

ABSTRACT

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FEEDBACK TO PREVENT PLAGIARISM IN SECONDARY EDUCATION

(ix + 25 pages; 4 appendices)

Christian education aims to guide students to become like Christ, and through the continuous learning process, this is realized. However, the practice of plagiarism is still done by students when working on writing assignments in English class. Besides hindering students from practicing their thinking skills, continuously doing plagiarism does not make students grow like Christ in terms of integrity and character. Feedback has been widely studied and used to help students learn from their mistakes and make improvements in their learning. Plagiarism is a mistake or an error in the learning process that will hinder the students to grow in Christlikeness. Therefore, Christian teachers can use feedback to prevent plagiarism in school and guide students to not plagiarize. Thus, this paper aims to discuss plagiarism practice in secondary education, feedback as the instrument to learn from mistakes, and feedback to prevent plagiarism in secondary education. This paper is written using a literature review for qualitative research. The result of this paper is that feedback can be used by Christian teachers to prevent plagiarism and guide students not to plagiarize. However, the use of feedback should be in form of written and dialogic. For further research, the study that explores feedback to prevent plagiarism in secondary education which already implement clear policies about plagiarism is needed to compare the role and the impact of feedback.

Keywords : *Plagiarism, English class, mistake-tolerant environment, feedback*

References: 59 (1989-2020).