

ONLINE PLAGIARISM DETECTION IN STUDENTS' ESSAY-WRITING

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ABSTRACT

Plagiarism issue becoming an important point for essay-writing as the topic of essay unforgettable moment of students' life requires the students' prior knowledge in English grammar, the ability to express their experiences in life through conducting meaningful sentences into paragraphs, and creating composition based on students' original idea. There are abundantly available online references via the internet for students, it will limit their creativity in writing if they just use copy-paste method. There are two problems of this research, namely students' writing quality based on plagiarism detection tool percentage description report and student ability to identify plagiarism in their writing. The specific purpose of this research is to produce excellent essay-writing free from plagiarism issues which originally written by students as their ideas for General English subject. The subject of this research is the electrical engineering students' essay-writing task submitted online with a plagiarism detection report as an attachment.

Keywords: *online, plagiarism, essay-writing*

1. INTRODUCTION

During the COVID-19 pandemic the health and security aspects become the utmost priority of individual. The online classroom is the best solution to ensure students and lecturers in healthy condition. Therefore, lecturers must prepare several effective strategies to teach and evaluate students' progress online. English subject comprises of four skills namely active skills (reading and listening) and productive skills (speaking and writing). In Electrical Engineering Department at Politeknik Negeri Ujung Pandang English taught as General English and Engineering English.

As higher education students, they had previously experienced essay-writing at senior high school/vocational high school level but the students' competency in English are varied especially in writing. For writing tasks, one kind of paragraphs that the students required to complete is essay-writing. The students must conduct essay-writing about an unforgettable-moment in their life. This task is an obligatory task that measures students' competency in mastering English grammar based on general English material given. Students expected to write at least four paragraphs therefore lecturer will grade their composition based on grammar accuracy and fluency in writing. Normally, the students simply submit their work in hardcopy collected, graded, given feedback and comment, then returned by lecturer. But then, during COVID-19 the interaction limited only via interactive social media, learning management system (LMS), and video call applications namely WhatsApp, Google Classroom, Google Meet, and Zoom. The challenges are varied for grading students' paper because first, the task submitted in softcopy version via Google Docs in Google Classroom (GC), second, the feedback limited by several sentences written via private comment (chat or voice note), and third plagiarism issue since the students can access every information related with their task online undoubtedly copy paste practice will appear.

Plagiarism issue becoming an important point for essay-writing as the topic of essay unforgettable moment of students' life requires the students' prior knowledge in English grammar, the ability to express their experiences in life through conducting meaningful sentences into a paragraph, and creating composition based on their original idea. There are abundantly available online references via the internet for students, it will limit their creativity in writing if they just use copy-paste method.

Many researchers focused on plagiarism issue topic such as [1] conducted mixed-method research design with iThenticate as plagiarism detection tools in 2020. The research reported that 70% of students admitted plagiarism in their task in form of copying the authors' idea without mention the source of the citation. Students stated that by connecting through the internet they can easily pick various texts related to the task given and simply copy-paste the paragraphs as their writing task. It saves much of their time and efforts rather than walking forward and finding the references via library with hardcopy books or journals. In line with these statements in the same year 2020 research report conducted by [2] provide a positive contribution to students' perception of plagiarism. It reported that more than 50% of students understand very well about plagiarism, but they provide

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a surprising argument that it does not mean they will not do plagiarism in the future this argument supported with various reasons such as the task is in form of a group task, feel hard to paraphrase the sentences, up to the deadline.

Indonesian students' characteristics in plagiarism described by [3] in 2018 based on the exploratory mixed-method design, the research report that students plagiarism in writing task done by copying the sentences almost in one paragraph without mentioning references and the sources then students also usually try to paraphrase some words in sentences based on the source text but they failed to used direct quotation or indirect quotation refer to the sentences they copied. Practically the overall sentences are very similar to the source as they do not aware this behavior classified into plagiarism. In the 2012 article about Anti-Plagiarism Strategies for Research Paper, [4] highlighted that many students simply do not know what is plagiarism. He suggested that discussing plagiarism as a core topic before giving the task is a good point to minimize students' confusion as students' need to encouraged that by having competency in good writing as well as understanding citation issues they will gain many advantages and opportunities to achieve a good grade in every subject.

