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ICETA 9

**The 9th International Conference
on Educational Technology of Adi Buana**

Future Education: Welcoming the Era of Exponential

CONFERENCE PROCEEDINGS

**Graduate Program
University of PGRI Adi Buana Surabaya**
*Best Western Papilio Hotel Surabaya, Indonesia
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FOREWORD FROM EDITOR

The 9th International Conference on Educational Technology of Adi Buana (ICETA-9) is the annual International conference held by the Graduate Program of University of PGRI Adi Buana Surabaya. This year's theme is *Future Education: Welcoming the Era of Exponential*. To accommodate the diverse topics, the conference theme is broken down into several sub-themes, namely: a) human performance technology, b) mobile, E-learning and online learning, c) theories and practices of open and distance education, d) diffusion and innovation of teaching in digital learning environment, e) assessment, measurement, and evaluation for learning, f) teacher careers in ICT era.

There is a great focus for this year's conference. First, the quality of the proceedings as a means of publication in this year's edition is improved. It is aimed at maximizing the value of publication as the outcome of the conference. In addition, as international proceedings, it is regulated that the language in the proceedings should use one of the five languages recommended by the United Nation (UN), one of them is English. Hence, in ICETA-9 all papers are written in English.

Second, the committee has applied the system for abstract selection of which the criteria is its consistence with the conference's theme. Reviewers have the right to select papers according to the criteria of the conference's themes. The suggestions to revise abstract are sent to the presenters whose abstract are identified out of the conference's themes. Revision should be made in accordance with the conference's guidelines.

Third, the coverage of the sub-themes for this year's conference is quite broad. Bearing in mind that the main and solely theme of education is not limited to certain topics. This is aimed at accomodating the diverse research interests of the presenters. There are more than fourty five papers are selected and to be presented in two modes of presentation: parallel and poster presentation. The number of papers presented indicate the stability in the number of presenters and participants. It indicates that ICETA-9 is entrusted by the teachers, lecturers, and practitioners to be an academic forum to share their thoughts, reflections, and academic experiences.

Finally, we would like to deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, August 2017

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INDONESIAN ENGLISH LECTURERS' PERSPECTIVE TOWARD PLAGIARISM

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Universitas PGRI Adi Buana Surabaya

ABSTRACT

Plagiarism has been an enormous issue amongst academicians around the world today. Since it deals with copy rights ethics, patchwriting, textual borrowing, language re-use and intertextuality, lecturers from all disciplines should be aware in how to handle. Plagiarism is also resulted from cultural values and educational background. In stead of punishing their students, lecturers need to give well information about how to write and cite properly, so this misbehave can be avoided. This paper is based on a case study revealing 10 English lecturers in a private university in Indonesia how they detecting and combating plagiarism in their class. The finding is that they all teach how to write and cite properly but only some of them still need to improve their knowledge about free and paid electronic translation service and uncommon formating and language that are not commonly used in their assignments which might be used by their students. These lecturers also apply strategies to detect plagiarism in their students' essay and they are very positive in combating plagiarism. The finding of this study can inspire teachers, lecturers and academicians from all disciplines to be aware and combat plagiarism in their real and daily academic duties.

Key words: *plagiarism, lecturers perspective, plagiarism strategies*

INTRODUCTION

Since the issue of plagiarism emerging for the last ten years in Indonesia, the Indonesian government has endorsed an academic ethic and copy right infringement by the Ministry of National Education number 17 in 2010 – borrowing word, sentence, paragraph, or chapter from a composition or book written by group or individual without mentioning its reference or source are categrized as illegal use. In this country, since 1949 famous poet Chairil Anwar was suspected to cite The Dead Young Soldiers by American poet Archibald MacLeish, for his popular poem Karawang-Bekasi, many outstanding lecturers from some state and private univerisities leaving their profession due to plagiarism in their academic work and a health minister presenting other's work as her own in a meeting at Pusat Jantung Harapan Kita. (Evan, 2014)

