TEACHERS' PERCEPTIONS ON THE DEVELOPMENT OF STUDENTS' WRITING SKILLS IN JUNIOR HIGH SCHOOL 1 KUBUNG

THESIS

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TEACHERS' PERCEPTIONS ON THE DEVELOPMENT OF STUDENTS' WRITING SKILLS IN JUNIOR HIGH SCHOOL 1 KUBUNG

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Hereby solemnly declare that:

1. This thesis is truly my own work, and in preparing the thesis, I implemented and respected the research code of ethics that applies both outside and at the Islamic State University Imam Bonjol, Padang
2. If it is later discovered and proven that part or all the contents of this thesis contain violations of the research code of ethics, I agree to accept all legal consequences in accordance with the relevant provision.

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ABSTRACT

Santi Mahwayuni (2025) : ***Teachers' Perceptions on the Development of Students' Writing Skills in Junior High School 1 Kubung***

This Research aims to determine English teachers' perceptions of student writing skill development at SMP Negeri 1 Kubung. This study used a mixed methods design combining quantitative and qualitative approaches. Data were collected through questionnaires and interviews to answer the following research questions: (1) to determine teachers' perceptions of student writing skills.. The results indicate that teachers have a fair level of positive perception regarding the development of student writing skills. Teachers' concern is reflected in several practices, such as assigning writing assignments, motivating students to write, and providing feedback on student writing. This study concludes that although teachers generally have positive perceptions of writing instruction, ongoing professional development and institutional support are essential to improve the quality of writing instruction and student learning outcomes.

Keywords: *teachers' perceptions, writing skills, , English language teaching.*

ABSTRACT

Santi Mahwayuni (2025) : ***Teachers' Perceptions On The Development Of Students' Writing Skills In Junior High School 1 Kubung***

Penelitian ini bertujuan untuk mengetahui persepsi guru bahasa Inggris terhadap pengembangan keterampilan menulis siswa di SMP Negeri 1 Kubung. Penelitian ini menggunakan desain mixed methods dengan mengombinasikan pendekatan kuantitatif dan kualitatif. Data dikumpulkan melalui angket dan wawancara untuk menjawab pertanyaan penelitian, yaitu: (1) untuk mengetahui bagaimana persepsi guru terhadap keterampilan menulis siswa,
Hasil penelitian menunjukkan bahwa guru memiliki tingkat persepsi positif pada kategori cukup (fair) terhadap pengembangan keterampilan menulis siswa. Kepedulian guru tercermin dalam beberapa praktik seperti memberikan tugas menulis, memotivasi siswa untuk menulis, serta memberikan umpan balik terhadap tulisan siswa. Penelitian ini menyimpulkan bahwa meskipun guru pada umumnya memiliki persepsi positif terhadap pengajaran menulis, pengembangan profesional yang berkelanjutan dan dukungan institusi sangat diperlukan untuk meningkatkan kualitas pengajaran menulis dan hasil belajar siswa..

Kata kunci: persepsi guru, keterampilan menulis, pengajaran bahasa Inggris,

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CHAPTER I

INTRODUCTION

A. Background of The Problem

The low writing skills of students are often caused by the limited writing experience of the teachers themselves. Recent research by Maharani et al., (2024) found that many EFL teachers struggle with assessing students' writing due to their limited experience and literacy in writing assessment. They emphasized that evaluating writing goes beyond grammar and involves organizing ideas and clarity of expression. This is supported by research showing that teachers' beliefs and practices in writing instruction significantly influence students' approaches to writing, and that teachers serve as examples whose writing behaviors are consciously or unconsciously imitated by students, thereby motivating and guiding them in developing their writing skills (McDonald, 2025). Writing is one of the essential competencies that English teachers must master, as it involves not just sentence construction but also organizing ideas, engaging in critical thinking, and maintaining coherence, grammar, and structure. At the junior high school level, students are still in the early stages of academic language development, and writing poses significant challenges .

The successful teaching of writing in an EFL context depends largely on the professionalism of teachers, which includes their knowledge, experience, and perceptions of their work. As Jubhari et al., (2022), explains

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effective teaching requires both content knowledge and pedagogical knowledge, as teachers must understand not only what to teach but also how to teach it. Teachers' perceptions are vital because they shape attitudes, motivation, and professional commitment. The term "perception" refers to one's ability to recognize or interpret something (Hornby, 2018). Thus, teachers' perceptions of their profession and teaching practices play a crucial role in shaping their instructional approaches and classroom effectiveness. As highlighted by Maharani et al., (2024), teachers' beliefs and perceptions influence decision making, lesson planning, and interactions with students, which in turn impact the learning process. Therefore, fostering positive and informed perceptions among teachers is essential for enhancing teaching quality and student outcomes.

Teachers’ perceptions are important to explore because their views and beliefs significantly influence their teaching methods and the success of students’ learning. As Wijaya, (2022), states that teachers’ perceptions of instructional strategies, student abilities, and learning challenges shape their approach to teaching. When teachers hold positive perceptions and possess a good understanding of students' needs, they are more motivated to implement effective strategies. Conversely, negative or unsupported perceptions may hinder teaching innovation and negatively affect student learning outcomes . Understanding teacher perceptions allows educational stakeholders to develop more effective training programs, policies, and support systems to improve teaching practices and student outcomes (Alostath, 2021). Perception plays a

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crucial role in this research because it reflects how teachers understand, assess, and interpret students' writing skills. This perception influences teachers' attitudes, decisions, and actions during the writing learning process in the classroom. In other words, how teachers view the importance of writing skills will determine how much attention, time, and effort they devote to teaching it.

Specifically, teachers' perceptions of students' writing skills are crucial in determining the effectiveness of instruction and learning results. Maharani et al. (2024) argue that teachers' attitudes and beliefs about writing instruction affect the strategies they choose and the level of support they provide. First, knowing whether teachers truly value students' writing development helps determine their effort in improving writing skills. Second, identifying how teachers teach writing supports the creation of instructional methods that meet both student needs and curriculum standards. Third, evaluating teachers' knowledge and competence in writing instruction ensures that they can effectively guide students and foster writing proficiency. By addressing these aspects, we can identify the challenges teachers face and develop better strategies to improve writing instruction in schools (Wijaya, 2022).

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The development of students' writing skills is a key component of language learning. Writing is not only a form of communication but also a tool for critical thinking and constructing knowledge. Writing development involves grammar, vocabulary, organization, coherence, and expression. According to Kong et al., (2022), effective writing instruction includes stages

such as brainstorming, drafting, revising, and editing, allowing students to systematically improve their work. Still, many students struggle due to a lack of confidence, limited exposure to writing tasks, and inadequate guidance. Teachers, therefore, play a vital role in providing structured instruction, constructive feedback, and a supportive learning environment. With consistent practice and strategic instruction, students can develop writing skills that are beneficial for their academic and future careers.

Although writing skills in English have been taught in Junior High School 1 Kubung, the teaching and learning process still faces various challenges for both students and teachers. Most students struggle to generate ideas, choose appropriate vocabulary, and apply correct grammatical rules. These challenges are particularly evident in writing recount texts in Grade 8. According to data from the English teacher, only a few students scored above 70. This indicates that many students have difficulty organizing past experiences in a coherent and chronological manner, using time connectors, and maintaining consistency in verb tenses.

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In this context, teachers are expected not only to guide but also to model and facilitate writing instruction that is clear, systematic, and responsive to students' needs. They must provide targeted instruction in writing recount texts, including the use of appropriate language features and text organization. Furthermore, teachers need to offer constructive feedback and create opportunities for students to revise and reflect on their work. Therefore, teacher perceptions play a crucial role in this research because

they provide the basis for understanding the quality of writing instruction and the development of students' writing skills in schools.

This study examines teachers' perceptions of the development of students' writing skills, especially in writing recount texts at SMP Negeri 1 Kubung. The main problem of this study was “How teachers perceptions on development of students writing Skill at SMP 1 Kubung”.. These and other questions are crucial to contribute to improving students’ writing practices in the near future. Therefore, it is expected that this study provides insight into potential interventions for reshaping students’ difficulties, and enhance teachers' professional development. Therefore, to answer such the questions, it is necessary to conduct a research entitled "Teachers' perceptions on the development of students’ writing skills at SMPN 1 Kubung."

B. Formulation of the Problem

Based on the explanation provided in the background above, the problem of this study is formulated as follows: How do teachers perceive the development of students' writing skills at SMPN 1 Kubung?

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C. Limitation of the Problem

Based on the description above, the researcher formulated the problem so that this research does not broaden and does not deviate from the main topic and objectives that have been set in this study. The main topic of the study is focused on understanding whether teachers perceptions about students' writing skills, especially teachers’ of SMPN 1 Kubung. The main

limitations found in similar studies include linguistic and nonlinguistic factors, grammar problems, and vocabulary constraints.

