CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a survey research design with a quantitative approach. Survey research is a research method used to systematically collect numerical data from a defined population or sample in order to describe, compare, or explain attitudes, opinions, behaviors, or characteristics of a particular group (Creswell, 2018). This design is considered appropriate because the primary objective of the study is to examine and measure teachers' perceptions of the development of students' writing skills in a structured, objective, and generalizable manner.

Survey research emphasizes the description of existing conditions without manipulating variables or providing experimental treatment. In this study, the researcher does not intervene in the teaching and learning process but collects data that reflect teachers' actual perceptions as they occur naturally in the school context. Since the data were collected at a single point in time, this research applies a **cross-sectional survey design**, which allows the researcher to capture respondents' current perceptions efficiently and systematically. A cross-sectional design is suitable for identifying prevailing

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trends, tendencies, and overall patterns within a specific population during a particular period.

The main variable of this study is teachers' perceptions of the development of students' writing skills. Conceptually, perception refers to teachers' beliefs, judgments, attitudes, and evaluations toward how students' writing skills are developed in classroom practice. Operationally, this variable is measured through several indicators derived from the theoretical framework presented in Chapter II, including instructional strategies in teaching writing, feedback practices, assessment methods, and students' writing progress.

The collected data were analyzed using descriptive statistical techniques. The analysis included the calculation of mean scores, percentages, and frequency distributions to identify the overall level and tendency of teachers' perceptions. Furthermore, the mean scores were categorized into predetermined intervals (e.g., high, moderate, low) to facilitate interpretation. These statistical procedures enable the researcher to present findings objectively and systematically while maintaining alignment with the research objectives.

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Through the implementation of a survey research design, this study provides empirical, systematic, and quantifiable evidence regarding teachers' perceptions. The use of structured instruments, statistical analysis, and clear operational definitions ensures methodological rigor, enhances the credibility

of the findings, and supports the validity of the conclusions drawn from the study.

B. Location of the Research

The Researcher was conducted at State Junior High School 1 Kubung which is Located Jl. Tampuniak Selayo, SELAYO, Kec. Kubung, Kab. Solok, 27361. State Junior High School 1 Kubung had 375 students and 27 teachers, and 3 of them are English teachers. Normally, there were approximately 25 students in each class. The English subject was allocated two meeting per week and the Research was held within 1 month.

C. Object of the Research

The object of this research were three English teachers who have been teaching at State Junior High School 1 Kubung in Grade Seventh, Eight, and Ninth.

D. **Instrument of the Research**

The questionnaire, interview sheet were the instruments of the research to gather information on the perception of the development of students' writing skills handled by teachers. Questionnaire is a data collection technique in research that consist of a collection of questions or statements that are easy to understand. According to Denis (2003) questionnaire is an instrument for gathering self-report information from respondents through of questions or statements. The questionnaire used in this research is closed questionnaire because the respondent gives their

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opinion toward the question/statement by choosing the available answer. Every question or statement the questionnaire has four answer choices. The answer from the respondent is written by giving the checklist on the available questionnaire, they are strongly agree, agree, disagree and strongly disagree.

The primary instrument used in this research is a structured questionnaire consisting of closed-ended items measured using a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The Likert scale was selected because it enables the transformation of subjective opinions into quantifiable data that can be statistically analyzed. The questionnaire items were constructed based on relevant theories of perception and writing instruction to ensure theoretical alignment and construct validity. Each item was carefully formulated to represent specific indicators of the research variable..

Table 3.1 Blue-print Quesionnaires

Dimension	**Indicator**	**Sub Indicator**	**No. Item**	**Total**
Teachers' Perceptions	1.Acceptance/Absorbsion	a. readliness	1,2,3,4,5,6	6
		b. Understanding	8,11,12,13,14, 15	6
	2. Evaluation	a. Effectivity	16,17,18,21,22 ,24,26,27,30	10
		b. Assessment	7,9,10,19,20,2 3,25,28	8
Development of Students' Writing Skill	1. Content/Ideas	a. Clarity of the main idea	4,10	2
		b. Relevance of supporting details	9,23	2
		c. Depth of explanation or elaboration	11,28	2
	2. Organization	a. Logical	21,29	2

		sequence of ideas		
		b. Clear introduction and conclusion	17,27	2
		c. Effective use of transitions	16,30	2
	3. Mechanics	a. Correct spelling	22	1
		b. Proper punctuation	22	1
		c. Capitalization consistency	22	1
	4. Vocabulary Use	a. Range of vocabulary	18	1
		b.Word choice accuracy	20	1
		c. Use of topic-appropriate or academic words	18,20	2
	5.Grammar and Sentence Structure	a.Correct sentence formation	21,29	2
		b. Proper use of tenses	22	1
		c. Grammatical accuracy (subject,verb agreement, articles, prepositions)	20,22	2

