

FOSTERING ANTI-PAGIARISM ATTITUDE IN THE SUBJECT OF WRITING FOR ACADEMIC ASSIGNMENTS

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ABSTRACT

The study aims to foster the attitude towards anti-plagiarism among students of the English Education Department of FBS, UNY, as reflected on their opinions and writing products. This is conducted through various activity stages, starting from finding out aspects that may cause plagiarism among those students and then followed by efforts to foster the positive attitude towards anti-plagiarism through a chain of actions focusing on academic integrity especially in the making process of academic writing. To achieve the aims, action research cycles consisting of plan, action, observation, and reflection were carried out. The study was implemented on a group of semester IV students of the English Education Department of UNY in the academic year 2015/2016 taking the course of Writing for Academic Assignments. The group consisted of 20 students, 12 female and 8 male. The research data were in the forms of qualitative and quantitative data. The data were collected through a series of observation on the action process, a questionnaire on the respondents' opinions and ideas, interviews for deeper facts and information, and tasks of writing academic essays and research proposal mini project. The qualitative data were then analyzed following the procedure of qualitative data analysis: listing, coding, displaying, selecting, and fact/evidence posing while the quantitative data were presented in the form of percentages to describe the improvement of the respondents' knowledge on the plagiarism issue and regulation and of the quality of writing in terms of the number of violated plagiarism rules. The action research stages were carried out through two cycles, each of which was completed in 7 class sessions. The actions were as follows. Cycle 1 was conducted mainly to make a thorough analysis of any possible situation causing the respondents to violate the basic rules of how to quote others' thoughts and ideas and thus commit plagiarism. The study revealed that the main cause of violations of plagiarism rules was that they were not really aware of the procedures and techniques of quoting others' scientific work, of the basic rules concerning the plagiarism issue, and even of the existence of rules and regulations on plagiarism. The actions were then focused on the rules and regulations according to general principles of borrowing other people's thoughts, ideas, or research findings, on the tasks of essay writing. The essays were analyzed for any violated regulation, and the respondents were then asked to revise and compare their final product to the initial mistaken versions. The results of the reflection demanded that there should be another series of action, which is called Cycle 2. Intensive discussions on the rules and regulation, followed by writing practice on making quotation, paraphrase, and summary were then conducted. The respondents were given additional tasks to analyze experts' ways of making quotations found in several internationally-published papers and research reports. The respondents were to compare the original source on which the experts' quotations had been based. This step was then followed and adopted when the respondents wrote their own mini project of proposal writing. This study finally was able to decrease the number of violations and plagiarism in a significant quantity, from initially 85% to 40% by the end of Cycle 1 and to 20% by the end of the study.

Kata Kunci: *Plagiarism, quotation, paraphrase, summary*