D. **Purpose of the Research**

Based on the research questions above, the purpose of this research are to: Analyze the extent to teachers' perceptions on students' writing skills.

E. Significance of The Problem

Teachers' perceptions or concerns about students' problems and progress in learning to write post significant impact not only to improve the quality of writing instructions at the school, but also to the sustainability of teachers' qualification. This study is significant because teachers' perceptions whether positive or negative, can have a substantial impact on the teaching of writing skills. Therefore, some specific outcomes of this research can provide valuable insights for several stakeholders, including teachers, the school, researchers, and students.

1. For Teachers:

Positive perceptions may reflect high levels of motivation, confidence, and competence in teaching writing. This could encourage teachers to continuously develop and apply effective strategies in writing instruction.

2. For the School:

The school may benefit from strong teaching practices and improved academic performance in writing. It can also serve as a model for other institutions seeking to enhance writing instruction. Teachers' negative perceptions may indicate a lack of confidence, limited knowledge, or

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challenges faced in teaching writing. This could highlight the need for professional development and support. The school may need to review its curriculum, provide additional resources, or organize training to support teachers in enhancing writing instruction.

1. For Researchers:

   This condition offers an opportunity to study best practices and explore how positive teacher attitudes contribute to the improvement of students' writing skills. It could also serve as a foundation for further comparative or longitudinal studies. This presents a chance to investigate the underlying factors that contribute to negative perceptions and to propose interventions that can help shift those perceptions.

2. For Students:

   Students are likely to receive more engaging and supportive instruction, which can foster their interest, confidence, and proficiency in writing. Students may be at risk of receiving less effective instruction in writing, which can hinder their academic development. Identifying this issue allows for timely support and remediation.

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F. Key Term

1. Teachers' Perceptions

Perception refer to the ability to perceive something (Hornby, 2018;14). According to Wijaya (2022), teachers' perceptions of instructional strategies, student abilities, and learning challenges shape their approach to teaching. Teacher perception is defined as the way teachers view, assess, and interpret

the development of students' writing skills as reflected in their views, attitudes, and responses to writing instruction in the classroom.

2. Writing Skills

According to Kong et al. (2022), writing is a complex skill that requires explicit instruction and modeling from educators. Wijaya (2022) argues that effective writing instruction involves direct teaching, structured practice, and meaningful feedback, all of which are influenced by the teacher's own writing proficiency.

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CHAPTER II

LITERATURE REVIEW

In order to understand the development of students' writing skills, it is essential to first explore the theoretical foundation that underpins this study. A strong theoretical basis provides clarity and direction in examining how teachers perceive their roles, challenges, and strategies in teaching writing. This chapter presents relevant theories that support the study, particularly focusing on the concept of teachers' perceptions. By reviewing existing literature, this section aims to define key concepts, explain related factors, and establish the framework through which the research problem is analysed. The discussion begins with the concept of perception, which plays a central role in shaping teachers' attitudes and instructional practices.

A. **Theories**

1. Concept Teacher's Perceptions

Perception is a cognitive process that allows individuals to understand and interpret stimuli received through their senses. It is not merely about receiving sensory information but also involves the way that information is organized, selected, and interpreted to form a meaningful understanding of the environment. According to Robbins and Judge (2021:166), perception is "a process by which individuals organize and

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interpret their sensory impressions in order to give meaning to their environment."

Furthermore, perception is influenced by several factors such as prior experiences, motivation, personal values, expectations, and cultural background. These factors make perception a subjective process; two individuals may be exposed to the same stimulus but interpret it differently. Schunk (2020) emphasizes that perception plays a crucial role in learning, as how students perceive tasks or academic material can significantly affect their engagement and learning outcomes.

In an educational context, particularly in the interaction between teachers and students, perception is a key factor that influences the effectiveness of communication and the learning process. Teachers must understand how students perceive instructions, feedback, and even their attitudes in the classroom. Conversely, students also develop perceptions of their teachers' teaching styles, which can affect their motivation and academic performance. As Ormrod and Jones (2023) highlight, teachers' perceptions of students' potential can lead to expectations that affect their teaching strategies and, ultimately, students' academic outcomes.

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In this research, teacher perception is defined as the way teachers view, assess, and interpret the development of students' writing skills as reflected in their views, attitudes, and responses to writing instruction in the classroom.

a. Types of Perception

According to Robbins & Judge (2021), perception is divided into two types based on the individual's point of view after interacting with the object they perceive: positive and negative perceptions. Positive perception is when a person evaluates something from a positive perspective, in accordance with expectations for the thing, or in accordance with a pruderies rule. A person's good perceptions are caused by their own contentment with the objects on which their perceptions are based, as well as by their own knowledge and experiences with those objects. Contrary to the positive perception, negative perception is when a person has an unfavourable opinion of something or some information, contravening the norm for that thing or the stabilised regulations. Individual dissatisfaction with objects as well as a lack of personal knowledge and experience can serve as sources of perception. All of these elements may contribute to unfavourable opinions.

Therefore, it may be inferred that opinions, both good and negative, will always influence one's actions. The way the person explains all of their knowledge about the viewed thing also determines whether the perception comes out as positive or negative.

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b. Indicator of Perception

Robin (2003:124-130) as cited in Wulandari (2020;11) stated that perception has two indicators, there are:

1. Acceptance/absorption

The process acceptance/ absorption is an indicator of he occurrence of physiological steps of perception, that it the proper functioning of the senses to capture the stimulation from the outside.

2. Evaluation

Stimulation from the outside that has been captured by the sense then ,will be evaluated by the individual. This evalution is very subjective another individual who assesses a stimulation as something difficult and boring. However, another individual assesses the same stimulation as something good and fun.

c. Principles of Perception

Perception plays a significant role in the teaching and learning process, as it influences how individuals interpret and respond to the information they receive from their environment. According to Slameto (2020), perception is the process by which a person understands things through the senses, followed by organizing and interpreting this sensory information into something meaningful. In educational contexts, especially within teacher-student interactions, this process greatly affects how teachers assess students' abilities, including in writing.

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According to Slameto, (2020) outlines several key principles of perception that are relevant in the learning process: selection, organization, interpretation, and subjectivity. The principle of selection refers to the idea that individuals do not respond to every stimulus in their environment rather, they selectively focus on what is perceived as important or relevant. For

instance, a teacher may focus more on grammatical errors in a student's writing and overlook creativity or content, depending on their expectations and priorities. Next, the principle of organization explains how selected information is structured or grouped into patterns that can be understood. In evaluating student writing, teachers may organize their assessment by considering coherence, structure, and logical flow. Then comes the principle of interpretation, which involves assigning meaning to the information that has been selected and organized. This interpretation is subjective and influenced by a teacher's experience, prior knowledge, and emotions. A teacher with more experience may, for example, interpret student errors as part of the learning process rather than as failure. Lastly, the principle of subjectivity emphasizes that perception is inherently personal and can vary between individuals. Two teachers might assess the same piece of writing differently due to differences in background, teaching style, or expectations.

d. Factors that Influence Teachers' Perceptions

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According to Peter (2020), experience refers to skills or knowledge gained through practice or participation. Teachers' professional competence develops over time and is reflected in their performance and decision-making. Teacher's Educational Background. A teacher's educational background significantly influences professional competence. Teachers are responsible for educating, teaching, and guiding students and require a solid foundation of expertise built through formal education and training (Smith, 2021).

Teacher's Teaching Trainning. In the context of education, training is a professional development activities completed prior to carrying out duties as a teacher at the sub district, district/city, provincial, national, and international levels (Brown, 2022).

Teacher's personal Experience. The teacher's personal experience is undoubtedly influential in the formation of teacher perceptions of learning. For instance, consider the use of the development of development of students' writing skills teachers who have faced challenges or witnessed progress first hand may develop more nuanced and empathetic perspectives toward student capabilities and needs. These personal experiences, whether positive or negative, become a reference point in shaping instructional strategies and classroom management approaches. Teachers often draw on their personal background, including their own schooling, cultural values, prior student interactions, and even teaching failures or successes. All of these experiences contribute to a teacher's beliefs about what methods are effective and which obstacles are most significant. Over time, these internalized lessons help define a teacher's unique philosophy of teaching and learning, further shaping their perceptions and expectations toward student outcomes.

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e. Perception Function in Teaching Activities

Perception plays a vital role in shaping teaching activities, as it influences how teachers interpret educational environments, student behaviour, and the effectiveness of instructional strategies. A teacher's perception can determine how they assess students' abilities, select teaching

methods, and manage classroom dynamics. For instance, a teacher who perceives students as capable and motivated is more likely to implement engaging and challenging learning activities. In contrast, negative perceptions may result in lower expectations and limited instructional approaches. Furthermore, perception affects how teachers respond to feedback, adapt to curriculum changes, and collaborate with colleagues. According to Robbins and Judge (2021), because perception filters all aspects of teaching through personal beliefs, experiences, and knowledge, reflective and accurate perceptions are essential to foster a supportive learning environment that promotes student development, especially in areas like writing. Because perception is shaped by personal beliefs, experiences, and knowledge, it serves as a filter through which all aspects of teaching are understood and acted upon. Therefore, accurate and reflective perception is essential for fostering a supportive and effective learning environment that promotes student development, particularly in skill-based areas such as writing.

