



## **Lecturers' Persepctives on Using Rubric Scoring in Preventing Internet Cheating at University Level**

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### **ABSTRACT**

Technological advances and developments in the era have created new challenges for lecturers in English language learning. As a result of the use of technological tools increasingly entering all aspects of life including learning, one of the things that have happened lately is cheating on computers or the internet. Computer and internet cheating are phenomenon of technological world involving human educational live. It cannot be avoided as the consequence of current development. However, one of the tools that can be used to address this issue is the assessment rubric. Assessment rubrics can help lecturers in assessing student assignments, making it easier for them to provide assessments. In relation to the use of computers or internet networks in creating writing assignments, scoring rubrics can help lecturers in assessing and identifying cheating activities from the internet or internet cheating. This study used descriptive analysis with a participant action research (PAR) approach. Data collection was carried out by interviewing three English lecturers who teach in non-English departments in general basic courses. The respondents were interviewed to obtain research results. The results were analyzed using the average formula. From the results of the study, it was found that the use of scoring rubrics can help lecturers in assessing and preventing plagiarism from the internet. or English assignments obtained from cheating from the internet

**Keywords:** Rubric Scoring, internet cheating, tertiary students

### **INTRODUCTION**

Today the use of technological tools has been part of human life and impacted the way they act started from the simplest action to the complicated one. Nearly all aspects of human life is driven by electorical item in form of hardware and software. The role and the availability of digital technology in society is growing 1(Gonscherowski & Rott:2022). One of them is in educational world, it has constantly shifted from manual to tecnological activities. The use of technology evolves the development of education and academic life such as promoting individual-centred learning, increasing understanding, or enhancing mathematical thinking 2(Nickerson & Zodhiayes:2009). This have made the use of technology cannot be avoided and impacted signfinatly in the life as students. Moreover about this point, in the process of teaching and learning is somehow impacted by the use of technology due to time and workload pressures, concerning about knowledge and skills, the conceptions of teaching and the value of web supported learning brings teachers/lecturers to adopt technological use 3(Kennedy et all:2011). Therefor, the world of life, education, and tecnology become unity in its rhythm and regularity. In other word it is hard to set them apart.

On the other hand, the integration of technology to educational life has brought not only positive but also negative outcome. As mentioned in positive points above, the negative outcome of technology-integrated invention and fluid mechanism 4(Kriek & Coetzee:2016) has resulted adverse effects towards both students and teachers/lecturer and academic process itself. The term of Information Communication Technology (ICT) is where consistent theme emerges where computer technology use is constructed in limited, linear, and rigid terms far removed from the creative, productive, and empowering uses which are often celebrated by educational technologists 5(Selwyn: 2007) s

In the tertiary level especially, where students are grown-up, the use of technology is more massive and advance comparing to lower level of education. The tertiary students, however, are more knowledgeable and skilled about what technological tools to be used. 6(Manuguerra&Petocz) state that adult students have more potential access using technological tools. 7(Jambulingam: 2013) believes that university students third generation is dominated market of technological device and internet admission. In other words, the level of education where students are grown and skillfull is more accessable to the use of technology and internet. This circumstance has hverified that the study of technological and internet used is more sophisticated to be done in university level and representative as one of the hottest issues on ELT field.

However, the issue above is not left behind by the scholars and educators as they take actions to cope with that problem. One of the steps can be taken is by using rubric scoring in preventing this internet cheating. According to Arbor 8(Arbor: 2022) a scoring rubric is an efficient tool that allows to objectively measure student performance on an assessment activity. It makes the assessments and evaluations become more objectives and reliable to measure the students' score. Moreover, as one of preventing methods possibly taken by lecturers, making valid and reliable test method and evaluation is influenced by using scoring rubric 9(East: 2009). Panadero & Jonsson in 2013 in Becker 10(Becker: 2016) say rubrics are valued for their potential to clarify teachers' expectations, identify strengths and weaknesses, and direct students toward self-evaluation. These theories show that rubric scoring plays an assential role in process of teaching especially in doing evaluation.

In regards with problem stated in the first place, the use of scoring rubric may become one of alternatives preventing and escaping from negative effect of using technology. The wicked effect of technological misapplication has brought into the term "internet cheating" causing lack of validity into students works. The use of some application or internet website affecting they made to get score, but do not know what it is in fact. In the case of internet cheating, Trushell & Simpson 11(Trushell & Simpson: 2011) find that students' engagement in cheating behaviours is such as plagiarism. Their study shows significantly on copying than paste it to their work cheating without any paraphrasing or editing proces. By having this condition, particular method need to be taken by lecturers in order to prevent cheating from internet.