Plagiarism includes literary transgressions such as forgery, impersonation and general hoaxing, while being hemmed in on its other flank by copyright studies, which investigates the way that creativity has been circumscribed by the legal construction of authorial property. (Terry, R., 2010). It also deals with drawing too heavily on the words of the source rather than rendering the ideas in "original language" and people usually mention it as patchwriting, cryptomnesia, unconscious plagiarism, non-prototypical plagiarism, clause quilt, copy and paste, word string, pawn sacrifice, cut and slide plagiarism. (Jamieson, S., 2015) Meanwhile in Academic Writing, Diana Pecorari stated that plagiarism covers:

- Intentional violation of accepted conventions
- Dishonest: penalties for committing this act
- Honest : The problem that arises from a gap between the kinds of texts that some writers produce, and the expectations of (some of) their readers
- More effective detection methods are not enough when there is little agreement about what needs to be detected.
- Teaching novice academic writers about source use: what are students to be taught to do and not do?
- Ubiquitous practice by students at university campuses in the world.

- Plagiarism: “linguistic phenomenon,” “an act of language use,” rather than labeled as unethical behavior.
- Intercultural perspective due globalization trends, with increasing numbers of international students at institutions in the U.S., the U.K., and Australia, in particular, faculty are increasingly misuse of source texts and lack of attribution
- The emphasis on plagiarism prevention may seem reasonable by preventing poor paragraphing or preventing an unfocused text or preventing subject-verb disagreement
- Teachers try to promote good argumentation, organization and lexico-grammatical choices to make a text stronger
- A cline of more or less successful writing performance committes plagiarism.

Therefore she mentioned that the text (1) contains words/ideas of another published text; (2) that similarity between two texts cannot be coincidental; (3) that the writer of the text with evidence of plagiarism failed to use citation norms for attribution. (Pecorari, D. , 2010) Thus, there is no similar text produced by two writer to express the same idea. We should mention the proper citation of other ideas or published texts. Those who cannot do proper citation can be committed plagiarism.

In Indonesian context, according to Academic ethic violations: Ministry of National Education Number 17 in 2010, plagiarism is borrowing a word, sentence, paragraph, or chapter from a composition or book written by an individual or group without mentioning its reference or source and categorized as illegal use. Meanwhile according to Copy Right Ethic no 19 in 2002, all reseach publication, books, lectures, speeches, and course materials are protected creation. (Ministry of National Education, 2012) The above definitions of plagiariasm confirm that plagiarism should be promoted well in school since the very beginning so people will be aware how to respect other intellectual properties written in electronic and printed media by doing proper citation.

Besides that I notice that there are many thesis and dissertation service arround many campus ready to promote hundred titles of final academic papers works for busy or reluctant students, so that they can finish their study as they wish. This improper business has been running for years in Indonesia and unfortunate the thesis advisors or dissertation promotors can not detect this academic misbehave or those who notice this, do not anything. Fortunately for the last five years some state and private univeristies in Indonesia like UI, UM, UNAIR, UDINUS, UNIPA Surabaya and many more, have applies commercial plagiarism checker software. However not all these university have applied the software for their students, some universities are only their lecturers who will process their academic position at the Director General of Higher Education of Indonesia. I assume these higher education institutions still want to prepare their lecturers to be ready to teach their students to write properly and avoid plagiarism.

Due to huge and rapid flow of information in the internet, students in any level of education are also interested to take the some reference there without proper citation. Many of them even claim that their downloaded texts or ideas are their intellectual works. Therefore, research quality in university should be improved, by urging them to publish their final projects in the form of an online journal before they graduate. (Patak, A. A, 2013) This is in line with the policy of Indonesian Directorate of Higher Education.

In Indonesia some studies about plagiarism revealed that The impact of cultural values and educational backgrounds as a reason preventing students from critiquing “accepted knowledge” and discouraging creative and analytical thinking which, according to the participants, lead to plagiarism. Students complained about an alarming rate of confusion and insecurity resulting from the inconsistencies in the understanding of plagiarism and the implementation of plagiarism policy by teaching and administrative staff. (Kutieleh, S., Adiningrum, T, S,, 2011) Next Adiningrum identified plagiarism should be comprehended by both students and faculty members because there is a perceived discrepancy of standards between the overseas and local graduate faculty members on what plagiarism is. The overseas graduates are perceived as ‘stricter’, and this creates reluctance from the overseas faculty members to speak up on the issue for fear of being judged harshly. Concerns over standards and consistency, especially in law enforcement, were discussed in efforts to prevent plagiarism in higher education institutions in Indonesia. (Adiningrum, T, S, 2015) Finally examining document is a challaging and intriguing task for scholars to detect plagiarism act. They used similarity computation of two documents as the main step of document plagiarism by employed Latent Semantic Analysis (LSA) approach via Singular Value Decomposition (SVD)

as the semantic-based document plagiarism. The result showed Rabin Karp has better performance than LSA Plagiarism. (Supriyanto, C., Rakasiwi, S., Syukur, A., 2012)