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2. Concept Writing skill

Writing is one of the fundamental language skills that play a critical role in academic achievement and communication. The development of students' writing skills refers to the gradual process through which learners acquire the ability to express ideas, thoughts, and information coherently and effectively through written language. According to Harmer (2020), writing is a process that involves planning, drafting, revising, and editing, requiring both linguistic competence and logical organization of content. The

development of writing skills is influenced by several factors, including teaching strategies, feedback, students' motivation, and learning environment.

a. Process of Writing

According to Harmer (2004), writing is best understood as a process rather than a single act, involving several key stages that help learners develop their ideas and refine their texts. He outlines four essential stages in the writing process: planning, drafting, revising, and editing. In the planning stage, writers generate ideas, consider their purpose, identify their audience, and begin organizing information. This stage is crucial for setting the foundation of the text. Next is the drafting stage, where the initial version of the text is written. At this point, the focus is on translating ideas into written form without worrying too much about grammatical perfection. The third stage is revising, where writers review their drafts to improve content clarity, coherence, and logical flow. This may involve reorganizing paragraphs, elaborating on ideas, or removing irrelevant details. Finally, the editing stage focuses on surface level corrections such as grammar, punctuation, spelling, and formatting. Harmer emphasizes that these stages are recursive writers may move back and forth between them rather than following a strict linear sequence. By guiding students through this process, teachers help them understand that good writing emerges through continuous reflection, adjustment, and improvement.

b. Types of Writing

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According to Harmer (2004), there are five main types of writing, each with distinct purposes and characteristics: imitative, intensive, responsive, transactional, and expressive writing.

1). Imitative writing

Imitative writing refers to writing activities that involve copying or reproducing existing texts. The primary aim of this type of writing is to help learners become familiar with the basic structure of written language, including aspects such as spelling, punctuation, and simple sentence patterns. It is typically used in the early stages of language learning, especially for beginners. Common activities include copying sentences, rewriting dialogues, and practicing correct forms of words and phrases.

2). Intensive writing

Intensive writing, on the other hand, emphasizes accuracy in grammar, vocabulary, and sentence structure. This type of writing is more structured and controlled than imitative writing and is designed to improve the learners' language proficiency in a focused way. Activities may include writing with specific grammatical patterns, completing sentence transformation tasks, filling in blanks, or composing short paragraphs with guided structure.

3). Responsive writing

Responsive writing involves creating short texts as a response to prompts or situations. It is more open ended than intensive writing, though still limited in scope. The main objective is to train learners to write

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spontaneously and appropriately in response to specific contexts, either in classroom tasks or real-life situations. Examples include writing a short reply to a message, filling out a form, making brief notes, or composing simple comments.

4). Transactional writing

Transactional writing focuses on communicating information clearly and formally, often in social or professional settings. This type of writing is goal-oriented and aimed at conveying specific messages to a defined audience. It includes writing tasks such as formal letters, business emails, reports, proposals, and official announcements. The purpose is to help learners develop the ability to write effectively with a particular communicative function in mind.

5). expressive writing

Lastly, expressive writing emphasizes creativity and personal expression. It allows learners to explore and convey their individual thoughts, emotions, and ideas in an imaginative and meaningful way. This type of writing includes forms such as storytelling, poetry, personal journals, and reflective pieces. Expressive writing plays a significant role in helping learners find their unique voice in writing and fostering their overall confidence and fluency.

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C. Common Genres in EFL Classrooms

Harmer (2004) emphasizes that effective EFL writing instruction should expose students to a range of text genres, each with specific

communicative purposes, organizational structures, and language features. For example, a recount text is used to retell events in the order they happened, following the structure of orientation, events, and re-orientation, and employing past tense with chronological connectors such as first, then, and finally. A narrative text aims to entertain the reader through storytelling, organized into orientation, complication, and resolution (with an optional coda), and characterized by past tense, action verbs, and dialogues. A descriptive text focuses on depicting a person, place, or object, structured into identification and description, and generally using present tense with rich adjectives. A procedure text provides step by step instructions to achieve a goal, following the pattern of goal, materials, and steps, and using imperative verbs with sequencing expressions. A report text presents factual information in a systematic manner, with a structure of general classification and description, often employing the present tense and passive voice. Lastly, an exposition text seeks to persuade readers through logical arguments, following a thesis arguments conclusion structure, and making use of formal language and cohesive devices. By introducing these genres, teachers can help students understand various writing purposes and equip them with the skills to produce texts that are structurally sound, contextually appropriate, and linguistically accurate.

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d. Aspects of Writing Assessment

Writing assessment is not merely about evaluating the final result but also requires consideration of various aspects that influence the quality

of the written work. Harmer (2004) emphasizes that writing assessment should involve multiple dimensions that reflect both the form and content of the written work. These aspects help educators evaluate not only the accuracy of students' language but also the effectiveness of their communication. Below are the five key aspects of writing assessment according to Harmer:

1). Content

The content of a piece of writing refers to the relevance, clarity, and completeness of ideas presented. A good composition should address the assigned topic meaningfully and include well-developed main ideas. Harmer stresses that writing should demonstrate clarity of thought and not merely present surface level ideas. A strong piece of writing shows evidence of critical thinking and a logical exploration of the topic. "The content should be relevant and meaningful. It must show clarity of thought."

2). Organization

Organization involves how well the text is logically structured and sequenced. This includes the overall text structure (such as the correct order in recount texts: orientation, events, re-orientation), as well as paragraph level organization with a clear topic sentence, supporting details, and a concluding sentence. Effective organization also requires good coherence (logical flow of ideas) and cohesion (use of appropriate linking devices between sentences and paragraphs). Example: Using time connectors such as first, then, finally in recount texts enhances clarity and structure.

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3). Vocabulary

Vocabulary assesses the writer's ability to use accurate, varied, and contextually appropriate words. Effective writing should show richness in vocabulary, avoiding repetition or vague language. Harmer points out that choosing the right words enhance both precision and tone, helping the writer better convey their intended meaning. "Vocabulary enriches writing. Repetition and vague word choices should be avoided."

4). Language Use / Grammar

This aspect covers grammatical accuracy and the appropriate use of sentence structures. It includes correct verb tenses (such as the past tense in recount texts), subject verb agreement, proper use of articles, and syntactic variety. Harmer emphasizes that frequent grammatical errors can affect not only the technical score of the writing but also the reader's comprehension of the message. "Grammatical mistakes reduce clarity and may disrupt communication".

5). Mechanics

Mechanics refer to the technical conventions of writing, including correct spelling, punctuation, capitalization, and the physical layout or formatting of the text. Although often seen as minor, these elements significantly affect the readability and presentation of a piece of writing. Harmer asserts that students should be trained to pay attention to mechanics as they influence how the audience perceives the quality of the text. "Students

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should be taught to pay attention to spelling, punctuation, and layout, as these affect how readers receive their message."

1. Demonstrating

Teachers should be able to demonstrate instructions and materials that students need to master. Teacher should also draw the student's attention to the subject being learned and attract their interest in learning to write.

2. Motivating and Provoking

Teachers' ability to motivate and provoking the students is important. Teacher should be able to motivate and inspire the students so they will have a high motivation in learning. In addition, teachers must always available and ready to help whenever their students have difficulty in writing. Provide a stimulus to help students find an idea, enthusiast them with the value of the task, etc.

3. Supporting

Teacher should be able to support their students in learning. Students will be more excited about learning, enjoy their classes, and not give up when faced with challenges as a result of the teacher's involvement in supporting them.

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4. Responding

Respond to the students' process of writing is also part of teachers' important task to help students get improvement in their writing. When a teacher responds to a student's work, he or she will be supportive of the substance and structure of the essay while also making suggestions for

development. Teachers should tell students how well their writing draft is doing so far rather than assessing and grading it as a completed product.

5. Evaluating

When evaluating the works of students, teachers not only giving grades but also should give the students learning opportunity from their mistakes. Highlighting the error and give them feedback so that they will not make the same mistake in the future.

Imaginative recount is a text presented to tell the readers about an imaginative story detail but places them in realistic context.

3. The Relationship between Teachers' Perceptions and the Development of Students' Writing Skills

Teachers' perceptions play a crucial role in the development of students' writing skills. Perception influences how teachers view their students' abilities, needs, and potential, which in turn shapes their teaching strategies, feedback methods, and expectations. When teachers perceive their students positively as capable, motivated, and capable of growth they are more likely to implement supportive instructional practices, provide constructive feedback, and set high yet achievable expectations. This encouragement fosters a positive learning environment that promotes students' confidence, motivation, and willingness to improve their writing skills.

