculated as the component of evaluation.

4.4 Maintaining Detailed Records of All the Sources Used

Developing a good research habit will assist students to handle their research process and avoid plagiarism. As suggested by The University of Melbourne (2005:19) that "[o]ne of the most important steps in avoiding plagiarism is developing good note-taking and research habit". The important

thing in note taking is that students need to distinguish carefully between direct quotations, indirect quotations, and their own words. For example, students may use "color coding system, such as blue for direct quotes, red for paraphrased passages, and yellow for their own ideas and thoughts" (The University of Melbourne (2005:19).

Concerning the documentation of the sources used as references, students have to record the details on the source of the information depending on the kinds of sources used. At least there are three kinds of sources used: printed materials (books, journal or periodical), electronic materials, and audio and multimedia materials. For printed materials, the details that need to record are: author's or editor's or organisation's full name; title of article, book or chapter; name of the book, journal or periodical; version or edition; name of publisher; year of publication; place of publication (for books only); volume and issue numbers (for journals only); page numbers (for articles and chapters only). In addition, for electronic materials, the details that must be recorded are: name of the author or editor (or organisation); title of the page; title of the site (homepage); date the site was created; date the page was last modified or updated; date you accessed the material; the full URL address. Lastly, in the audio and multimedia materials, students have to record: author/organisation/director (if available); title. Format (e.g. video recording, film, etc); city of recording; date of recording (The University of Melbourne, 2005:19-20).

D. CONCLUSION

The government's policy about article publication constitutues a means of practice for beginning educational researchers to disseminate their research findings to the academic community. Therefore, English department of teacher training institution which has a mission to produce professional English teachers need to facilitate the scientific writing production of their students. In the process of writing a thesis and journal article, students need to have intensive guidance and feedbacks from the thesis consultants.

As EFL students, it is unavoidable that English department students face problems in producing the scientific writing. The areas of difficulties identified are commonly related to the topic development, the application of research methods in writing, as well as the expressions of ideas in English. On account of this, commonly in the process of the consultation students try to adopt ideas and languages of the previous theses. This is a form of academic violation or plagiarism that must be avoided the students and prevented by the the thesis consultants.

In order to minimize the practice of plagiarism systematically, the lecturers as well as the thesis consultants need to be strict and apply penalty to students who are proved to be a plagiarist. Apart from that, the lecturers can prevent plagiarism by integrating character eduation in the courses supporting the academic writing skill. On the parts of students, they are required to to carefully document all sources used in detail, comprehensively understand the rules of technical writing, and sufficiently practice the academic writing skills.

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