



THE I.D.E.A.S (INTRODUCE, DESIGN, ESTABLISH, ADD, AND SPECIFY) APPROACH: IMPROVING RESEARCH PAPER INTRODUCTIONS

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ABSTRACT

This action research study investigates the effectiveness of the I.D.E.A.S. approach in enhancing the ability of Senior High School students at Dapa National High School to write introductions for research papers. Aimed at addressing the specific challenges students face in academic writing, the I.D.E.A.S. approach provides a structured methodology comprising five critical steps: Introduce, Design, Establish, Add, and Specify.

The research involved twenty (20) Grade 12 students divided into two groups—one utilizing the I.D.E.A.S. approach and the other employing traditional writing methods. Pre- and post-test assessments, evaluated using standardized rubrics, measured students' writing clarity, coherence, and relevance. The results indicated that the I.D.E.A.S. approach significantly improved students' performance in writing introductions, as evidenced by a substantial mean difference between pre- and post-intervention scores ($p < .05$). Furthermore, a comparison between the experimental group and the control group revealed that students who used the I.D.E.A.S. method outperformed those who relied on traditional strategies, demonstrating enhanced writing proficiency and organization.

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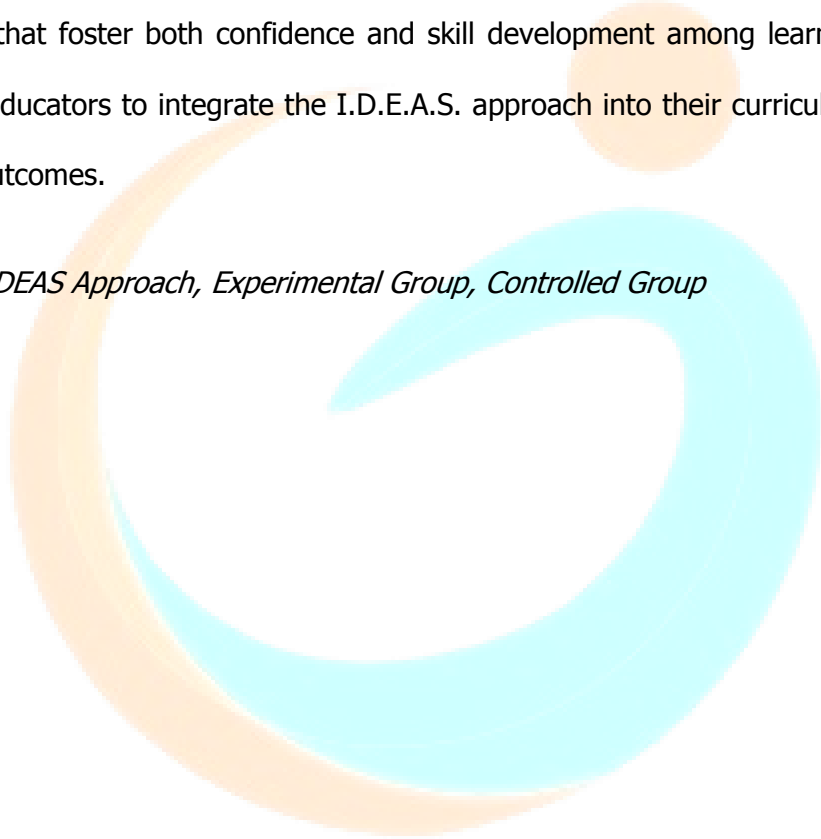
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The findings underscore the critical need for structured writing instruction in writing a research introduction, particularly for students facing difficulties in articulating their research effectively. This research contributes to existing literature on writing instruction by supporting the notion that systematic, scaffolded approaches like the I.D.E.A.S. approach can lead to significant improvements in student writing. It highlights the importance of targeted interventions that foster both confidence and skill development among learners, ultimately encouraging educators to integrate the I.D.E.A.S. approach into their curricula for improved educational outcomes.

Keywords: *IDEAS Approach, Experimental Group, Controlled Group*



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INTRODUCTION

The introduction of a research paper is a critical component that sets the tone for the entire work, capturing the reader's attention and providing a clear roadmap for the study. Crafting an effective introduction can be a challenging task (Fried et al., 2018) but the I.D.E.A.S approach (Introduce, Describe, Establish, Add, and Specify), provides a systematic way to guide the writer in creating a compelling and informative introduction.