As guidance of assessing and scoring, Reddy and Andrade believe that 12(Reddy & Andrade: 2009) rubric scoring is used for multiple purposes, not only in increasing student achievement, improving instruction and evaluating programmes aswell. In the fird of teaching and learning English itself, rubric scoring has been around for long time and become part of teacher's instrument in assesing the students. this point has also stated by Panadero and Jonsson (Panadero & Jonsson: 2013) which in recent years, the use of rubrics for formative purposes has gained more attention. This claim has made conclusion that rubric scoring as part of teaching instrument considered to be important and more significant recently. In relation to cheating from internet, rubric scoring can be used as instument to

prevention and precaution against e-cheating.

As capital city of West Sumatra Province, Padang numbers of colleges has been around for a long time and joined by thousands of students made it worth studying in case of technological use. In term of internet cheating, Zurniati et al in her study states the lives of students who are studying are also related to the use of technological tools (Zurniati et al, 2024). Therefore, education, student's, and technological use has resulted internet cheating whether it is liked or not. Padang State Polytechnic is one of colleges in Padang has run English as one of its subjects belongs to general basic courses of non English major. Based on previous study in teaching English subject to non English major students, done in Padang State Polytechnic, it was found that there is indication that students copied and pasted their assignment from internet and brought up for lecturer to score their work since it is already correct.

In teaching students of non English major, one of the task is writing task. The task needs to be evaluated more comprehensively since it is a long type of written performance. Moreover about this point, their task, for example making sentences in form of Simple Present Tense was almost perfect and correct. Meanwhile, it is hard to believe that they are able to create the sentences on their own. It brings us into understanding that there is indication that internet cheating had happened in this situation. By knowing this circumstances, in order to be able to prevent cheating, rubric scoring may become one of ways out lecturer can practice in ELT classroom.

## METHOD

Participation Action Research was the research method used in this research. PAR is a research model that involves all relevant parties to study ongoing actions in order to make changes and improvements for the better (18). As for the implementation plan, the author used the steps and their implementation is outlined in the table as follows (19). According to Alghifari, the steps from Participant Action Research are:

### 1. Planning

In this planning stage, the researcher creates a PAR group involving research and research members and then a PAR plan is created by the researcher and research members as well.

### 2. Implementation

The second stage is implementation. In this method, implementation will be carried out by collecting field data. Pelsanaak is also carried out after making contact with the research object.

### 3. Analysis

Analysis in the PAR approach in this research was carried out by analyzing data obtained from the field. The results obtained from this analysis process will then be evaluated

### 4. Evaluation

Evaluation is the final stage of the PAR stage in this research; evaluation is obtained from analyzing field data obtained from analysis. At this evaluation stage, follow-up is also carried out on the research results that have been obtained. This is mainly aimed at research objects where researchers conduct research at the university.

## Research Design

This type of research approach is qualitative with a qualitative descriptive method (21). According to Sugiyono, descriptive qualitative is a research method based on postpositive philosophy, used to examine the condition of natural objects where the researcher is the key instrument (22). By using instruments in the form of interviews, observations and data

analysis, the instrument was used to answer research questions. The research problems obtained are based on the National Research Master Plan (RIRN) (23) which is related to the educational domain. This is the main background of this research. To determine the research sample, the Purposive Sampling method was used to determine which universities would be used as samples from the entire population (24). Three universities that have English I and II courses will be taken in non-English majors or study programs. A

### Population and Sample

The population of this research was lecturers at who teach English for non-English students at Padang State Polytechnic Padang. There are thirty English lecturers who are teaching the General Basic Courses particularly they were not from English Department. The technique used in this research was random sampling, there are three randomly chosen as the sample of this research among 60 lecturers in total. On other words, the technique of taking sampling in this research was the random sampling.

### Instruments

As instruments used in this research was interview. The questions of the interview was based on the rubric scoring arranged by Brown in 2007, 25(Cole: 2024 )

Components of Writing	4-Excellent	3-Good	2-Fair	1-Poor	Weighting
<b>Content (C)</b>	Present the information in well-chosen details across the paragraph	Present the information with details in parts of paragraph	Present the information with some details	Present no clear information	3
<b>Vocabulary (V)</b>	Good vocabulary choice	Error in vocabulary choice are few and do not interfere with understanding	Error in vocabulary choice and sometimes interfere with understanding	Many errors in vocabulary choice that severally interferes with understanding	2,5
<b>Grammar (G)</b>	Good in grammar	Errors in grammar choice are few and do not interfere with understanding	Error in grammar choice are and sometimes interfere with understanding	Many errors in grammar choice that severally interfere with understanding	2,5
<b>Mechanics (M)</b>	Good in spelling, punctuation, and capitalization understanding	Error in spelling, punctuation, and capitalization are few	Error in spelling, punctuation, and capitalization and sometimes interfere with understanding	Error in spelling, punctuation, and capitalization severely interfere with understanding	2

Table 1: Rubric scoring

Based on rubric scoring above four questions were arranged to uncover whether the use of rubric scoring helps lecturers in preventing internet cheating. Then, the following questions from the interview were asked by the participants. From this process, the result could be drawn:

No	Question
1.	Does Rubric scoring provide benefits for assessing student writing in preventing cheating from the internet?
2.	How can a scoring rubric help to assess the writing assignments of students who copy from the internet?
3.	How effective is the scoring rubric in assessing student assignments that are indicated as cheating from the internet?
4.	Is the use of scoring rubrics effective in assessing student assignments to prevent cheating from the internet?