The urgency of this research is based on pandemic conditions, the interaction between lecturer and students mainly via a screen to screen therefore, it will give an impact on students' writing quality. Most of the students understand grammar and English patterns, some of them even memorizing the pattern of each tense since they were in senior high school/vocational high school. As they are in higher education level called Polytechnic, the lecturer expectation that their writing task must be set in higher level at least they have progressed in writing practice, understand the mistakes and paraphrase to avoid plagiarism, practice writing and self-proofreading, and produce excellent paragraphs.

2. RESEARCH METHODOLOGY

The essay-writing task is an obligatory task to completed by the students for General English. An essay-writing task based on the General English curriculum stated that the students must produce essay-writing about the unforgettable moment in their life. The task is not new in English since the topic is very familiar for the students, but the challenge of writing this task is to use proper and accurate tenses based on students' ideas and experiences. This task is warming up for next semester's subject namely English for Engineering which has technical and academic writing tasks.

The process of writing is complex and systematic, it divides into deciding the aims of writing, sharing ideas, delivering information, choosing appropriate tenses, making writing drafts, reviewing writing, revising writing-error, and editing writing. It is a quite complex activity for non-native speaker of English to simply write their ideas [5]. To produce an excellent paragraph in an essay-writing task the students need to read a lot of references, practice writing, proofread their composition, use plagiarism detection tools to avoid plagiarism, revise the mistakes, and finally submit the paragraph. The form of essay-writing generally consists of an introduction paragraph, body of the paragraph, and a conclusion of the paragraph. This form can be breakdown into long or short paragraph depends on the topic or theme of writing.

The research done with several procedures based on The Research Procedures as follows:

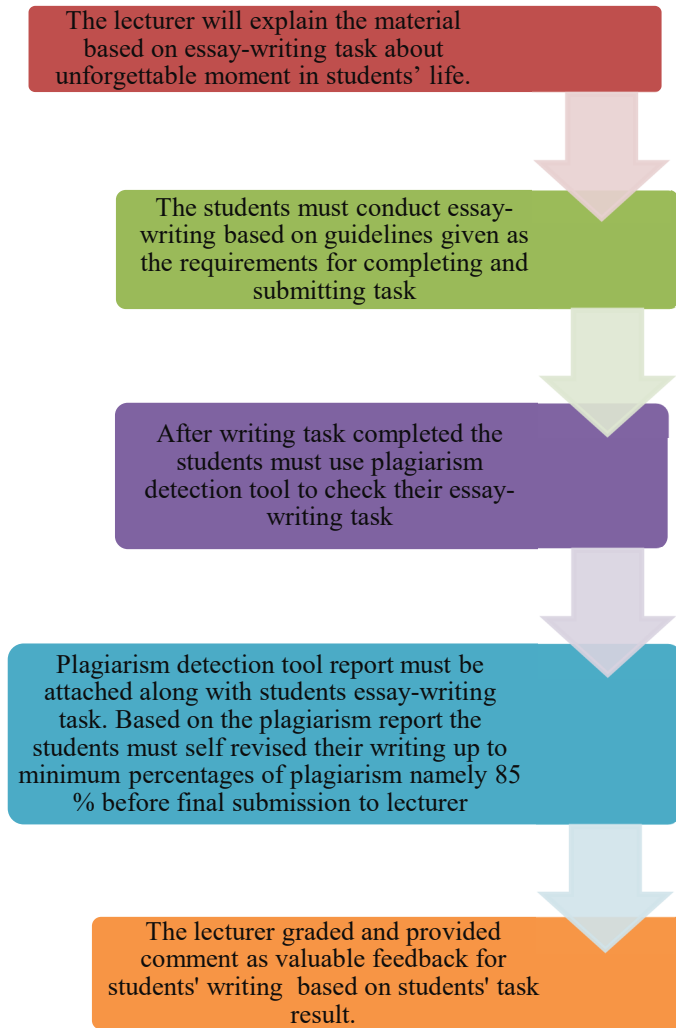


Figure 1. Research Procedures

3. FINDINGS AND DISCUSSION

The students conducted paragraphs on unforgettable moment in their life as their task, the paragraph consist five types of tenses that have taught to the students. The tenses are simple present tense, present continuous tense, present perfect tense, simple past tense, and simple future tense. The guidelines given to the students for making an essay-writing is very simple. It limited only up to three or four paragraphs as the body of composition must consist of introduction paragraph, content, and conclusion. The guidelines given in simple way since the students' English comprehension background are vary and this subject is General English subject which requires students to recall and apply their previous knowledge in comprehending the tenses to produce unforgettable moment paragraph.