On the other hand, negative perceptions such as viewing students as less capable or unmotivated can lead teachers to lower their expectations,

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offer limited feedback, or use less effective teaching approaches. As a result, students may feel discouraged; less motivated, and may not receive the necessary support to develop their writing competence effectively.

Furthermore, teachers' prior experiences, educational backgrounds, training, and personal beliefs all contribute to how they perceive students' writing development. For example, teachers who have received specialized training in teaching writing or who have experienced success in guiding students through writing processes are likely to have more positive and proactive perceptions. These perceptions directly impact how they structure writing activities, assess students' work, and provide feedback aimed at developing critical writing skills such as idea organization, grammar, coherence, and creativity.

B. Relevant Studies

Several previous studies have explored teachers' perceptions of students' writing skills, providing insights relevant to the present research. The first relevant study was conducted by Wijaya from Universitas Negeri Padang entitled *"Indonesian EFL Teachers' Perceptions on Formative Assessment in Writing"* (Wijaya, 2022). The participants of this study were Indonesian EFL teachers. The aim of the study was to investigate teachperceptions of formative assessment in writing and how these perceptions influence writing instruction. The researcher employed a qualitative research design to analyze the data. The findings revealed that

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teachers generally had positive perceptions toward formative assessment and believed that it plays an important role in improving students' writing skills. This study is relevant to the present research because it highlights the importance of teachers' perceptions in supporting students' writing development.

The second relevant study was carried out by Shojaee and Zareian entitled *"Teachers' Perceptions of the Importance of Writing Skill in High School"* (Shojaee & Zareian, 2016). The participants of this study were high school teachers. The purpose of the study was to explore teachers' perceptions of the importance of writing skills in language learning. The researchers used a survey research design to collect the data. The results showed that most teachers considered writing to be a crucial language skill for students' academic achievement. This study is relevant to the present research as it supports the notion that teachers' perceptions significantly influence writing instruction.

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The third relevant study was conducted by McDonald entitled *"Exploring Teachers' Positioning of Children as Writers"* (McDonald, 2025). The participants of this study were teachers and students in elementary classrooms. The aim of the study was to examine how teachers' beliefs and perceptions shape students' identities as writers. The researcher employed a qualitative approach in analyzing classroom interactions and teachers' narratives. The findings indicated that teachers' perceptions strongly affect

how students perceive themselves as writers. This study is relevant to the present research because it emphasizes the role of teachers' perceptions in the development of students' writing skills.

The fourth relevant study was conducted by Maharani, Sunggingwati, and Limbong entitled *"EFL Teacher Educators' Writing Assessment Literacy: Knowledge, Beliefs, and Practices"* (Maharani et al., 2024). The participants were EFL teacher educators. The purpose of the study was to investigate teachers' knowledge, beliefs, and practices related to writing assessment. A mixed-methods design was used to analyze the data. The findings showed that teachers' beliefs and perceptions significantly influence their writing assessment practices. This study is relevant to the present research as it supports the relationship between teachers' perceptions and the development of students' writing skills.

The fifth relevant study was conducted by Kong, Molnár, and Xu entitled *"Pre- and In-Service Teachers' Assessment and Feedback in EFL Writing: Changes and Challenges"* (Kong et al., 2022). The participants of this study were pre-service and in-service EFL teachers. The aim of the study was to explore teachers' assessment and feedback practices in writing. The researchers employed a qualitative research design. The results revealed that teachers' perceptions play a key role in determining feedback strategies that help students improve their writing skills. This study is relevant to the present

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research because it highlights how teachers' perceptions contribute to students' writing development.

The sixth relevant study was conducted by Jubhari, Sasabone, and Nurliah entitled *"The Effectiveness of Contextual Teaching and Learning Approach in Enhancing Indonesian EFL Secondary Learners' Narrative Writing Skill"* (Jubhari et al., 2022). The participants were Indonesian secondary school students. The purpose of the study was to examine the effectiveness of the CTL approach in improving students' narrative writing skills. The researchers used an experimental research design. The findings indicated that the CTL approach significantly improved students' writing performance. This study is relevant to the present research as it shows that teaching approaches influenced by teachers' perceptions affect students' writing development.

The seventh relevant study was conducted by Hafid, Siti, and Gandana entitled *"EFL Teachers' Perception and Challenges in Implementing Collaborative Writing"* (Hafid et al., 2021). The participants were EFL teachers. The aim of the study was to explore teachers' perceptions and challenges in implementing collaborative writing. The researchers used a qualitative research design. The findings showed that teachers' perceptions influence the success of collaborative writing activities. This study is relevant to the present research because it supports the importance of teachers' perceptions in developing students' writing skills.

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The eight relevant study was conducted by Alostath entitled *"Teachers' Perception of EFL Students' Poor Writing Skills: The Challenges, Causes, and Remedies"* (Alostath, 2021). The participants were EFL teachers. The purpose of the study was to examine teachers' perceptions of students' writing difficulties. The researcher used a qualitative research design. The findings revealed that teachers identified several challenges and causes of students' poor writing skills, as well as possible solutions. This study is relevant to the present research because it directly addresses teachers' perceptions of students' writing skills.

The ninth relevant study was conducted by Ayudhia entitled *"English Teachers' Perception in Designing Writing Techniques to Improve Students' Writing Ability"* (Ayudhia, 2017). The participants of this study were 30 senior high school English teachers in Indonesia who were selected using random sampling technique. The aim of the study was to investigate teachers' perceptions in designing writing techniques that can help students improve their writing ability. This research employed a descriptive research design, and the data were collected through close-ended and open-ended questionnaires. The findings revealed that teachers generally had positive perceptions toward designing writing techniques based on Brown's (2001) principles. However, the study also showed that although teachers applied appropriate techniques, students still faced difficulties in writing, particularly in grammar, vocabulary, organization, and mechanics. This study is relevant to the present research because it emphasizes the importance of teachers'

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perceptions in designing writing instruction and highlights how these perceptions influence students' writing development.

The tenth relevant study was conducted by Inawati entitled *"Teacher's Perception of Teaching Writing to Young Learners Using Story"* (Inawati, 2016). The participant of this study was an English teacher in a primary school, and the research employed a qualitative case study design. The data were collected through interviews and document analysis. The purpose of the study was to explore the teacher's perception of using stories in teaching writing and to investigate how writing was practiced in the classroom. The findings indicated that the teacher had a negative perception toward the use of stories in teaching writing, as she believed that stories were difficult for young learners to understand. As a result, the use of stories in writing instruction was limited, even though various writing activities were provided. This study is relevant to the present research because it shows that teachers' perceptions can influence instructional decisions and potentially limit opportunities for students' writing development.

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C. Writing development

Writing development refers to the continuous process through which learners gradually improve their ability to express ideas in written form with clarity, coherence, accuracy, and purpose. As Hyland, (2003) explains that writing development is not merely the mastery of surface level features such as grammar or vocabulary, but a complex process involving cognitive,

linguistic, and social dimensions. Students' progress from writing simple sentences to producing more complex and well structured texts through sustained practice, guidance, and meaningful feedback.

According to Harmer (2004), writing development requires students to engage in several key stages planning, drafting, revising, and editing each of which contributes to the refinement of ideas and improvement of textual quality. These recursive stages help students build critical thinking skills, organize information logically, and strengthen linguistic accuracy. Graham and Perin (2007) further emphasize that writing development is most effective when students are given explicit instruction, opportunities for repeated writing practice, and specific feedback that addresses both content and language use.

In the EFL context, writing development is shaped by various factors, including students' linguistic proficiency, exposure to reading materials, motivation, and classroom environment. Limited vocabulary, insufficient grammar mastery, and low confidence often impede students' writing progress. In addition, external factors such as lack of instructional time, examination-oriented teaching, and insufficient learning resources may further constrain students' development.

Teachers play a significant role in supporting writing development, as their beliefs and perceptions influence instructional decisions, feedback practices, and the amount of writing opportunities provided in class. When

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teachers perceive writing as an essential skill and believe that students are capable of improving, they tend to implement effective strategies such as scaffolding, modeling, genre-based instruction, and individualized feedback (Hyland, 2003). Conversely, negative or uncertain perceptions may result in minimal guidance, limited writing practice, or overly corrective feedback that does not contribute to learning.

Thus, writing development is not solely an individual cognitive process but also the result of interaction between learners, teachers, and the learning environment. Understanding teachers' perceptions of students' writing development is crucial, as these perceptions determine how writing instruction is delivered, how progress is evaluated, and how challenges are addressed in the classroom. A positive perception encourages instructional practices that foster growth, while a lack of confidence or insufficient understanding may limit students' opportunities to develop strong writing skills.

