

TEACHERS' STRATEGIES TO ADDRESS PLAGIARISM IN ACADEMIC WRITING

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ABSTRACT

The topic of plagiarism becomes a crucial problem in the academic context. Even though the topic of plagiarism in students' writing has received much attention in previous research, relatively few studies have examined teachers' perceptions of plagiarism, and these have tended to focus on how teachers from English L1 countries understand plagiarism (Flint, MacDonald, & Clegg, 2006 as cited in Chien 2014). That is why this study aims to explore Academic Writing teachers' strategies while addressing students' work in Academic Writing class. To get deeper data from the participants, who are Academic Writing teachers, who taught in the second semester of 2015/2016 in Faculty of Language and Arts, Universitas Kristen Satya Wacana, a semi-structured interview was used because the researcher could probe the participants' answers. After transcribing the data obtained, it was found that there are four categories of participants' responses. The categories are definition, detection, prevention and consideration. All of the categories are connected one to the others which are actually the strategies of addressing plagiarism. However, this study is limited for only one particular context with only five participants. Therefore, for further research, it can be done in a larger context and discuss different styles in addressing plagiarism between Eastern and Western teachers.

Keywords: plagiarism, Academic Writing, teachers' strategies