Eliminating the Habit of Plagiarism among Grade 10 Online Distance Learners Through i-PART (Integration of Paraphrasing and Referencing Technique)

RICA GRACE R. JIMENEZ
Teacher III
Southville 5A Integrated National High School

ABSTRACT

Since the COVID-19 outbreak, the learners who were taking online classes felt that they could always find the answers they needed online. They primarily turned to copying and pasting responses from websites they visit due to their easy access to the internet. This made the teachers complain about the quality of written and performance output they receive from the learners. Knowing the impact of the situation to both learners and teachers, the teacher-researcher targeted to eliminate the habit of plagiarism among Grade 10 Online Distance Learners through i-PART (Integration of Paraphrasing and Referencing Technique). The i-PART allows the ODL learners to organize in a template the information such as author, date published, title of the article, date retrieved, original statement and paraphrased statement which later on can be used in their accomplishment of their output and preparation of list of references. Prior to the use of i-PART were discussions on about Paraphrasing and Bibliography. The ODL learners' perception on how they prepare their written and performance

output before its use was verbally interpreted as High while their perception after its use was verbally interpreted as very high.

Meanwhile, their significant learning after the use of the i-PART collected through a survey questionnaire. Their significant learning after its use were collected and grouped thematically these include: to cite the authors in preparing the paraphrased statements, they also considered reliable and credible sources of information, they also learned how to prepare their lists of references and they had improved their paraphrasing skills. The Wilcoxon Signed-Ranked test was applied to show the effectivity of the i-PART. The test result Z (-3.01415) is less than the critical value.00236 and the W-value 38 is likewise less than the critical value 73, indicating that there was sufficient evidence to draw the conclusion that the ODL learners' preparation of written and performance output had significantly improved after the use of i-PART.

INTRODUCTION

Plagiarism and cheating have always been part of the biggest problems that all teachers face in the classroom. Since the COVID-19 pandemic in 2020, the usual face-to-face learning modality had been added with online distance learning where learners meet their teachers in an online platform such as Google Meet and Zoom.

The learners since then were given the freedom to access the internet as a source of information in obtaining answers for their Self-Learning Modules, worksheets and Learning Packets. In just one click of the mouse, all information that they need are right away provided.

With Google as one of the most widely used search engines among learners, it is inevitable for them to generate answers to questions provided in their learning materials. In a study conducted by Diaz, J.C.T., et. al (2021), the results show that the learner's skills of using internet and how confident he is in using it affects the level of plagiarism directly. Further, plagiarism is also determined by the following: how many days on a weekly basis that the learner is using it, hours connected each day, years of experience as an internet user and to what extent he is knowledgeable in using internet.

Some universities have already made use of Turnitin software as a solution to address plagiarism and cheating among their students' submitted output. (Daoud, S., et. al., 2019). This software may be very helpful for schools that can afford its subscription especially if it is a school that promotes a culture of research. However, for public schools, subscribing for this software may require careful decision making since it is expensive.

According to Blum (2009), one of the strategies to address the problem on academic integrity is to require the learners to cite sources. It is a set of skills of skills that needs to be taught so that the learners will get used to the practice. Undoubtedly, one can only see a list of references from college students and seldom among high school students unless they have subjects

which require serious academic writing that are technical in nature.

Referencing should be an essential part of any academic requirement in schools. It makes the content strong and reliable especially if the information comes from authorities in the field where the research was made. A learner should always reference and acknowledge ideas that does not belong to him. When proper referencing is done, it helps the learner avoid plagiarizing the work of others. When the learner restates what he understood from the material viewed or read using his/her own understanding, it clearly manifests that he/she has exerted effort to get the best and useful information from the material.

In a study made by Yeung, A.H.W, et. al (2018), she emphasized that the potential factors behind poor academic performance include poor information literacy and language abilities while teaching academic honesty was proven to be effective. She also recommended that academic integrity should be added in the school curriculum beginning junior high school. In addition,

she also said that academic honesty should also be included in the school's policy so that the learners will be aware about academic integrity that would also promote a plagiarism-free learning environment. Thus, genuine education can be achieved.

Misbehavior in academic writing happens because beginning writers do not have enough knowledge and the right process to apply writing conventions. Paraphrasing is a skill that needs to be developed among high school learners (Rossi, S. L. (2022).