Table 2: Interview questions

The four questions above, the respondents answered them and the result was analyzed by studying the outcome of the interview, then it would be calculated using the formula to count the percent of indication of each answer.

#### Data Analysis

After collecting the data from the field, the result was analyzed by using the following formula:

$$X = f / n$$

The above formula was used to calculate the result of the interview indicating the number of answers of whether the use of rubric scoring gives contribution in assessing students' assignments. In analyzing the data, the researcher used the formulation mentioned before then calculated to get the average of the number of participants who responded to the interview item.

In general, this section describes how the study was conducted. The subject matter of this section is: (1) the study design; (2) the sample population or subject of the research; (3) data collection techniques and instrument development; (4) and data analysis techniques. Please use descriptive paragraphs.

It is important to note that you do not need to use too many formulas or tables unless it is absolutely crucial to be displayed.

## RESULT AND DISCUSSION

### Research Findings

After counting and analyzing the result of the research, it is shown as follows:

No	Result of Interview	Percentage
1.	Rubric scoring provides benefits for assessing student writing in preventing cheating from the internet	66,6 %
2.	Scoring rubrics help to assess the writing assignments of students who copy from the internet	33,3
3.	The scoring rubric is effective in assessing student assignments that are indicated as cheating from the internet	66,6
4.	The use of scoring rubrics is effective in assessing student assignments to prevent cheating from the	66,6

internet

Table 3: Result of interview

The result of interview shows that rubric scoring gives benefit to assessing activity. This number (66,6%) shows that the majority of respondents indicate the use rubric scoring is beneficial to assess students writing. Weather, two out of three respondents did not see that it may help them to assess students writing. The point of interview is the rubric scoring may help to assess students writing assignment shows lower point, which means the effectiveness of using rubric scoring in preventing e-cheating is not impactful. The next point shows that the use of scoring rubric is effective to assess students' writing assignment. It shows 66,6% of the respondents think that it is effective. The last question is the effectiveness of using the rubric scoring in preventing internet cheating is significant to prevent internet cheating. Therefore, from overall answer, it can be seen that the use of rubric scoring is less helpful to prevent internet cheating, meanwhile, the most frequents answer is stating the opposite. .

### Discussion

The similar work also conducted by Razi in 2015 that indicated the use of particular rubric scoring in this case is Transparent Academic Writing Rubric" (TAWR) had worked well in detecting plagiarism of students writing. It is designated by stating the conclusion that notwithstanding the limitations, TAWR appeared to succeed as a scoring rubric with a high degree of validity and reliability 26(Salim, Razi: 2025). Another finding was also shared by Mar in 2019 27(Mar: 2019) resulted that copter and internet cheating among students can be resolved by a standardized rubric. Therefore, the use of rubric scoring can be an alternative in facing computer and internet cheating.

In similar research, Conradson in 2004 28(Conradson: 2004) concluded trigger a false plagiarism score some educators cheating and/or plagiarism from electronic or other sources involve students in the development of assessment rubrics. Hence, the use of scoring rubric that has been designed in such a way may become a method in responding unavoidable situation. Comparing to what has been stated in this discussion this research also find the same result. Based in the result which shows that the use of rubric scoring may help teacher in preventing online teaching, it can also be an effective tool to assess students writing.

### CONCLUSION

Based on the explanation above, the use of rubric scoring in assessing students writing is effective and helpful to prevent internet teaching. This is based on the result the mostly lecturers feel that it is helpful to assess students writing and indicate students writing quality. Compared to assessing students' work without using any tool, rubric scoring is considered better. Although it not 100% may help lecturer to indicate students cheated from internet, due to it is not that effective, however, the use of rubric scoring indeed helps lecturer to assess students writing and indicating the work is from computer or internet cheating or not

Therefore, in responding to changes in the era and technological advances, lecturers must be able to respond to them in such a way that undesirable things continue to occur, apart from the scoring rubric as a tool in assessment, this does not mean that this problem can be completely resolved, lecturers must still carry out their functions as well as possible, especially when dealing with technology and the progress of the era.

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