As a result there are many factors why intentional plagiarism happened among students. The factors may vary depending on personal intention such as ignorant, careless note taking, time saving, efficiency gain, temptation and opportunity, and lack of skills of writing (Harris, R. A. , 2001). These factors can continually exist among scholars if there is no clear penalty toward plagiarism in academic field. There are several ways of detecting-plagiarism in essay writing. (Suarez, J., Martin, A, 2001) mentioned that this detection is in the form of teacher's acknowledgement toward several signs in a student's writing product. The signs can be technical form of writing, such as abnormal margins, subheading styles and form if the assignment is printed, inconsistent skill level of writing within the composition, and website address attachment in the paper. These signs strongly indicate that the students have employed plagiarism. Therefore, an individual interview should be conducted to the students who has this indication to find out the originality of the writing's work.

Like influenza, plagiarism basically can be prevented as early as possible. Harris (2001) suggested that the teacher give the students clear and precise instruction in essay writing tasks. This instruction can be in the form of giving the strict rules to the students, such as two references used for the assignment, copying and submitting the references together with the writing product, limiting the small number of pages, and providing exact measurement for paper margins. Besides, providing a particular learning schedule for students to identify the plagiarized text can also be done. The teacher can show three texts in the classroom: a prototype text, a prototype text which is plagiarized and a text which is accurately paraphrased. This strategy can teach students to identify plagiarism issues in textual writing and learn appropriate paraphrasing in the same time.

RESEARCH METHOD

The purpose of this study was, first to investigate the English lecturers' perspective in detecting plagiarism in their students' essay writing products. Secondly, it investigated the strategies used by the teachers to combat plagiarism for the following writing activities session in their classroom. For this purpose, a survey by employing a questionnaire was distributed among lecturers of English Department of Adi Buana university of Surabaya in the form of paper-based. From fifteen permanent lecturers, ten of them were willing to answer and return the questionnaire. They were asked to answer the questionnaire anonymous and to provide the information of years of teaching experience.

The questionnaire was adopted from the plagiarism concept written by Suarez and Martin (2001). Conradson and Hernandez-Ramos (2004), and Carroll and Carl-Mikael (2009). The overall items were 27 questions and contained two sections with yes/no answer. To obtain the first research problem, the respondents were asked to respond to the questions about the strategy employed by the teachers. The strategies were divided into technical writing category (questions 1 and 2) and content category (questions 3-9). These sections comprised nine questions. (Suarez, J., Martin, A, 2001) (Conradson, S., Hernandez-Ramos, P., 2004) (Carroll, H., Carl-Mikael, Z., 2009)

To answer the second research problem, the respondents were asked to answer eighteen questions dealing with the techniques to combat plagiarism. This section was divided into two categories. The first category was implicit techniques which were related to writing activities (questions 10, 11, 12 and 13), writing-task instructions (questions 14, 15, and 16), students' sides in writing activities (questions 17 and 18), and Google targets avoidance (questions 19, 20 and 21). The last category investigated the explicit techniques which included six questions (questions 22-27). The data collected through the questionnaire were descriptively analyzed and presented in percentage (%).

FINDING AND DISCUSSION

Forty questionnaires containing two sections were analyzed and discussed to answer the research problem. The results of the study show the strategies used by the English lecturers in detecting plagiarism when checking students' writing products, and the techniques to combat plagiarism.