METHODOLOGY

A. Participants and/or other Sources of Data and Information

The participants of this study were 25 Grade 10-Karunungan learners of Southville 5A Integrated National High School for the School Year 2021-2022. They were learners under the online distance delivery modality. Their reference materials were softcopies or screenshots of the Self-Learning Modules and the Learning Packets

(LEAP) provided by the City Division of Biñan City.

Southville 5A Integrated National High School had 17 sections in Grade 10 with 40-43 learners per section for the School Year 2021-2022. 15 of these sections were under modular distance learning modality while two (2) sections were under the online distance learning modality. The online distance learning sections used to have 35 learners each at the beginning of the school year; however, some of them requested to be transferred to modular distance learning sections after the first and second quarter. The two online distance learning sections only had 25 active ODL learners for Grade 10-Karunungan and 15 ODL learners for Grade 10 Kalayaan. Thus, out of 38 online distance learning modality learners, only 25 learners who were frequently observed to copy and paste answers from the internet were asked to participate in this study.

Despite the availability of online teachers to facilitate their online class on a weekly basis, the online distance learners had difficulties in answering their written and performance tasks. They still resorted to copy and paste information verbatim from the internet as they submit of their output.

In this study, purposive sampling was used. The teacher-researcher aimed to observe improvement in the submission of written task and performance output from the learners in the online distance learning delivery modality.

B. Data Gathering Methods
- **Various instrument/s**

Survey questionnaires which identified the students' perception on how the online distance learners prepare their written and performance output before and after the use of i-

PART (Integration of Paraphrasing and Referencing Technique) template were prepared. The survey-questionnaire also determined the students' significant improvements in the online distance learners' academic performance after using the i-PART (Integration of Paraphrasing and Referencing Technique) template.

- **Procedures for data collection**

  1. A letter of request were sent to the Mrs. Mildred D. Diña, the School Principal of Southville 5A Integrated National High School to inform that an ODL section in Grade 10 was used as the participants of the study. Another letter of consent was sent to the learners' parents both in softcopy and in printed form. Those who chose the printed form had claimed and returned the reply slip at school while those who chose the softcopy returned the signed reply slip in picture format or softcopy with attached e-signature of their parents. Only those who had consent from parents were included in the study.

  2. The survey questionnaire on "Eliminating the Habit of Plagiarism among Grade 10 Online Distance Learners Through i-PART (Integration of Paraphrasing and Referencing Technique)" undergone a validation process. A Head Teacher, a Master Teacher and one Teacher III checked and evaluated the indicators provided using a validation tool

  3. A pre-survey was conducted to know how the online distance learners prepare

their written and performance output.

4. The teacher discussed the topics on Paraphrasing and Bibliography which include the i-PART (Integrating Paraphrasing and Referencing Technique) template. Series of exercises were also integrated in the weekly lesson to practice the skills needed.

5. A post survey questionnaire was administered to each participant to identify his/her perception on how they prepare their written and performance output after the application of i-PART (Integration of Paraphrasing and Referencing Technique) template and to determine their significant improvement in their ODL classes academic performance.

- **How the data were analyzed and reported**

    The mean responses for the pre-survey and post-survey were computed to show the learners' perception on how they prepare their written and performance output before and after the use of i-PART template. Then, Wilcoxon Signed Rank Test was used to determine whether the written and performance output of the learners had significantly improved while descriptive method will be used to interpret the results. Also, the specific significant improvement in the learners' academic performance will also be presented thematically.

- **Qualitative and/or quantitative** methods used in analyzing the data

    The pre and post survey determined the students' perception on how they prepare their written and performance

output in the class before and after the use of i-PART template. Mean, Wilcoxon Signed-Rank Test were used to present the results then the will be interpreted qualitatively.

A 4-point Likert scale was used to interpret the learner's responses per indicator: 4 (3.25-4:00), Always (Very High); 3 (2.5-3.24), Frequently (High); 2 (1.75-2.49) , Sometimes (Low); 1 (1.00-1.74), Never (Very Low).