In the context of Dapa National High School, particularly those in the TVL (Technical-Vocational-Livelihood) track, students struggle to write research papers. The school recorded the lowest mean scores of 62.09 in practical research subjects, and a notable portion of students could not complete a research paper by the end of the semester. One of the key issues identified is the difficulty students face in writing the introduction section of their research papers. This problem highlights potential gaps in student skills, guidance, or instructional strategies in teaching research methodologies, particularly in formulating research problems, justifying the study's significance, and providing a strong contextual foundation.

However, one study by Alharbi (2019) emphasizes the effectiveness of step-by-step strategies in teaching research writing, particularly for students with limited experience. The study found that students who used structured frameworks demonstrated improvements in the clarity and organization of their writing, particularly in introductions, where presenting a concise research problem and establishing a study's relevance is crucial but often difficult for

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students to achieve. In addition, in a study by Durán et al. (2020), the researchers highlighted that structured writing methods in high schools led to improved student outcomes in research writing. They found that students who were given clear guidelines and a step-by-step approach produced higher-quality introductions and were better able to communicate the significance and objectives of their research.

Consequently, the IDEAS approach aims to break down the writing process into manageable tasks, helping students systematically build their introductions by focusing on clarity, coherence, and relevance. Each component of the I.D.E.A.S. framework addresses a critical element of the research introduction, guiding students to introduce their topic, design their approach to the problem, establish the context and significance of their research, add relevant literature or supporting evidence, and specify their research objectives or questions.

Thus, this research paper aims to evaluate the effectiveness of the I.D.E.A.S Approach in improving students' ability to write well-structured and comprehensive research paper introductions. Through this study, it seeks to understand whether the approach can enhance not only students' writing skills but also their confidence in conducting research. Furthermore, it will explore how this approach could be integrated into the current curriculum to better support students, particularly in the TVL (Technical-Vocational-Livelihood) track, where research writing difficulties have been most pronounced.

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Innovation, Intervention, and Strategy

This action research focused on the effectiveness of the I.D.E.A.S approach in writing an introduction to writing a research paper. This study aimed to aid and scaffold Senior High School students at Dapa National High School in making a research study, specifically writing an introduction.

The **I.D.E.A.S. Approach** in writing an introduction is a structured method designed to help students craft clear, organized, and compelling introductions for research papers. The acronym stands for **Introduce, Design, Establish, Add, and Specify**, each representing a critical step in the process of developing an introduction.

Introduce. This step focuses on presenting the topic of the research. It involves providing a general overview or background information about the subject matter to give the reader context. The goal is to capture the reader's interest and indicate what the research is about.

Describe. This refers to explaining the approach or method the research takes in addressing the problem. It outlines the research framework and how the study is set up to address the issue being investigated.

Establish. This step is about establishing the context and significance of the research. It involves explaining why the study is important and how it contributes to the existing body of knowledge. This is where the research problem or gap is highlighted.

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Add. Adding means including relevant literature or evidence to support the importance of the research. This may involve referencing previous studies, theories, or statistics that back up the need for your research.

Specify. In this final step, you specify the research objectives, questions, or hypotheses. It involves stating what your research seeks to achieve or investigate.

To effectively apply the I.D.E.A.S. Approach, follow each step in the sequence to create a logical and clear introduction, ensuring every part builds on the previous one. Keep writing concise and informative, avoiding unnecessary details. Tailor the language and complexity to the senior high school student's understanding, ensuring accessibility without jargon. Use engaging language, particularly in the introduction and context sections, to capture the reader's interest. Finally, review and refine your work to ensure all elements of the I.D.E.A.S. framework are present and well-connected, maintaining a smooth flow.

Action Research Questions

This study aimed to evaluate the effectiveness of IDEAS approach in improving the writing introduction of the Senior High School students. Specifically, this study sought to answer the following questions:

1. What is the student's pretest overall performance in writing research paper introductions as measured by standardized rubrics?

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2. Is there a significant difference in the use of the I.D.E.A.S. Approach to improve the clarity, coherence, and relevance of students' research paper introductions, based on pre-and post-intervention scores?
3. Is there a significant difference in the writing proficiency of students who used the I.D.E.A.S. Approach compared to those who used traditional methods in crafting research paper introductions?

Hypothesis

Items 1 and 2 are hypothesized-free while item no. 3 is hypothesized at 0.05 level:

H_0 : There is no significant difference in the writing proficiency of students who used the I.D.E.A.S. Approach compared to those who used traditional methods in crafting research paper introductions.