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D. Conceptual Framework

This study is based on the assumption that teachers' perceptions play a crucial role in shaping writing instruction and students' writing development. Teachers' perceptions influence how teachers view the importance of writing, how they design instruction, and how they provide feedback and assessment. Positive perceptions encourage supportive teaching

practices, while less positive perceptions may limit writing opportunities for students.

Teachers' perceptions are shaped by factors such as teaching experience, educational background, and professional training. These perceptions affect teaching practices, including the use of writing strategies, feedback, and assessment methods. In turn, these practices contribute to students' writing development in terms of content, organization, grammar, vocabulary, and mechanics. Therefore, this study assumes that teachers' perceptions indirectly influence students' writing development through instructional practices.

Based on the conceptual framework illustration above, this study dealt with how the teachers perceived students' writing skill and ways to develop them through the teaching practices at SMP Negeri 1 Kubung. This framework illustrates that teachers' perceptions, which include understanding, acceptance, and evaluation of writing teaching, play an important role in determining the teaching methods and strategies applied in the classroom. Furthermore, these teaching strategies and practices directly impact students' writing skill development, which encompasses aspects such as content, text organization, grammar, vocabulary, and writing mechanics. However, the success of this process is also influenced by supporting and hindering factors, both internal, such as teacher motivation and experience, and external, such as curriculum requirements and learning facilities. Thus, this conceptual

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framework emphasizes that to optimize the development of students' writing skills, there needs to be synergy between positive teacher perceptions, effective teaching practices, and adequate support from the school environment and professional training.

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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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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the study based on the analysis of questionnaire and interview data using Miles & Huberman's model (1984), which includes data reduction, data display, and conclusion drawing. The focus is on main aspects: (1) the level of teachers' Perceptions toward students' writing skills.

The questionnaire reflecting teachers' attitudes, priorities, and actions in fostering students' writing skills were calculated by using Likert Scale and the results were as follows.

Table 4.1 Level of teachers' Perceptions

No	Statement	R#1	R#2	R#3
1	I care about students' writing skills in English.	3	3	4
2	I regularly assign students' writing tasks.	3	3	3
3	I motivate students not to be afraid of writing.	3	3	3
4	I believe it is important to assess students' writing objectively.	3	3	3
5	I often give comments or feedback on Students' writing	3	3	4
6	I believe Writing helps students think critically	3	3	3
7	I give students opportunities to write freely	3	3	3
8	I Provide Consultation time to discuss Students' writing	3	3	4
9	I understand the stages of the writing process	3	3	3
10	I am familiar with various methods of teaching writing	3	3	3

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11	I can distinguish between language errors and idea errors in students' writing.	3	3	3
12	I understand the use of grammar in the context of writing	3	3	3
13	I have teaching materials or media that support writing instruction	3	3	3
14	I develop lesson plans that explicitly include writing skills	3	3	4
15	I can align the focus of writing instruction with the development of speaking and reading skills	3	2	3
16	I do not prioritize writing skills in the teaching process.	2	2	1
17	I do not encourage students to develop their ideas in their writing.	3	2	1
18	I do not take time to guide students in writing	2	3	1
19	I do not consider writing skills as an important part of the English curriculum.	2	2	1
20	I do not pay attention to students' writing difficulties or try to help them.	2	2	1
21	I do not give rewards or praise for good student writing.	2	2	1
22	I am not confident that writing is an important skill for students' futures.	2	2	1
23	I am not capable of teaching students' effective writing techniques	2	2	1
24	I do not know how to asses students' writing fairly and systematically.	2	2	1
25	I am not capable of teaching paragraph structure and writing coherence.	2	2	1
26	I am not capable of providing constructive feedback on students' writing.	2	2	1
27	I do not attend training or seminars on teaching writing	2	2	1
28	I do not feel confident when teaching writing skills	2	2	1
29	I am not able to gude students in revising their writing effectively	2	2	1
30	I do not Know how to guide students to write according to different text types	2	2	1
	Total	76	75	64

Min Lowest level = 30; Max = 120; Range Score= 30

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Lowest level = 30 --- 60
Fair = 61 --- 90
High/ God = 91 --- 120

Based on the questionnaire, the total scores obtained from the three respondents indicated varying levels of teachers' concerns toward students' writing skills. R1 scored 76, R2 scored 75, and R3 scored 64. According to the assessment interval, the three respondents or Teachers fall into the Fair category (61–90).

Therefore, it can be concluded from the data above that none of the Teachers or Respondents' Care was high or good toward students' writing.

In addition to the teachers' concerns or cares to the development of students' writings, the teacher showed quite higher level of attention as she said:

> I view writing skills as an essential tool in English language learning because they allow students to organize their ideas in a format that can be read and reviewed."

Dealing with the importance of English writing, a respondent claimed:

> In my opinion, writing skills are very important in English language learning because they are a concrete form of language proficiency. A student who can write demonstrates an understanding of language structure, vocabulary, and the ability to express ideas in written form.

The teachers' deep concern was reflected in the dialog as she mentions:

> I actively integrate writing activities into their lessons, provide constructive feedback, and motivate students to write both in and outside the classroom.

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I do all what I can do because I believe writing skills are at the core of productive skills in English. In addition to speaking, writing is a means for students to express themselves in a formal and structured way.

Responding to the minimum concern of the other English teachers, one teacher said:

Unfortunately, attention to this skill is still limited. Many teachers find it difficult to guide the writing process due to time constraints or a lack of resources.

While the other teacher maintained that:

However, attention to this skill is not yet optimal. Many teachers focus more on reading and grammar due to exam requirements, so writing is often assigned as a task without proper guidance throughout the process. At this school, I believe many teachers still do not focus on writing skills. This may be because they feel that writing is difficult or that it takes a long time to correct.

Dealing with significant aspects of students' writing assessment, a respondent claimed that:

I assess students' writing based on text structure, grammatical accuracy, vocabulary, and the relevance of the content to the topic. I also take into account the originality of their ideas.

Other respondents said that

When assessing students' writing, I pay attention to grammar, vocabulary, sentence structure, and content. I also evaluate neatness and the students' ability to develop their ideas.

When assessing students' writing, I evaluate cohesion and coherence, grammar, vocabulary range, and organization. I also consider whether their writing is communicative.

Students' writing ability on the eyes of respondents were influenced by many factor, as promoted by the respondents:

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Many factors influence writing ability, such as access to technology, reading habits, family environment, and the teaching methods used by the teacher
Factors that influence students' writing ability include learning interest, basic English proficiency, reading habits, and support from the teacher in the classroom. Factors that affect students' writing ability include lack of practice, limited exposure to written language (such as reading texts), and low motivation due to fear of making mistakes.

Teachers' concerns on improving students' writing skill were evidenced as they claimed:

I use digital media such as Google Docs for collaborative writing. Students are also encouraged to create simple blogs to write narratives or opinion pieces. Through this, they find writing enjoyable. (ED):
My strategy mainly uses a step by step approach: starting from sentence exercises, moving to paragraphs, and then to short essays. I also often ask students to work in groups to review each other's writing.
I use a genre based approach combined with peer review. I guide students to first understand the type of text, then draft, give feedback to one another, and finally revise their writing.

The Teachers iniated to improve their personal skills by participating in workshop. They said that:

I have attended a workshop on technology-based writing instruction. The training was very helpful, as it provided me with new inspiration and tools that suit the characteristics of today's students.
I once attended a training held by the MGMP (English Teachers' Forum), and I found it very helpful. I gained a better understanding of how to design writing tasks that match students' levels and how to provide constructive feedback.(ED)

I participated in an online training held by a partner university. This training broadened my understanding of the writing process and how to develop clear rubrics. After the training, I felt more confident in guiding students through the writing process.

Based on the analysis of interview data using Miles and Huberman's (1984) steps of qualitative data analysisdata reduction, data display, and

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conclusion drawing several major themes emerged regarding teachers' perceptions of the development of students' writing skills.

1. Writing as an Essential Language Skill

All respondents perceived writing as an important skill in English language learning. Teachers viewed writing as a means for students to express ideas in a structured way, demonstrate language mastery, and develop thinking skills. Respondent I stated that writing helps students organize their ideas in a form that can be read and reviewed. Respondent II emphasized that writing represents a concrete form of language proficiency. Meanwhile, Respondent III described writing as the core of productive skills.

This theme indicates that, conceptually, teachers hold positive perceptions regarding the importance of writing skills.

2. Limited Attention to Writing Instruction

Although teachers acknowledged the importance of writing, they also reported that attention to writing instruction at school is still limited. Several reasons were identified, including time constraints, curriculum demands, and a focus on tested materials. Respondent I mentioned that many teachers find it difficult to guide the writing process due to limited time and resources. Respondent II stated that teachers tend to focus more on reading and grammar because of examination requirements. Respondent III added that writing is often considered difficult and time-consuming to correct.

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This theme reveals a gap between teachers' beliefs and their actual classroom practices.