RESULTS

Prior to the use of the i-PART template, the participants in the study use the internet in answering their school activities with a mean of 3.08 interpreted as high. They also copied and pasted the statements from the internet word for word with a mean of 2.28 interpreted as High. It also notable that they look for the date when the information was published from the internet with a high mean of 2.96. However, they also claimed that they know how to cite the sources in their written work with a mean of 3.12. They also claimed that they know how to write the correct APA format of writing different types of sources (ex. books, newspapers, magazines, website, journal) with a high mean of 3. In addition, they also claimed that they acknowledge their sources of information by including them in my submitted output listed alphabetically with a mean of 3.04 interpreted as high.

Other indicators showed that the participants in the study generally obtained a very high interpretation of results based on the specific indicators listed. However, these did not support the initial written and performance output submitted in the class since majority of the participants had never reflected a list of references

in their accomplished output. Likewise, majority had submitted a copied and pasted content from the internet.

It was notable that the learners showed only a high mean of using the internet in answering their school activities. This meant that in general, they already considered other sources of information such as newspapers, magazines, books, journals, and encyclopedia in getting information to accomplish their written and performance output in the class. It is also noticeable that they had minimized the act of copying and pasting of statements form the internet word for word. The rest of the other indicators got a very high verbal interpretation which meant that the participants in the study were able to adopt the template thus, made use of it in preparing their written and performance output.

7 participants said that they had learned how to cite the authors in writing their paraphrased statements. This means that they do not just claim the idea as their own, instead, they attributed the ideas to the authors to whom they got their ideas. Meanwhile, there were 6 participants who said that they learned how to prepare the list of references which was essential in acknowledging sources of information to avoid plagiarism. Then there were 5 participants who said that they learned to consider whether the sources of information they used were credible and reliable. Finally, 5 participants also said that their paraphrasing skills had improved compared before that they just had to copy and paste verbatim all the information they took from their sources.

The results obtained clearly showed that the objectives of the teacher-researcher were achieved: The learners were able to learn how to consider credible and reliable sources of information, to paraphrase information taken from the different sources especially the internet

which is widely used by the participants, acknowledge authors through citation, and include list of references in submitting their written and performance output.

The computed the value of z which is -3.0415 at p-value of .00236 which can be interpreted as significant. The result is significant at p that is less than 0.5

Meanwhile, the value of W is 38 at N = 23 with p-value that is less than 0.5 is 73 (based on the Wilcoxon Signed-Critical Value table). The result is significant at p that is less than 0.5.

Since the test value of Z (-3.01415) is less than the critical value of .00236 and the W-value of 38 that is also less than the critical value of 73, these mean that there were enough evidence to conclude that the learners written and performance output had significantly improved after using the i-PART template.

DISCUSSION

Summary

The pre-survey results allowed the online distance learners to reflect on their practices every time they make use of other sources to gather information. Also, the results revealed that they are aware of the indicators listed thus, majority of the indicators were verbally interpreted as High and few were Very High.

With the implementation of the i-PART template, the ODL learners were taught how to paraphrase the statements they got from different sources of information. They were also guided in citing authors in the written work and prepare the list of references using the American Psychological Association (APA) format.

The post results of the survey also revealed that the i-PART template was an effective tool to eliminate the habit of plagiarism among online distance learners. The ODL learners became fully aware on what to do and how to organize the information they gathered .This was evident when majority of the indicators in the post survey were verbally interpreted as Very High.

Conclusion

The results tell that using the i-PART template helped both the ODL learners and

the teacher during the teaching-learning process. The former reduced the habit of copying and pasting information from different sources of information and made use of his or her own understanding in expressing his or her ideas in a paper while the latter was assured that the learner submitted an output that is original and plagiarism free.

Overall, the i-PART template had inculcated among the learners that it is not wrong to copy the ideas of others as long as they are properly paraphrased, cited and referenced.

Recommendations

Since the i-PART template had been proven effective, the teacher-researcher would like to recommend that the skill of paraphrasing and referencing should be developed as early as Grade 7. Doing this will allow the learners to constantly practice both skills.

The English teachers should also encourage the learners to always submit an original work. Let the learners realize that it is not wrong to copy the ideas of others

provided that they are stated using their own understanding and that they should also acknowledge the source of the information through referencing.