H_0 : There is no significant difference in the use of the I.D.E.A.S. Approach to improve the clarity, coherence, and relevance of students' research paper introductions, based on pre-and post-intervention scores

Action Research Methods

This section includes the participants, sources of data and information, and data-gathering procedures.

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A. Participants and Other Sources of Data and Information

The respondents for this research consist of twenty (20) Grade 12 students from Dapa National High School who are currently enrolled in research-related subjects. These students were divided into two groups: one using the I.D.E.A.S. Approach and the other using traditional methods for writing research paper introductions. Data was collected through pre- and post-tests to measure improvements in writing clarity, coherence, and relevance. Additionally, standardized rubrics were employed to evaluate the quality of their research introductions. Teacher feedback and student surveys also served as supplementary sources of data to gauge the effectiveness of the I.D.E.A.S. Approach and its impact on students' confidence and proficiency in research writing.

B. Data Gathering Methods

This action research employed an experimental design and utilized random sampling, to select respondents to be assigned to control and experimental groups.

Respondents were grouped into two groups; one group taught the traditional approach of teaching writing an introduction while the second group employed the IDEAS approach. Each group wrote an introduction as a pretest and was checked through a rubric and the pretest was also checked after the intervention was done to the other group.

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Here's a rubric designed to evaluate research paper introductions following the I.D.E.A.S. Approach. Each criterion is scored on a scale of 1 to 4, with 1 being "Poor" and 4 being "Excellent."

Criteria	1 - Poor	2 - Fair	3 - Good	4 - Excellent	Score
Introduce	Topic is unclear; lacks relevance.	Topic is somewhat clear; minimal relevance.	Topic is clear; relevance is somewhat established.	Topic is clearly presented and highly relevant to the research.	
Design	No indication of the research approach or methods.	Vague description of research approach; lacks clarity.	Clear description of research approach; somewhat detailed.	Detailed and clear description of research approach and methods.	
Establish	Little to no context or significance provided.	Some context is given; significance is unclear.	Relevant context and significance established; moderate detail.	Strong context and significance provided; highly relevant to the field.	
Add	No relevant literature or evidence included.	Minimal literature or evidence; poorly connected.	Relevant literature or evidence is cited; adequately connected.	Extensive relevant literature and evidence cited; well-integrated.	
Specify	Research objectives or questions are absent or vague.	Objectives or questions are stated but lack clarity.	Clear objectives or questions that guide the research.	Specific, clear, and focused research objectives or questions that are highly relevant.	
Clarity and Coherence	Writing is unclear and difficult to follow.	Writing is somewhat clear but lacks coherence.	Writing is mostly clear and coherent; minor issues.	Writing is clear, coherent, and engaging throughout.	
Engagement	Little to no effort to	Some effort to engage	Engages the reader well;	Highly engaging and captivating	

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	engage the reader; uninteresting.	the reader; moderately interesting.	interesting and relevant.	introduction that hooks the reader.	
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The points in rubrics were transmuted to a score: 21 was the highest score and converted into the grading system of DepEd. The collected data were consolidated and analyzed using Frequency Count, Percentage Count, and Paired Sample T-test analysis.

DISCUSSION OF RESULTS AND REFLECTIONS

The tables display the findings about the research queries examined in the study.

On the student's overall performance in writing research paper introductions as measured by standardized rubrics

Table 1 presents the performance of Grade 12 students in the pretest in writing a research introduction based on the rubric.

Table 1. Pretest of Controlled Group

Score	Frequency	Grades	Descriptor	Percent
9	1	43	Did Not Meet Expectations	10.0
10	1	48	Did Not Meet Expectations	10.0
11	3	52	Did Not Meet Expectations	30.0
12	2	57	Did Not Meet Expectations	20.0
13	1	61	Did Not Meet Expectations	10.0
14	2	66	Did Not Meet Expectations	20.0
Total	10	54	Did Not Meet Expectations	100.0

It can be gleaned in the table which is all about the evaluation of research paper introductions reveals that all respondents did not meet the expected standards for their

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introductions, with a total mean grade of 54, categorizing the overall performance as "Did Not Meet Expectations." Three students scored 52 (30% of the total), highlighting a group that may require targeted intervention to address their difficulties in writing compelling and organized introductions. Additionally, a majority of scores fell between 9 and 14, suggesting that foundational skills related to clarity, coherence, and relevance in academic writing are lacking across the board. The low performance across all respondents indicates that the current teaching strategies may not be adequately preparing students for the complexities of research writing.