3 .Awareness of Writing Assessment Aspects

All three teachers demonstrated a good understanding of writing assessment aspects. They assessed students' writing based on grammar, vocabulary, organization, and content.

Respondent I added originality of ideas as an assessment criterion. Respondent II paid attention to neatness and idea development. Respondent III emphasized cohesion and coherence.

This theme suggests that teachers possess basic competence in assessing students' writing.

4. Factors Influencing Students' Writing Ability

Teachers identified various internal and external factors influencing students' writing ability. These factors include:

a) Reading habits
b) Student motivation
c) Exposure to written language
d) Teacher support
e) Family environment
f) Access to technology

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This theme shows that teachers understand that writing ability is not only shaped by classroom instruction.

5. Use of Instructional Strategies

Teachers applied various strategies to improve students' writing skills. The strategies identified include:

a) Collaborative writing using Google Docs
b) Blog writing activities
c) Step-by-step writing approach
d) Group peer review
e) Genre-based approach

This theme indicates that teachers attempt to implement diverse and relatively modern approaches in writing instruction.

6. Professional Development Awareness

All teachers had participated in training or workshops related to writing instruction. They reported that these activities helped improve their understanding and confidence in teaching writing.

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The trainings included technology-based workshops, MGMP programs, and online training from universities. This theme reflects teachers' awareness of the importance of professional development.

The findings of this study indicate that all three teachers fall into the fair level of perception toward the development of students' writing skills. Based on Miles and Huberman's (1984) interactive model of data analysis, the researcher conducted data reduction, data display, and conclusion drawing from both questionnaire and interview data. Through data reduction, the essential information related to teachers' perceptions was selected and categorized. The data display from questionnaires showed numerical tendencies, while interview excerpts provided deeper explanations. From the conclusion drawing stage, it is evident that teachers generally have moderately positive perceptions toward writing instruction.

Teacher R1 demonstrates a relatively strong concern for students' writing development. Her practices, such as integrating digital tools and encouraging writing inside and outside the classroom, reflect what process-oriented writing theory suggests that writing should be taught as a continuous and supportive activity. Her perception aligns with the view that writing is a tool for organizing and expressing ideas. However, since her score remains in the fair category, it suggests that although her beliefs are positive, the consistency or intensity of implementation may still be limited. This supports the idea that positive perception does not always translate into maximum classroom practice.

Teacher R2 also shows a positive perception, particularly in her awareness of grammar, vocabulary, and structure in writing assessment. Her

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step-by-step approach reflects scaffolding theory, where students are guided gradually from simple to more complex writing tasks. However, her acknowledgment of time constraints and curriculum demands indicates that external factors influence instructional priorities. This finding supports previous research stating that teachers' perceptions and practices are often shaped by contextual factors such as workload and examination systems.

Meanwhile, Teacher R3, despite having the lowest questionnaire score, demonstrates meaningful efforts in writing instruction through genre-based approaches and peer review. This is consistent with social constructivist theory, which emphasizes collaboration and interaction in learning. Her participation in workshops also shows professional commitment. The discrepancy between her questionnaire score and interview responses suggests that self perception and confidence may affect how teachers rate themselves. This highlights the importance of combining quantitative and qualitative data in mixed-methods research, as numbers alone may not fully represent teachers' actual beliefs and practices.

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Overall, the study reveals that teachers recognize the importance of writing but face practical challenges in prioritizing it. According to writing pedagogy theory, effective writing instruction requires time, feedback, and continuous practice. However, exam-oriented teaching and limited classroom time often shift the focus toward reading and grammar. This confirms that

institutional and systemic factors play a role in shaping teachers' perceptions and instructional decisions.

Therefore, it can be argued that improving teachers' perceptions toward writing is not only a matter of individual belief but also requires institutional support, professional development, and curriculum alignment. Providing regular training, manageable workloads, and assessment systems that value writing could help teachers move from a fair level of perception to a high level. In line with Miles and Huberman's framework, the integration of quantitative and qualitative findings strengthens the validity of this conclusion, as both types of data consistently show that teachers value writing but have not yet optimized its instruction.

B. Discussion

The findings of this study indicate that English teachers at SMP Negeri 1 Kubung generally hold positive perceptions toward the development of students' writing skills. This result is consistent with the concept of teachers' perceptions proposed by Robbins and Judge (2021), who argue that perception influences how individuals interpret their environment and make instructional decisions. Teachers' acknowledgment of writing as an essential language skill reflects a positive evaluative perception, which subsequently shapes their instructional practices in the classroom.

Teachers' perception for students' writing development is evidenced by their regular assignment of writing tasks, motivation strategies, and

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provision of feedback. This finding supports Harmer's (2004) theory of writing instruction, which emphasizes that writing development is a process-oriented activity involving planning, drafting, revising, and editing. By assigning frequent writing tasks and guiding students through stages of writing, teachers help students gradually develop their ability to organize ideas and express them coherently.

Moreover, teachers' practices align with Hyland's (2003) view that writing development is not solely a linguistic activity but also a pedagogical process shaped by teacher guidance and feedback. Interview data reveal that teachers focus on key aspects of writing such as content, organization, grammar, vocabulary, and mechanics, which corresponds to Harmer's (2004) framework of writing assessment and the ESL Composition Profile developed by Jacobs et al. (1981). This alignment indicates that teachers possess a foundational understanding of effective writing instruction and assessment.

However, despite generally positive perceptions, the study reveals variations in teachers' levels of concern and instructional commitment. This variation can be explained through Slameto's (2020) principles of perception, particularly the principle of subjectivity, which suggests that perception is influenced by personal experience, expectations, and individual background. Differences in teaching experience, exposure to writing pedagogy, and access to instructional resources contribute to how teachers prioritize and implement writing instruction.

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Teachers' professional experience also plays a crucial role in shaping their perceptions and competence. This finding supports Peter's (2020) assertion that professional competence develops through experience and continuous practice. Teachers who had attended workshops or professional training demonstrated greater confidence in guiding students through the writing process and providing constructive feedback. This finding is consistent with Maharani et al. (2024), who emphasize that teachers' knowledge and beliefs about writing instruction significantly influence their classroom practices.

Furthermore, teachers' understanding of the writing process and their ability to distinguish between language errors and idea development indicate an awareness of effective writing pedagogy, as highlighted by Wijaya (2022). Nevertheless, the moderate level of teachers' concern found in this study suggests that writing instruction is sometimes constrained by external factors such as limited instructional time, exam-oriented curricula, and lack of training opportunities. These constraints often result in writing being assigned as a product-focused task rather than a guided learning process.

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The writing test results further support these findings. While teachers demonstrated adequate competence in content and organization, weaknesses in vocabulary variation, grammatical accuracy, and mechanics were still evident. This result reflects Harmer's (2004) assertion that writing competence requires continuous practice and reflection, even for teachers. It also reinforces Hyland's (2003) argument that teachers must continuously develop their own writing skills to effectively support students' writing development.

Overall, the findings confirm that teachers' perceptions play a significant role in shaping writing instruction, as proposed in the conceptual framework of this study. Positive perceptions encourage supportive teaching practices, whereas variations in perception and competence highlight the need for ongoing professional development and institutional support. Strengthening teachers' understanding of writing pedagogy and providing systematic training opportunities are essential to ensure more consistent and effective writing instruction for students.

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CHAPTER V

CONLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn as follows:

1. English teachers at SMP Negeri Kubung demonstrate a fair level of Perception toward students' writing Skills. This conclusion is supported by questionnaire and interview results, which show that teacher recognize the importance of writing, assign writing tasks, provide encouragement, and offer feedback to students. However, their concern remains in the "Fair" category due limited instructional time, exam oriented teaching, and insuffient resources for writing development.
2. Teachers have sufficient understanding of the writing process and are able to apply various teaching strategies. Through interviews, teachers reported using several approaches such as genre based instruction, peer review, and guided practice which align with effective writing pedagogy. Nevertheless, some teachers still require improvement in providing detailed feedback and facilitating revision stages due to time constraints and workload.

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B. Suggestions

Based on the results of this study, the following suggestions are proposed:

1. For Schools

   Schools are expected to strengthen support for writing instruction by providing on going professional development, adequate learning media, and policies that priotize the enhancement of students' writing skills. Institutional support is crucial to ensuring consistent and effective writing practices in the classroom.

2. For Teachers

   Teachers are encourages to continually develop their competence in teaching writing through workshops, training programs, peer collaboration, and reflective teaching practices. Adopting innovative strategies such as process based writing, collaborative writing, and technology assisted feedback can help improve students' writing achievement.

3. For Future Researchers

   Future research may examine students perceptions of writing instruction, compare writing competence across different schools, or analyze the effectiveness of specific teaching approaches on students'

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writing outcomes. Studies with a larger participant sample or classroom based interventions may provide deeper insights into writing development.