Strategies Used in Detecting Plagiarism when Checking Students' Writing Product

The results of the study show that most of the teachers conducted several strategies in detecting plagiarism when checking students' writing product. Table 2 shows that how the lecturers

applied the strategies in two categories (technical writing and content writing) with high percentages. The highest strategies in the content writing category. It seemed that the lecturer knew well about the language of their students and the common texts produced by others in the printed and electronic media. All of the lecturers noticed well-written information; a level of written language which is different from their student' oral performance (100%). Another strategies are that they had the sense that "this sounds familiar" if their students was probably doing plagiarism and they noticed that the paper contains information that was not required (90%). They also recognized mixed paragraph styles (80%). In addition to that they noticed unfamiliar jargon and advanced vocabulary usage used by their students (70%). 60% of the lecturers noticed an essay to last year's writing of topic answer because they always examined each essay of they students and they taught some levels of writing class in the same class. Thus they can measure their progress well.

Meanwhile their technical writing category is relatively low. For those who checked for unusual formatting that does not match the assignment of requirement such as e.g. margins, skewed tables, mixed subheading styles, internet links remaining in the text and inconsistent page is 40%. Only half of them checked the grammatical error in the whole sentences that might be the results of Google translation service. Thus they need to improve their technical writing skills like unusual formatting and grammatical error of the whole sentence which is the result of google translation service. Internal evidence in writing such as paragraph styles, vocabulary and grammatical errors should become clue in indicating plagiarism. (Harris, R. A. , 2001)

Table 1. Strategy used in detecting plagiarism when checking essay writing

No	Types of Strategy:	Yes	No
1	Technical Writing Category I check for unusual formatting that does not match the assignment of requirement (e.g. margins, skewed tables, mixed subheading styles, internet links remaining in the text, and inconsistent page).	40%	60%
2	I check grammatical error in the whole sentences that might be the results of Google translation service.	50%	50%
3	Content Writing Category I notice mixed paragraph styles.	80%	20%
4	I notice well-written information; a level of written language which is different from my student' oral performance.	100%	0
5	I notice unfamiliar jargon (e.g. meridian, gobbledygook, burlesque).	70%	30%
6	I notice advanced vocabulary usage,	70%	30%
7	I notice that the paper contain information that was not required.	90%	10%
8	I notice an essay to last year's writing of topic answer.	60%	40%
9	I have the sense that "this sounds familiar" if my students was probably doing plagiarism	90%	10%

The result of this study is also similar with the study conducted by Niki Raga Tantri using the sample of secondary high school teachers. In her study only half number of teachers acknowledging unfamiliar jargon that was used in students' writing. This may be the English teachers not have the same degree understanding the English jargon as Roig (2006) stated, foreign students whose primary language is not English may use unfamiliar English jargon that they not mastered yet in their writing. Thus, both the lecturers and teachers may not successful in acknowledging some English jargon, thus only half number of them are aware of this strategy.

Techniques Used to Combat Plagiarism

Regarding to the technique used to combat plagiarism in the classroom, two types of techniques divided the ways teachers teach anti-plagiarism knowledge. In Table 2, most lecturers have high perspective in combating plagiarism. The ways of combating plagiarism employed more in implicit techniques rather than explicit techniques. All lecturers break down the writing task (e.g, introduction, content and conclusion) in several meeting, track the students' writing progress and organize discussion groups to comment individual student's writing. All of them also ask students to use their personal experience, experiments or activities to construct an answer and to refer to recent topics and discuss it. Most of them give individualize and local topic of task to students for essay

writing and ask students to include reference to specific texts notes or class activities in their answers (80%).

It seems that most lecturers have the competencies of combating plagiarism. From the result of the study, there is high intention from the lecturers to include meaningful learning in students' tasks, such as providing personal experience and giving recent topics for writing assignment. Presenting real-life problems for students' assignment is not only preventing plagiarism but also engaging them in more challenging and motivating teaching and learning activities.

Only 60% of them set new questions for each teaching topic every academic year. This can be caused by abundant works of each lecturer that they have to be responsible such as the tasks of Tri Darma (Education, Reseach, Social outreach). For they are private lecturers, they have more works in administrations and social works in campus. As a result only half of them set new questions for each teaching topic every academic year (50%). However only some of them arrage oral examination based on their writing (20%) and arraged oral examination based on their writing (30%). The most writing lecturers do not teach speaking and vice versa. Those who conduct oral examination based on their writing is the speaking lecturers who prepare the speaking performance of their students by assigning their students to do write before speaking as one of their teaching technique.