Table 2 presents the results of the pretest of the experimental group in writing an introduction. The results indicate that a majority of students did not meet expectations in writing research paper introductions, as evidenced by the scores obtained in the assessment. With a total score of 64, the overall performance.

Table 2. Pretest of Experimental Group

Score	Frequency	Grades	Descriptor	Percent
11	1	52	Did Not Meet Expectations	10
12	2	57	Did Not Meet Expectations	20
13	2	61	Did Not Meet Expectations	20
14	2	66	Did Not Meet Expectations	20
15	1	71	Did Not Meet Expectations	10
16	2	76	Fairly Satisfactory	20
Total	10	64	Did Not Meet Expectations	100

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The highest frequency of scores (2 students each at 13, 14) falling in the 61 to 66 range—labeled as "Did Not Meet Expectations"—suggests that students are facing challenges. This could be attributed to difficulties in articulating their topics clearly, establishing the significance of their research, or specifying their research questions effectively. The findings indicate that students are not fully grasping the structural elements needed to craft a coherent and engaging introduction.

The implications of these results are multi-faceted. The significant number of students not meeting expectations indicates an urgent need for targeted instructional interventions. In the study by Schunk, D. H., & Zimmerman, B. J. (2019) on self-regulated learning, underscores the importance of targeted interventions that foster self-efficacy and motivation in students. It was found out that when students receive tailored support, they are more likely to engage with the material and improve their academic skills. This suggests that instructional interventions can have a profound impact on students' writing performance by boosting their confidence and competence.

On the significant difference in the use of the I.D.E.A.S. Approach to improve the clarity, coherence, and relevance of students' research paper introductions, based on pre-and post-intervention scores

Table 3 shows the results of the difference in the use of the I.D.E.A.S. Approach to improve the clarity, coherence, and relevance of students' research paper introductions, based on pre- and post-intervention scores.

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The results of the pretest-posttest analysis indicated a mean difference of -7.700 with a standard deviation of 2.058 , $df=9df$, and a p-value of $.000$. This statistically significant result ($p < .05$) leads us to reject the null hypothesis (H_0), suggesting that the I.D.E.A.S. Approach has a significant impact on improving the clarity, coherence, and relevance of students' research paper introductions.

Table 3. The significant difference in the Experimental Group using IDEAS Approach

	Mean	sd	df	P-value	Interpretation	Decision
Pretest-Posttest	-7.700	2.058	9	$.000$	Significant	Reject H_0

The findings suggest that implementing the I.D.E.A.S. Approach can be an effective strategy for improving the writing skills of students, particularly in the context of research paper introductions. Educators may consider integrating this method into their curricula to enhance students' writing abilities. Rashidi, N., & Khosravi, H. (2019) in a study on the effects of teaching writing strategies to EFL students, the researchers found that students who used structured writing techniques demonstrated improved coherence and clarity in their writing. This supports the idea that structured frameworks, such as the I.D.E.A.S. Approach, effectively enhance students' writing skills, particularly in crafting introductions.

Moreover, the implementation of the I.D.E.A.S. Approach has shown a significant impact in improving students' writing skills, particularly in crafting research paper

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introductions. Recent studies underscore its effectiveness in improving clarity, coherence, and relevance in student writing. For instance, a study highlighted that structured approaches like the I.D.E.A.S. model facilitate better organization and development of ideas, contributing to more persuasive and academically rigorous writing (Meisani, 2022). The implications of these findings suggest that educators should consider integrating the I.D.E.A.S. Approach into their curricula. This method not only enhances individual writing abilities but also promotes a deeper understanding of the writing process among students.

On the significant difference in the writing proficiency of students who used the I.D.E.A.S. Approach compared to those who used traditional methods in crafting research paper introductions

Table 4 presents the results of the statistical analysis indicating a significant difference between the controlled and experimental groups, with a mean difference of -5.800 and a standard deviation of 2.098. The t-value of 8.744 suggests a strong positive effect, implying that the experimental group's performance was significantly higher than that of the control group. With a p-value of .000, which is less than the p-value of 0.05 level of significance, this indicates that the intervention associated with the experimental group had a statistically significant positive impact on their performance.

