

CHAPTER III

Methods and Procedures

This chapter presents: (1) research methodology, (2) operational definition, (3) research site and participants, (4) data collection, (5) research instrument analysis, (6) data analysis, and (7) trustworthiness.

3.1 Research Methodology

Qualitative research was used in this study. According to research Fraenkle, Wallen, and Hyun (2012), research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research. This research was investigated the case in educational context. case study was one of the method which is used to analyze the data about an issue which happen in one place. So, case study was appropriate for this qualitative study. Fraenkle, Wallen, and Hyun (2012), state that in case study, researchers have in common is that they call the objects of their research cases, and they focus their research on the study of such cases. Typical cases are a student who has trouble learning to read, a social studies classroom, a private school, or a national curriculum project. This method was provided a broad view of plagiarism and provided a richer qualitative data that described the students' view of plagiarism and show EFL students' view on the reasons of plagiarism in

State Islamic University of Raden Fatah Palembang. Thus, this research used qualitative method with case study approach

3.2 Operational Definitions

The title of this study is "Students' Plagiarism in an EFL Context: An Investigation of EFL Undergraduate Students' View in UIN Raden Fatah Palembang". In avoiding the possibility of misinterpretation and misunderstanding about some terms in this research, the definitions was provided. This study was defined plagiarism terms. *Plagiarism* was referred to the EFL students of UIN Raden Fatah general perception of plagiarism and their view on the reasons behind plagiarism based on their opinion and knowledge of plagiarism.

EFL Studentsware a group of human who learn English as a foreign language. In this study, I was analyzed the EFL students of UIN Raden Fatah Palembang related their view of plagiarism.

3.3 Research Site and Participants

The site of this study was English education study program of State Islamic University of Raden Fatah Palembang. Undegraduate EFL students of State Islamic University of Raden Fatah was the main subject of this study focusing on the final semester students who were worked to their thesis. The participants was chosen by using purposive sampling methode. According to Fraenkle, Wallen, and Hyun (2012) in purposive sampling, researcher use personal judgement, based on their previous knowledge of population and the spesific purpose to select the sample.

There were some reasons why the final semester students had chosen as the participants. The final semester students have learned many lessons which allowed them to have more knowledge about how to make paper correctly, they also have a lot of experience in writing scientific papers in previous courses. Besides that, participants taking have been chosen based on the value of the research in TEFL II subject. That is two students who get A grade, two students who get B grade, and two students who get a score of C. So, this research was used maximal variation sampling of purposive sampling method. Fraenkle, Wallen, and Hyun (2012), state that maximal variation sample is one selected to represent a diversity of perspectives or characteristics. Only a small number had chosen as the participants. Qualitative research does not necessarily have a large number of participants (Creswell, 2014, p.239).

Thus, the final semester students of English Education study program of UIN Raden Fatah Palembang who were working to their thesis were the participants of the study.

3.4 Data Collection

It used interview in collecting the.

3.4.1 Interview

In collecting the data, I used interview as the instrument in my research. According to Creswell (2012), qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The interview was run in a semi-structured

interview that made the condition as usual as possible to make the students felt comfort. Fraenkle, Wallen, and Hyun (2012) state that structured and semistructured interviews are verbal questionnaires. In the first step I asked the participants to answer the questions about their opinion and experience of plagiarism. Opinion (or values) questions are aimed at finding out what people *think* about some topic or issue, and experience (or behaviour) questions focus on what a respondent is currently doing or has done in the past (Fraenkle, Wallen, & Hyun, 2012, p.453). Then, I transcribed and typed the data into a computer file for analysis. And then I analyzed the data to find the students' view on what plagiarism is and the reasons behind plagiarism. The last, I interpreted the result of the study.

3.5 Research Instrument Analysis

To analyze the instrument of this research, I examined this instrument by using validity.

3.5.1 Validity of Questions of Interview

To check the validity of questions of interview, I asked two lecturers of English Education Study Program of UIN Raden Fatah Palembang in order to validate the questions of interview whether the questions were appropriate to know the students' view of plagiarism.

3.6 Data Analysis

In analyzing the EFL undergraduate students' view of plagiarism,

thematic analysis used in this study. According to Alhojailan (2012), thematic analysis is a qualitative analysis that is used to analyze classification and present themes that relate to the data.

Data analysis was the process of systematically searching and arranging the material that will be accumulated to discover the study. In conducting this research, the data from interview analyzed qualitatively. The answer screened for the occurrences of students' views of plagiarism and categories of reasons of plagiarism from the interview. I followed the procedures in analyzing qualitative data by Creswell (2012). First, I collected the data from interview (e.g., transcriptions or optically scanned material) to the general codes and theme. Second, I prepared data for analysis. It analyzed the information that has been collected previously, and looked for students' view of plagiarism and reasons behind it. Third, I analyzed the data by reading the data several times. It was to develop to get a clear and accurate information about students' view of plagiarism. Fourth, I coded the data. The process involved codes text for description. The purpose of this process was to give detail information about students' views of plagiarism and the reasons of doing plagiarism by the students. Fifth, I transcribed the data to find the students' views of plagiarism and reasons behind it. Last, I interpreted the results of the study. I provided the result from the instruments about view of plagiarism and the reasons of plagiarism by the EFL students of UIN Radn Fatah Palembang.

3.6.1 Analyzing what is plagiarism based on EFL students' views

In analyzing students understanding of plagiarism, the data interview obtained from the final semester students who are working on their thesis. The interview questions were adopted from Gullifer (2013) which have been validated by the expert. After the data collected, I prepared and organized the data from the instrument and then read all the data. Next, I started coding all of the data. It is used to know students' views of plagiarism. After that, I represented description and themes in the qualitative data of the students understanding of plagiarism. Last, I made interpretation of the result of students understanding of plagiarism based on their knowledge and opinion encountered by the final semester students of English education study program at UIN Raden Fatah Palembang.

3.6.2 Analyzing students' views on the reasons behind plagiarism

In analyzing some possible reasons of students plagiarism, the data obtained through interview. I interviewed six final semester students of English education study program of UIN Raden Fatah Palembang. From the interview, I organized and read all the data about the reasons of plagiarism in EFL context. Then, I coded and transcribed all of the data based on the student's answer about the reasons behind plagiarism among EFL students. Then, the answer from students transcribed into written form and I made the result or interpretation from the students' answers about the student's views on the reasons behind plagiarism.

3.7 Establishment of Trustworthiness

In this study, to build the trustworthiness of the data I used member checking to enhance the accuracy of the study. Creswell (2012) and Fraenkle, Wallen, and Hyun (2012), explain that member checking is a process where the researcher asks one or more participants in the study to check the accuracy of the research report. In this research, the results of the data of the interview of students' view towards plagiarism and the reasons behind it which had been done by the final semester students of English Education of UIN Raden Fatah Palembang. This check was to bring back findings to participants and asked them in writing or in interview about the accuracy of the report.

Therefore, in this study, I used member checking to establish the data or perspectives from participants, then this process could be claimed as adding to the validity of the study.