Also, the teachers, not only in English subjects, should require the learners to attach the i-PART template and include a list of references especially when written and performance output are submitted. Doing this will allow the teachers to also check what sources of information a particular learner used in accomplishing his or her work.

Finally, it is highly recommended that the teachers should include paraphrasing ad referencing as part of the criteria when grading the learner's output. This would make the learners realize its relevance thus, he or she will become particular in preparing the necessary information since it is included in the criteria for grading his or her work.

Reflection

Prior to the COVID-19 pandemic, the learners often submit a plagiarized work especially when they were asked to

complete what they have started in school at home. The teacher-researcher used to complain about the quality of the learners' output.

She felt more frustrated during the start of the COVID-19 pandemic and experienced checking majority of the online distance learners' papers with the same content. So, the idea of requiring them to paraphrase and to submit a list references became the solution to this recurring problem.

Initially, the teacher-researcher thought that asking the leaners to prepare and submit the information that they used in accomplishing their output will become another burden for them. However, she also considered the idea that preparing such will allow the learners to organize their thoughts and ideas in preparing their work. Thus, the idea of teaching them how to paraphrase and to write references correctly was the initial step made. When the teacher-researcher discussed the topic, Argumentation, during the Third Quarter, she already started requiring the learners to submit a list of references based on how they were taught.

It had been the constant practice in the online distance learning class and the teacher-researcher saw good results. The submitted output in the Google classroom already showed that authors were cited and lists of references were included.

The idea of i-PART (Integration of Paraphrasing and Referencing Technique) template was conceptualized through this initiative in the class. Since the teacher-researcher at that time assumed that it was effective, then it was implemented as one of the requirements that the learners should include in submitting their output.

Other subject teachers also gave feedback that they were receiving submitted output with attached template and list of references. This also gave the teacher-researcher that the learners were applying what they have learned from the English subject to their other subjects without being told.

Impact of the Study

Strong academic writing requires effective paraphrasing, while ineffective paraphrasing can lead to unintended plagiarism. If the learners are taught as early as possible how to paraphrase well, they will get used to it as a habit and their reading comprehension will also improve. They will not resort to simply copying and pasting ideas from different sources of information.

Consistency is essential in inculcating the value of academic honesty among the learners. When the learners imbibe the value of citing, paraphrasing and referencing, teachers will no longer worry about the learners' submission of output whether original or not.

Therefore, the i-PART (Integration of Paraphrasing and Referencing Technique) since proven to be significant, should be rolled out not only in English subjects but in other subjects as well. Teachers should promote academic honesty at all times and not tolerate learners to submit mediocre written and performance output.

To the learners of Grade 10-Karunungan for School Year 2021-2022, thank you for your active participation and cooperation.

REFERENCES

Blum, S. (2009). Academic integrity and student plagiarism: A question of education, not ethics. Retrieved March 9, 2022 from https://www.academia.edu/572988/Academic_integrity_and_student_plagiarism_A_question_of_education_not_ethics?auto=citations&from=cover_page

Daoud, S., Alrabaiah, H., & Zaitoun, E. (2019). Technology for Promoting Academic Integrity: The Impact of Using Turnitin on Reducing Plagiarism. Retrieved March 7, 2022 from https://www.semanticscholar.org/paper/Technology-for-Promoting-Academic-Integrity%3A-The-of-Daoud-Alrabaiah/79712d889873462f345b76537bef1a962438daea

Diaz, J. C. T., Duart, J. M., Carrión, P. V. T., & Gutierrez, I. M. (2021). Plagiarism and use of technology by high school students. *Campus Virtuales*, *10*(2), 175–184. http://www.uajournals.com/ojs/index.php/campusvirtuales/article/view/875

Rossi, S. L. (2022). Revisioning Paraphrasing Instruction. In S. E. Eaton & J. Christensen Hughes (Eds.), *Academic Integrity in Canada: An Enduring and Essential Challenge* (pp. 411–429). Springer International Publishing. https://doi.org/10.1007/978-3-030-83255-1_21

Yeung, A. H. W., Chu, C. B. L., Chu, S. K.-W., & Fung, C. K. W. (2018). Exploring junior secondary students' plagiarism behavior. *Journal of Librarianship and Information Science*, *50*(4), 361–373. https://doi.org/10.1177/0961000616666625