Table 4. Significant difference between the Controlled and Experimental Groups

	Mean	sd	t	df	P-value	Interpretation	Decision
Controlled - Experimental	5.800	2.098	8.744	9	.000	Significant	Reject Ho

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This result suggests that the implementation of the I.D.E.A.S. Approach in writing research paper introductions had a positive effect on the performance of students in the experimental group. The high t-value indicates that the difference in means between the two groups is not only statistically significant but also likely reflects a meaningful effect size. Therefore, it can be inferred that the structured framework of the I.D.E.A.S. Approach contributed to enhancing the student's ability to produce more coherent and effective research paper introductions compared to those who did not utilize this method.

Graham, S., & Perin, D. (2018) found that explicit instruction in writing, particularly when structured frameworks are utilized, leads to significant improvements in students' writing quality. The study highlighted that student who received systematic instruction with clear guidelines produced more organized and coherent written work. Harris, K. R., & Graham, S. (2020) also examined the effects of strategy instruction on writing performance among middle school students. The results indicated that students who were taught specific writing strategies, including structured approaches for crafting introductions, achieved higher scores on writing assessments than those who received traditional instruction. The researchers noted that structured frameworks help students understand the components of effective writing, leading to improved performance.

Conclusions

The analysis of the overall performance of Grade 12 students in writing research paper introductions reveals significant insights into their writing abilities and the effectiveness of

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instructional methods. In the pretest results from both the controlled and experimental groups, it is evident that all students struggled to meet the expected standards, with mean scores of 54 and 64 respectively, categorizing their performance as "Did Not Meet Expectations." This underperformance highlights the need for targeted interventions, as many students exhibited difficulties in articulating their research topics, establishing significance, and specifying research questions.

The implementation of the I.D.E.A.S. Approach demonstrated a statistically significant improvement in writing performance among the experimental group. The pretest-posttest analysis indicated a mean difference of -7.700 and a p-value of $.000$, rejecting the null hypothesis and confirming that the I.D.E.A.S. Approach effectively enhances clarity, coherence, and relevance in students' research paper introductions. This finding aligns with recent studies, which suggest that structured writing frameworks significantly improve students' writing skills by providing clear guidelines and strategies for effective organization.

Additionally, the significant difference in the writing proficiency of students using the I.D.E.A.S. Approach compared to those using traditional methods further emphasizes the importance of integrating such frameworks into academic curricula. The strong positive effect demonstrated by the experimental group, indicated by a high t-value of 8.744 , suggests that the structured nature of the I.D.E.A.S. Approach plays a crucial role in helping students develop more coherent and effective research paper introductions.

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Overall, the findings underscore the urgent need for educators to adopt and implement structured writing strategies, such as the I.D.E.A.S. Approach, in order to support students in overcoming the challenges of research writing and to foster improved academic outcomes. By doing so, educators can enhance students' writing capabilities and build a foundation for more rigorous academic work in the future.

Recommendations

Based on the findings and conclusions drawn from the analysis of Grade 12 students' performance in writing research paper introductions, the following recommendations are proposed to enhance students' writing skills and overall academic performance:

- 1. Integration of the I.D.E.A.S. Approach into the Curriculum:** Schools should incorporate the I.D.E.A.S. Approach into the writing curriculum for research papers. This structured framework can guide students through the process of writing effective introductions, addressing the specific challenges identified in the study. Professional development programs for teachers could provide training on implementing this approach effectively.
- 2. Targeted Writing Workshops:** Organize workshops focused on the components of effective writing, specifically tailored for students who demonstrated difficulties in articulating their research topics and establishing significance. These workshops can provide hands-on practice and support, enabling students to improve their writing skills in a collaborative environment.

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- 3. Peer Review and Collaborative Learning:** Encourage peer review sessions where students can provide feedback on each other's introductions. This collaborative approach not only fosters a sense of community but also allows students to learn from one another, gaining different perspectives on clarity and coherence in writing.

- 4. Use of Writing Resources:** Provide access to additional resources, such as writing guides, templates, and online writing tools, to support students as they develop their writing skills. These resources can supplement instruction and serve as helpful references when students are drafting their research paper introductions.

- 5. Evaluation of Instructional Strategies:** Regularly evaluate the effectiveness of the I.D.E.A.S. Approach and other instructional strategies used in the classroom. Gathering data on student performance and engagement can inform adjustments to teaching methods and ensure that they meet the diverse needs of students.

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