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APPENDICES

Questionnaires

Teachers' Perceptions On The Development Of Students' Writing Skills In Junior High School 1 Kubung

Bagian I: Identitas Responden

Nama : _____

Jenis Kelamin:

☐ Laki-laki

☐ Perempuan

Lama Mengajar Bahasa Inggris:

☐ Kurang dari 1 tahun

☐ 1–3 tahun

☐ 4–6 tahun

☐ Lebih dari 6 tahun

Jenjang Mengajar:

☐ Sekolah Dasar

☐ Sekolah Menengah Pertama

☐ Sekolah Menengah Atas

☐ Perguruan Tinggi

Pelatihan/ workshop Bahasa Inggris Menulis

☐ Pernah

☐ Tidak Pernah

Bagian II: Persepsi Guru terhadap Keterampilan Menulis Siswa

Gunakan skala berikut untuk menjawab pertanyaan di bawah ini:

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3= Setuju, 4= Sangat Setuju

No	Aspek	Persepsi			
		1	2	3	4

1	Saya peduli terhadap kemampuan menulis siswa dalam Bahasa Inggris.				
2	Saya tidak memprioritaskan keterampilan menulis dalam proses pembelajaran.				
3	Saya secara rutin memberikan tugas menulis kepada siswa.				
4	Saya tidak mendorong siswa untuk mengembangkan ide-ide dalam tulisan mereka.				
5	Saya memberi motivasi agar siswa tidak takut menulis.				
6	Saya tidak meluangkan waktu untuk membimbing siswa dalam menulis.				
7	Saya merasa penting untuk menilai tulisan siswa secara objektif.				
8	Saya tidak menilai keterampilan menulis sebagai bagian penting dari kurikulum Bahasa Inggris.				
9	Saya sering memberi komentar/masukan terhadap tulisan siswa.				
10	Saya tidak memperhatikan kesulitan siswa dalam menulis dan mencoba membantu mereka				
11	Saya percaya bahwa menulis membantu siswa berpikir kritis.				
12	Saya memberikan kesempatan kepada siswa untuk menulis secara bebas.				
13	Saya tidak memberi penghargaan atau pujian atas tulisan siswa yang baik.				
14	Saya menyediakan waktu konsultasi untuk membahas tulisan siswa.				
15	Saya tidak yakin menulis adalah keterampilan penting untuk masa depan siswa.				
16	Saya memahami tahapan-tahapan dalam proses menulis (pramenulis, menulis, revisi, dll).				
17	Saya tidak mampu mengajarkan teknik menulis yang efektif kepada siswa.				

18	Saya mengetahui berbagai metode pembelajaran menulis.				
19	Saya tidak tahu cara menilai tulisan siswa secara adil dan sistematis.				
20	Saya bisa membedakan antara kesalahan bahasa dan kesalahan ide dalam tulisan siswa.				
21	Saya tidak mampu mengajarkan struktur paragraf dan koherensi tulisan.				
22	Saya memahami penggunaan grammar dalam konteks menulis.				
23	Saya tidak mampu memberikan umpan balik yang membangun terhadap tulisan siswa.				
24	Saya memiliki bahan ajar atau media yang mendukung pembelajaran menulis				
25	Saya tidak mengikuti pelatihan atau seminar tentang pengajaran menulis.				
26	Saya mengembangkan RPP yang mencantumkan keterampilan menulis secara eksplisit.				
27	Saya tidak merasa percaya diri ketika mengajar keterampilan menulis.				
28	Saya tidak dapat membimbing siswa untuk merevisi tulisan mereka dengan baik.				
29	Saya tidak tahu bagaimana membimbing siswa menulis sesuai dengan berbagai jenis teks (narasi, deskriptif, dll)				
30	Saya dapat menyesuaikan fokus pembelajaran menulis dengan pengembangan kemampuan speaking dan reading siswa				

Transcript of Interview

Teachers' Perceptions On The Development Of Students' Writing Skills In Junior High School 1 Kubung

Responden I

Interviewer : Santi Mahwayuni

Responden : Hammifar S.Pd

SM: "Seberapa penting menurut Bapak/Ibu keterampilan menulis dalam pembelajaran Bahasa Inggris?Mengapa keterampilan ini penting/tidak penting menurut Anda?"

Hm: "Saya memandang keterampilan menulis sebagai alat penting dalam pembelajaran Bahasa Inggris karena memungkinkan siswa menyusun gagasan mereka dalam format yang dapat dibaca dan dikaji ulang."

SM: "Menurut Bapak/Ibu, apakah perhatian guru terhadap keterampilan menulis sudah cukup di sekolah ini? Mengapa demikian?"

Hm: Sayangnya, perhatian terhadap keterampilan ini masih minim. Banyak guru merasa kesulitan membimbing proses menulis karena keterbatasan waktu atau kurangnya sumber.

SM: Apa saja aspek yang Anda perhatikan saat menilai tulisan siswa (misalnya: tata bahasa, kosa kata, isi, struktur)?

Hm: "Saya menilai tulisan siswa dari aspek struktur teks, ketepatan grammar, kosa kata, dan kesesuaian isi dengan topik. Saya juga mempertimbangkan orisinalitas ide mereka."

SM: "Menurut Anda, faktor apa saja yang memengaruhi kemampuan menulis siswa?"

HM: "menurut saya Banyak faktor memengaruhi kemampuan menulis, seperti akses terhadap teknologi, kebiasaan membaca, lingkungan keluarga, dan metode belajar yang digunakan guru."

SM: "Apa strategi atau metode yang Anda gunakan untuk membantu siswa meningkatkan keterampilan menulis mereka?"

HM: "Saya memakai media digital seperti Google Docs untuk penulisan kolaboratif. Siswa juga diajak membuat blog sederhana untuk menulis narasi atau opini. Dengan ini, mereka merasa menulis itu menyenangkan."

SM: " Pernahkah Bapak/Ibu mengikuti pelatihan/workshop khusus tentang pengajaran keterampilan menulis?Jika ya, sejauh mana pelatihan tersebut membantu?"

Hm: “Saya pernah mengikuti workshop pembelajaran menulis berbasis teknologi. Pelatihan ini sangat membantu, karena memberi saya inspirasi baru dan alat bantu yang sesuai dengan karakter siswa sekarang.”

Transcript of Interview

Teachers' Perceptions On The Development Of Students' Writing Skills In Junior High School 1 Kubung

Responden II

Interviewer : Santi Mahwayuni

Responden : Enda Dewi Darna S.Pd

SM: "Seberapa penting menurut Bapak/Ibu keterampilan menulis dalam pembelajaran Bahasa Inggris?Mengapa keterampilan ini penting/tidak penting menurut Anda?

ED*: "*Menurut saya, keterampilan menulis sangat penting dalam pembelajaran Bahasa Inggris karena ini merupakan bentuk nyata dari kemampuan berbahasa. Siswa yang mampu menulis berarti memahami struktur bahasa, kosa kata, dan cara menyampaikan ide secara tertulis."

SM: "Menurut Bapak/Ibu, apakah perhatian guru terhadap keterampilan menulis sudah cukup di sekolah ini?Mengapa demikian?

ED: *"*Namun, perhatian terhadap keterampilan ini belum cukup optimal. Banyak guru lebih fokus pada reading dan grammar karena tuntutan ujian, sehingga menulis sering kali hanya diberikan tugas tanpa bimbingan proses."

SM: "Apa saja aspek yang Anda perhatikan saat menilai tulisan siswa (misalnya: tata bahasa, kosa kata, isi, struktur)?"

ED*: "*Saat menilai tulisan siswa, saya perhatikan aspek grammar, kosa kata, struktur kalimat, dan isi tulisan. Saya juga menilai kerapihan dan kemampuan siswa dalam mengembangkan ide."

SM: "Menurut Anda, faktor apa saja yang memengaruhi kemampuan menulis siswa?"

ED: Faktor yang memengaruhi kemampuan menulis siswa antara lain: minat belajar, kemampuan dasar Bahasa Inggris, kebiasaan membaca, dan dukungan guru di kelas.

SM: "Apa strategi atau metode yang Anda gunakan untuk membantu siswa meningkatkan keterampilan menulis mereka?"

ED: "Strategi saya lebih banyak menggunakan pendekatan bertahap: mulai dari latihan kalimat, paragraf, hingga esai pendek. Saya juga sering meminta mereka bekerja kelompok untuk saling meninjau tulisan teman."

SM: “Pernahkah Bapak/Ibu mengikuti pelatihan/workshop khusus tentang pengajaran keterampilan menulis?Jika ya, sejauh mana pelatihan tersebut membantu?”

