

LEVEL OF USAGE IN PARAPHRASING TOOLS AND LEVEL OF KNOWLEDGE IN PARAPHRASING AMONG SHS STUDENTS



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Abstract

Paraphrasing tools are used by students as a way to easily defeat plagiarism-detection technology such as Turnitin used by educators. It allows students to have a new form of article with this kind of technology with just one click on the web without even trying to develop their critical thinking and this affects their skills in paraphrasing. This quantitative descriptive-correlational research aimed to determine the level of usage in paraphrasing tools and the level of knowledge in paraphrasing of Senior High School students from University of Perpetual Help System Laguna enrolled during the second semester, Academic Year 2021-2022, and the relationship between the two variables. The respondents were selected using random sampling techniques. A validated research instrument was used to measure the level of usage of paraphrasing tools and their level of knowledge in paraphrasing. Frequency, percentage, and ranking were used in the descriptive part and Pearson r correlation coefficient was utilized to determine the relationship between the respondents' level of usage in paraphrasing tools and their level of knowledge in paraphrasing. ANOVA was used to determine the significant difference between the level of knowledge of the respondents in paraphrasing and their level of usage in paraphrasing tools when grouped according to their profile variables. The results show that the respondents have high usage in using paraphrasing tools. It was also found out that the respondents have a low level of knowledge in paraphrasing. The results also proved that there is a significant relationship between the level of usage in paraphrasing tools and the respondents level of knowledge in paraphrasing. Furthermore, there is a significant difference in both the level of usage in paraphrasing tools and their level of knowledge in paraphrasing when they are grouped according to their profile variables. Based on the results and findings, it is recommended that students should avoid using paraphrasing tools as this affects their paraphrasing skill. Hence, teachers in specialized subjects are encouraged to be more critical when it comes to checking submitted activities and provide a more in depth discussion for students to develop and improve their paraphrasing skills. Furthermore, School administrators are encouraged to consider providing programs that would enhance the skills and knowledge of the students in paraphrasing.

Keywords:

Paraphrasing tools, Level of Paraphrasing knowledge, plagiarism