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The table above illustrates the organization of questionnaire items based on dimensions, indicators, and sub-indicators. Each item number corresponds to a specific question being assessed, and the total number of items for each sub-indicator is provided to facilitate data analysis and management. This blueprint ensures that the questionnaire systematically and comprehensively covers all relevant aspects, including teacher perceptions and the development of students' writing skills. The collected questionnaire

responses are scored using a fixed assessment system based on the Likert scale, as described by Haris (1969:31), which is employed to calculate the final scores. In addition, Donyei (2010) also explains that Likert scale is the most commonly use question format for assessing partisipant's opinion of usability. Likert Scale in this study is Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Table 3.2 Blueprint Interview

Dimension	Indicator	Sub Indicator	Interview Questions
Teachers' Perceptions	1. Acceptance	a. Readiness	1. How important do you think writing skills are in learning English? 2. Why do you think this skill is important/not important?
		a. Understanding	3. In your opinion, is the attention of teachers to writing skills sufficient in this school? - Why is that?
	2. Evaluation	a. Assessment	**4.** What aspects do you pay attention to when assessing students' writing (e.g. grammar, vocabulary, content, structure)?
		b.Effectivity	**5.** What strategies or methods do you use to help students improve their writing skills?
		c.Professional Development	6. Have you ever attended special training/workshops on teaching writing skills? - If yes, to what extent did the training help?
Development of Students'	1.Writing Performance	a. influencing Factors	6. In your opinion, what factors influence

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Writing Skills	Factors		students' writing skills?

The interview sheet was used to collect the data in doing the interview with the teachers. Interview is a meeting of two persons to exchange information and idea through question and responses resulting in communication and joint construction of meaning about a particular topic. This study used semi structured interview and the questions are relate to how to know the teachers' perceptions on the development of students' writing skills. It type of interview is include in the category of the in-depth interview (Sugiyono, 2015). The researcher used opened ended question. The questions in interview were focused on teachers' perceptions on the development of students' writing skills.

E. Technique of Data Collection

Data collection method refers to the procedure used to obtain the data required for the research. In this study, data were collected through three main instruments: questionnaires, interviews, and writing tests. Each instrument was administered following specific steps to ensure the validity and reliability of the data.

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Questionnaires were used to collect data in order to analyze the extent to which teachers care about students' writing skills. The use of questionnaires was considered appropriate because they allow the researcher to gather information from multiple respondents efficiently, provide standardized questions that make responses easier to compare, and produce

quantifiable data that can be analyzed statistically. Furthermore, questionnaires help to reveal teachers' perceptions in a structured way, which is essential for identiying patterns and levels of concern toward students' writing development.

Interviews were used to collect data to analyze the extent to which teachers care about students' writing skills. Unlike questionnaires, which provide standardized and quantifiable data from a larger number of respondents, interviews enable the researcher to obtain in depth and detailed information. Through interviews, participants can elaborate on their responses, explain the reasons behind their opinions, and share personal experiences that may not be captured in fixed choice questionnaire items. This method is particularly useful for clarifying and expanding upon the patterns observed in the questionnaire results, thus providing richer and more contextual insights into teachers' levels of care toward students' writing development.

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F. Technique of Data Analysis

The analysis of the research data was conducted using the interactive model of Miles and Huberman (1994), which comprises three interrelated stages: data reduction, data display, and conclusion drawing and verification. This analytical model was systematically applied to all data derived from the questionnaire, interviews, and teachers' writing tests to ensure the accuracy, coherence, and credibility of the findings.

In the data reduction stage, the researcher processed and refined the raw data to focus solely on information relevant to the objectives of the study. The responses from the questionnaire were first converted into numerical values based on the Liker-scale scoring system, after which the scores were tabulated and organized in Microsoft Excel. Items that did not directly relate to the study's two focal constructs teachers' perceptions of students' writing development and teachers' perceptions of their competence in teaching writing were excluded to maintain analytical precision. For the interview data, the recordings were transcribed verbatim, and manual coding was performed to identify meaningful statements. Codes were assigned to segments that reflected teachers' views on students' writing progress, challenges encountered by students, and teachers' own confidence and competence in writing instruction. Irrelevant or repetitive data were removed.

During the data display stage, the refined data were systematically organized to facilitate interpretation. The questionnaire results were presented in the form of tables showing total scores, percentages, and categorical classifications of teachers' perceptions (high, moderate, or low). These displays provided a clear overview of perception patterns. Interview findings were organized into thematic descriptions supported by direct quotations to accurately represent the participants' perspectives. Meanwhile, the writing test results were arranged in a detailed scoring table accompanied by analytic descriptions of the strengths and weaknesses observed in each teacher's

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written work. This stage enabled the researcher to visually and narratively compare the data from different sources.

The conclusion drawing and verification stage involved synthesizing the patterns that emerged from all instruments and conducting verification to ensure the validity of the conclusions. The researcher examined the convergence and divergence between questionnaire results, interview data, and writing test performance, thereby establishing triangulation. This process allowed the researcher to determine whether teachers' perceptions of students' writing development corresponded with observable evidence and whether their self-perceived teaching competence aligned with their actual writing abilities. All conclusions were verified against the empirical data to avoid bias and ensure accuracy. Through this rigorous process, the study produced well supported findings concerning teachers' perceptions of students' writing development, their perceptions of their own competence in teaching writing, and the alignment between these perceptions and their demonstrated writing performance.

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