ED*: ‘‘*Saya pernah ikut pelatihan dari MGMP, dan menurut saya itu sangat membantu. Saya jadi lebih paham bagaimana menyusun tugas menulis yang sesuai level siswa dan bagaimana memberi umpan balik yang konstruktif*. ’’*

Transcript of Interview

Teachers' Perceptions On The Development Of Students' Writing Skills In Junior High School 1 Kubung

Responden II

Interviewer : Santi Mahwayuni

Responden : Yulita Ompiya S.Pd

SM : "Seberapa penting menurut Bapak/Ibu keterampilan menulis dalam pembelajaran Bahasa Inggris?Mengapa keterampilan ini penting/tidak penting menurut Anda?"

YO : "Keterampilan menulis menurut saya merupakan inti dari productive skills dalam Bahasa Inggris. Selain berbicara, menulis adalah sarana siswa mengekspresikan diri secara formal dan terstruktur."

SM : "Menurut Bapak/Ibu, apakah perhatian guru terhadap keterampilan menulis sudah cukup di sekolah ini?Mengapa demikian?"

YO: "Di sekolah ini, saya rasa masih banyak guru yang belum fokus pada keterampilan menulis. Mungkin karena merasa menulis itu sulit atau membutuhkan waktu yang lama untuk mengoreksi."

SM : "Apa saja aspek yang Anda perhatikan saat menilai tulisan siswa (misalnya: tata bahasa, kosa kata, isi, struktur)?"

YO: "Dalam menilai tulisan siswa, saya menilai dari segi cohesion-coherence, grammar, vocabulary range, dan organization. Saya juga melihat apakah tulisan mereka komunikatif".

SM: "Menurut Anda, faktor apa saja yang memengaruhi kemampuan menulis siswa?"

YO: "Faktor yang memengaruhi kemampuan menulis adalah kurangnya latihan, kurangnya paparan bahasa tulis (seperti membaca teks), serta rendahnya motivasi siswa karena takut salah."

SM: "Apa strategi atau metode yang Anda gunakan untuk membantu siswa meningkatkan keterampilan menulis mereka?"

YO: "Saya menggunakan pendekatan genre-based dan peer review. Siswa saya ajak untuk mengenali dulu tipe teks, lalu membuat draft, saling memberi komentar, dan akhirnya revisi".

SM: “Pernahkah Bapak/Ibu mengikuti pelatihan/workshop khusus tentang pengajaran keterampilan menulis?Jika ya, sejauh mana pelatihan tersebut membantu?”

YO: “Saya mengikuti pelatihan daring dari kampus mitra. Pelatihan ini membuka wawasan saya tentang proses menulis dan bagaimana mengembangkan rubrik yang jelas. Setelah pelatihan, saya merasa lebih percaya diri membimbing siswa dalam proses menulis.”

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail:admintarbiyah@uinib.ac.id

Nomor : B.0 /Un.13/FTK.AK/TL.00.9/06/2025 Padang, 19 Juni 2025
Lamp. : 1 rangkap proposal
Hal : **Mohon Izin Penelitian**

Kepada Yth;
Kepala Dinas Pendidikan Kab. Solok
di
Solok

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka pengumpulan data untuk penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, kami mohon kiranya Bapak/Ibu berkenan memberi izin melakukan penelitian kepada Saudara:

Nama	: **Santi Mahwayuni**
NIM	: 2114050014
Fakultas	: Tarbiyah dan Keguruan
Prodi	: Tadris Bahasa Inggris
Judul Skripsi	: *Teachers' Perceptions on the Development of Students' Writing Skills in Junior High School 1 Kubung*
Lokasi Penelitian	: SMPN 1 Kubung
Waktu Penelitian	: Juni s.d Agustus 2025

Demikianlah disampaikan, atas bantuan dan kerja samanya terlebih dahulu diaturkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Muhammad Kosim
NIP. 198212212005011001

Tembusan:
1. Rektor UIN Imam Bonjol di Padang
2. Kepala SMPN 1 Kubung
3. Mahasiswa yang bersangkutan

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PEMERINTAH KABUPATEN SOLOK

DINAS PENANAMAN MODAL PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA

Jl. Raya Solok Padang KM. 07 Koto Baru Solok Provinsi Sumatera barat Kode Pos 27361
Telepon/Fax (0755) 31447 Laman dpmptspnaker.solokkab.go.id Email dpmptspnaker@solokkab.go.id

Koto Baru, 07 Juli 2025

Nomor : 000.9/203/IP/DPMPTSPNAKER/VII/2025
Lampiran : -
Perihal : **Izin Penelitian**

Yth.
1. Kepala SMP Negeri 1 Kubung
di
Tempat

Berdasarkan Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Imam Bonjol Padang Nomor : B.0/Un.13/FTK.AK/TL.00.9/06/2025 Tanggal 19 Juni 2025 bersama ini kami terbitkan Izin Penelitian sebagai berikut :

Nama	: **SANTI MAHWAYUNI**
Tempat / Tgl. Lahir	: Abai / 20 Juni 2003
Alamat	: Kapalo Koto, Nagari Abai, Kecamatan Sangir Batang Hari, Kab. Solok Selatan
Nomor HP	: 085271897545
Judul Penelitian	: ***"Teachers' Perceptions On The Development Of Students' Writing Skills In Junior High School 1 Kubung"***
Lokasi Penelitian	: SMP Negeri 1 Kubung
Waktu Penelitian	: **07 Juli s/d 07 Oktober 2025**

Dengan ketentuan sebagai berikut :

1. Penelitian tidak boleh menyimpang dari maksud sebagaimana tersebut di atas.
2. Memberitahukan kedatangan serta maksud Penelitian dilaksanakan dengan menunjukkan surat keterangan yang berhubungan dengan itu, kepada Pimpinan Instansi setelah tiba ditempat yang dituju dan **melaporkan diri** sebelum meninggalkan daerah Penelitian kepada Pimpinan Instansi dan Bupati Solok.
3. Mematuhi semua peraturan yang berlaku termasuk norma, adat dan budaya setempat.
4. Mengirim hasil Penelitian sebanyak **1 (satu)** eksemplar kepada Bupati Solok **Cq. Dinas Penanaman Modal, PTSP dan Tenaga Kerja.**
5. Bila terjadi suatu penyimpangan / pelanggaran terhadap ketentuan tersebut di atas, maka Izin Penelitian ini akan dicabut kembali.

Demikianlah Izin Penelitian diberikan untuk dapat dipergunakan seperlunya.

Kepala Dinas

Drs. ALIBER MULYADI
NIP.19661226 199403 1 005

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2. Kepala Dinas Pendidikan, Pemuda dan Olah Raga (DISDIKPORA) di Arosuka
3. Kepala Badan Kesbang Pol Kab. Solok di Arosuka
4. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Imam Bonjol Padang di Tempat

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PEMERINTAH KABUPATEN SOLOK
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 KUBUNG

Alamat : Jl. Tampuniak Selayo *Kode Pos : 27361* *Telp : (0755) 20016*

SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 400.3.5.4/ 579 /SMP.01/TU-2025

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Kubung Kabupaten Solok, dengan ini menerangkan bahwa :

Nama	:	SANTI MAHWAYUNI
NIM	:	2114050014
Jurusan / Program studi	:	TBI/ Tadris Bahasa Inggris
Jenjang Pendidikan	:	Strata (SI)
Perguruan Tinggi	:	Universitas Islam Negeri Imam Bonjol Padang

Telah selesai melaksanakan Penelitian di SMP Negeri 1 Kubung Kabupaten Solok dengan Judul : ***"Teachers' Perceptions on the Development of Students' Writing Skills in Junior High School 1Kubung "***

Waktu Penelitian : Juli 2025

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dimana perlu

Selayo, 14 Juli 2025
Kepala Sekolah,

RISWANDI, S.Pd.
NIP. 19651225 199103 1 007

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BIODATA PENULIS



I. Identitas diri

Nama	: Santi Mahwayuni
Bp	: 2114050014
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
TTL	: Abai, 20 Juni 2003
Anak ke	: ke-2 dari 2 bersaudara
Alamat	: Abai, kec. Sangir Batang Hari, Kabupaten Solok Selatan
Jenis Kelamin	: Perempuan
Email	: smahwayuni@gmail.com
No.Hp/Wa	: 085271897545

II. Orang Tua

Ayah	: Rabiul Akhir
Pekerjaan	: Tukang Kayu
Ibu	:Rohani
Pekerjaan	: Ibu Rumah Tangga
Saudara	: Jasril Roni Mahendra

III. Jenjang pendidikan

2008-2009	: TK Bina Bangsa
2009-2015	: SDN 06 Tanjung Bungo Abai
2015- 2018	: SMPN 11 Solok Selatan
2018-2021	: SMAN 7 Solok Selatan
2021-2026	: UIN Imam Bonjol Padang

IV. Pengalaman Organisasi

2016-2018 : OSIS SMP 11 Solok Selatan
2019-2021 : OSIS/MPK SMAN 7 Solok Selatan

V. Moto Hidup

Maka sesungguhnya bersama kesulitan ada kemudahan (QS. Al-Insyirah:5)