After completing paragraph on unforgettable moment in their life, the students asked to upload their essay-writing online through free plagiarism websites. The students can choose among six free plagiarism websites. There were six free plagiarism report websites offered to the students, all of them are easily access and use by the students. The websites are: 1) <http://www.check-plagiarism.com>, 2) <http://www.smallseotools.com>, 3) <http://www.plagiarismdetector.net>, 4) <http://www.grammarly.com>, 5) <http://www.duplichecker.com>, and 6) <http://www.prepostseo.com>.

The score of plagiarism report attached on students' paragraph as the compulsory item for grading. The minimum percentage 85% as some of the paragraphs used several sentences and terminologies which commonly found in similar topic of paragraphs. Based on the result of students' tasks that uploaded via GC, the lecturer graded and provided comment on their writing through private chat. Most of the students had understood very well the function of online plagiarism detection report. Table 1 indicated the result of online plagiarism detection report.

Table 1. Online Plagiarism Detection Report

No	Study Program	Amount of students	Most Frequently Used Online Plagiarism Detection Tools
1	Electronics Engineering	63	http://www.smallseotools.com
2	Computer and Networking Engineering	48	http://www.duplichecker.com
3	Multimedia and Networking Engineering	73	http://www.plagiarismdetector.net

Electronics Engineering students which consists of 63 students frequently used <http://www.smallseotools.com> to detect plagiarism in their writing. The tool offered several features such as grammar checker, word counter, spell checker, and paraphrasing tool. Therefore, the students chose this tool as it provides many features that simplify students' task in conducting paragraph. The interface of <http://www.smallseotools.com> shown in figure 2.

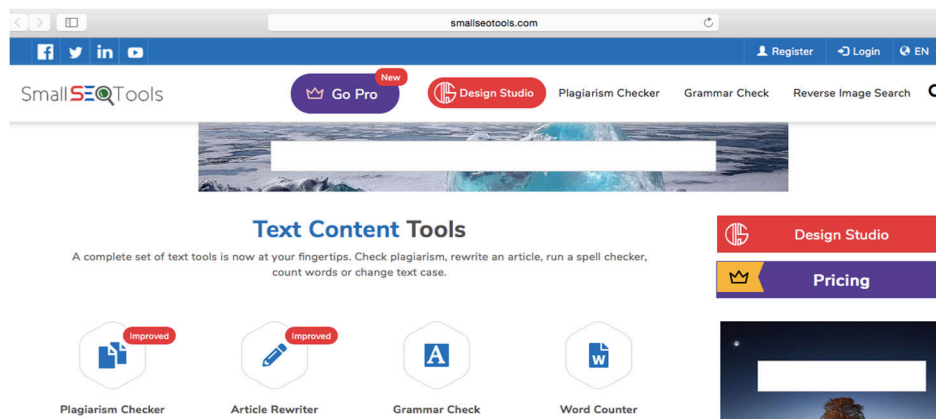


Figure 2. <http://www.smallseotools.com>

Computer and Networking Engineering students which consists of 48 students accessed <http://www.duplichecker.com> to help them identify plagiarism in their writing. The tool has no limitation for the formats of documents, it supported many formats of documents, thus it helps the students to save conversion time for their paragraph writing. The front page of <http://www.duplichecker.com> shown in figure 3.