Table 2 The way of combating plagiarism

No	Types of Strategy:	Yes	No
1	Implicit Technique I break down the writing task (e.g, introduction, content and conclusion) in several meeting.	100%	0
2	I track the students' writing progress.	100%	0
3.	I organize discussion groups to comment individual student's writing	100%	0
4	I arrage oral examination based on their writing.	20%	80%
5	I choose an 'action' verb for the assignment (e.g. rank, plan, alter, invent something, categorize, produce, compare).	50%	50%
6	I arrage oral examination based on their writing. (e.g., explain the role of Chaerul Saleh in the process of Indonesia Independence Day).	30%	70%
7	I set new questions for each teaching topic every academic year.	60%	40%
8	I give individualize topic of task to students for essay writing	80%	20%
9	I ask students to use their personal experience, experiments or activities to construct an answer	100%	0
10	I ask about local topic (e.g., waste recycling in Surabaya)	80%	20%
11	I ask students to refer to recent topics and discuss it..	100%	0
12	I ask students to include reference to specific texts notes or class activities in their answers.	80%	20%
13	Explicit Techniques I let students know that I know about online sources used for cheating/copying essay work.	70%	30%
14	I survey students' knowledge about plagiarism.	70%	30%
15	I teach students how to paraphrase.	90%	10%
16	I show examples of plagiarized and non-plagiarized texts.	70%	30%
17	I ask students for submission of drafts and source materials.	60%	40%
18	I conduct personal consultation inside and outside the classroom related to plagiarissm issue.	50%	50%

Almost explicit techniques in combating plagiarism were taught to students but they mostly teach their students how to paraphrase (90%). Many of them let their students know about online sources used for cheating/copying essay work, conduct survey on students' knowledge about plagiarism, show examples of plagiarized and non-plagiarized texts (70%). After exposing their students to the online source of conducting plagiarism, only 60% of them asked their students for submission of drafts and the source materials. Finally only half of them conduct personal consultation inside and outside the classroom related to plagiarissm issue. The cheating/copying essay work websites are

useful reference for lecturers not to take the essay writing topic that the answer has been provided in these websites. Next, they can start teaching anti-plagiarism techniques, such as paraphrasing and dealing with the students about the sanctions given to the students who do plagiarism.

CONCLUSION

This study has found that the lecturers have positive perspective in combating plagiarism by the Indonesian lecturer. It also describes that almost all lecturers have employed and familiar with the strategies to detect plagiarism in students' essay writing products. The technique to curb plagiarism in university level is in the form of implicit and explicit.

For the implicit strategies, they break down the writing task in several meetings, track the students' writing progress and organize discussion groups to comment individual student's writing. They ask students to use their personal experience, experiments or activities to construct an answer and to refer to recent topics and discuss it. Most of them give individualized and local topic of task to students for essay writing and ask students to include reference to specific texts, notes or class activities in their answers.

For explicit strategies, they mostly teach their students how to paraphrase. Many of them let their students know about online sources used for cheating/copying essay work, conduct survey on students' knowledge about plagiarism, show examples of plagiarized and non-plagiarized texts. They also exposed their students to the online source of conducting plagiarism.

Concerning the strategy used in detecting plagiarism when checking essay writing they applied the strategies in two categories (technical writing and content writing) with high percentages. The highest strategies in the content writing category. The lecturer knew well about the language of their students and the common texts produced by others in the printed and electronic media. All of the lecturers noticed well-written information; a level of written language which is different from their student's oral performance. They mostly had the sense that "this sounds familiar" if their students were probably doing plagiarism and they noticed that the paper contains information that was not required. Their technical writing strategy is relatively low. They did not always check for unusual formatting that does not match the assignment of requirements such as e.g. margins, skewed tables, mixed subheading styles, internet links remaining in the text and inconsistent page. Checking the grammatical error in the whole sentences that might be the results of Google translation service was not always conducted. Thus they need to improve their technical writing skills because it is vivid evidence in writing such as paragraph styles, vocabulary and grammatical errors which could become a clue in indicating plagiarism.

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