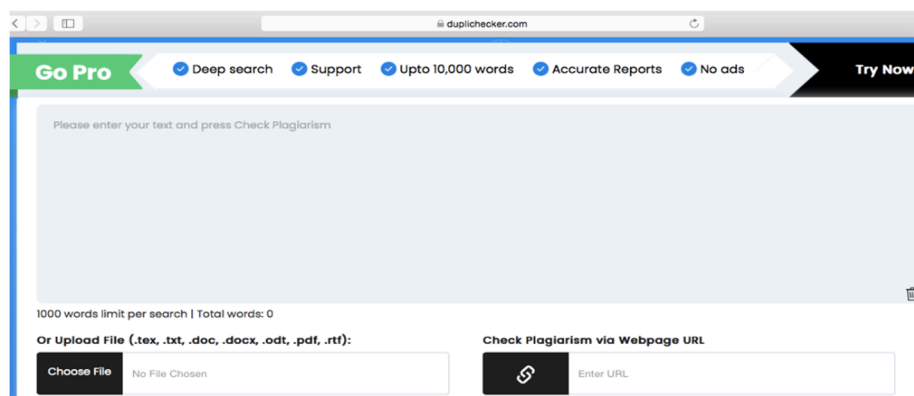


Figure 3. <http://www.duplichecker.com>

Multimedia and Networking Engineering students which consists of 73 students accessed <http://www.plagiarismdetector.net> to help them detect all plagiarism in their composition. The tool has unique features such as deep search and accurate report, then it helps the students to minimize the plagiarism and provides positive individual feedback on their writing. The interface of <http://www.plagiarismdetector.net>

shown in figure 4.

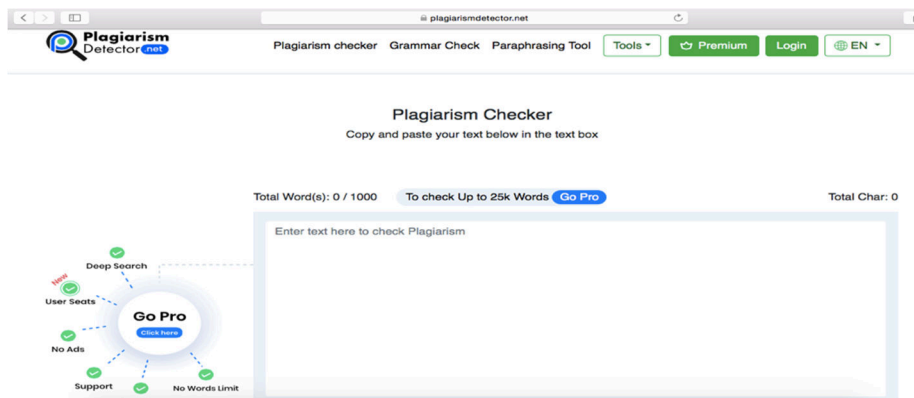


Figure 4. <http://www.plagiarismdetector.net>

The average result of students’ essay-writing graded by using grade guidelines assigned to the criteria based on Politeknik Negeri Ujung Pandang Academic Policy, Chapter 14, and Verse 5-6 as shown in table 2.

Table 2. Essay-Writing Grading Guidelines

Range	Grading	Remarks
80 -100	4	Excellent
75 - 79	3	Very Good
70 - 74	2	Good
65 - 69	1	Poor

The average result of students’ essay-writing from three study programs shown in table 3. The average grade of Computer and Networking Engineering students namely 87 classified excellent, then Multimedia and Networking Engineering students achieved 84.5 also in excellent classification, and Electronics Engineering classified very good with 77.5 average grade.

Table 3. Students’ Essay-Writing Average Result

No	Study Program	Amount of students	Average Grade	Remarks
1	Electronics Engineering	63	77.5	Very Good
2	Computer and Networking Engineering	48	87	Excellent
3	Multimedia and Networking Engineering	73	84.5	Excellent

4. CONCLUSION

Based on the findings and discussion it can be concluded that: 1) The students writing quality classified into two classification namely excellent classification and very good classification. It is proved by two study programs from Diploma 4 Computer and Networking Engineering and Multimedia and Networking Engineering average range of grade achieved by students from 84.5 up to 87. Electronics Engineering Study Program classified very good with 77.5; and Students’ ability to identify plagiarism in their composition by using percentage level in online plagiarism detection helps the student to minimize plagiarism in their own writing by self revised before submitting to the lecturer. It helps both the students and lecturer in online learning as the feedback also given via private chat and plagiarism report.

5. DAFTAR PUSTAKA

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