

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a descriptive quantitative research is a research design that aims to describe and explain a phenomenon systematically by using numerical data. This type of research focuses on collecting measurable data from respondents through structured instruments such as questionnaires, tests, or rating scales. The collected data are then analyzed using quantitative techniques, including percentages, frequencies, mean scores, and other simple statistical analyses to present an objective description of the research findings. Descriptive quantitative research does not aim to determine cause-and-effect relationships or test hypotheses, but rather to provide a clear and accurate description of respondents' perceptions, attitudes, or responses toward a particular phenomenon. Through this research method, it is expected to obtain accurate and in-depth data regarding students' perceptions of the implementation of Communicative Language Teaching (CLT) in enhancing students' engagement, motivation, and argumentative writing skills, as well as to identify the challenges and benefits in the implementation of the CLT method.

B. Location and Time of Research

1. Research Location

This study was conducted at MAN 2 Bengkulu. This research will focus on twelfth-grade students to investigate Students' Perceptions of The Implementation of Communicative Language Teaching (CLT) In Enhancing Writing Argumentative Competence.

2. Research Time

This research was conducted during the even semester of the 2025/2026 academic year.

C. Research Population and Sample

1. Population

In a study, the population refers to the general group of objects or subjects that share specific characteristics and qualities, which researchers select for investigation and to draw conclusions from (Suriani et al., 2023). The population can be understood as all individuals who are the focus of the research and who will be subjected to generalization. Generalization involves making conclusions about a larger group based on data gathered from a smaller sample. Based on this understanding, the researcher concludes that the population encompasses all the objects or subjects being studied, from which conclusions will be drawn based on the data collected.

Based on the statement, the population of this study consists of all twelfth-grade students at MAN 2 Bengkulu, totaling around 165 students across several classes. The researcher took all the twelfth-grade students for the study, totaling 5 classes, each with approximately 30-35 students.

Table 3. 1 Reserach Population

No.	Class	Male Students	Female Students	Total Students
1	XII.A	16	19	35
2	XII.B	17	17	34
3	XII.C	16	16	32
4	XII.D	15	19	34
5	XII.E	11	19	30

Source: MAN 2 Bengkulu

2. Sample

The sampling technique refers to the method of selecting samples used in research (Sugiyono, 2019). This study uses a total sampling technique to determine the research sample. According to Sugiyono (Alamsyah, 2022), total sampling is a sampling technique in which all members of the population are used as the sample. The sample in this study consists of all twelfth-grade students at MAN 2 Bengkulu who have participated in argumentative writing lessons using the Communicative Language Teaching (CLT) approach.

D. Data Collection Techniques

The data collection technique in this study was carried out through several steps to obtain accurate and reliable information regarding students' perceptions of the implementation of communicative language teaching (CLT) in enhancing writing argumentative competence in eleventh-grade students of MAN 2 Bengkulu. Several data collection techniques were employed, as follows:

1. Questionnaire

The main instrument used in this study is a closed-ended questionnaire, which was systematically designed to measure students' perceptions of the implementation of communicative language teaching (CLT) in enhancing writing argumentative competence.

a. Type of Scale

Questionnaire (Likert scale), to measure Students' Perceptions of The Implementation of Communicative Language Teaching (CLT) In Enhancing Writing Argumentative Competence.

Table 3. 2 Likert Scale

No	Score	Category	Description
1	1	Strongly Disagree	Respondents strongly disagree with the given statement.
2	2	Disagree	Respondents disagree with the given statement
3	3	Neutral	Respondents are neutral (neither agree nor disagree)

			with the statement)
4	4	Agree	Respondents agree with the given statement
5	5	Strongly Agree	Respondents strongly agree with the given statement

Source: Sugiyono (2017:93)

b. Indicators Measured

The statements in the questionnaire were developed based on perception indicators relevant to the context of learning through the CLT method in enhancing students' argumentative writing skills.

- Classroom Engagement: This indicator refers to the extent to which students actively participate in classroom learning activities. It includes their activeness in discussions, asking questions, answering questions, working collaboratively in groups, and engaging in activities designed by the teacher.
- Students' Learning Motivation: This indicator describes the internal and external drives that influence students' enthusiasm for learning. Motivation can be seen from their enthusiasm in attending lessons, effort in completing assignments, and willingness to improve their argumentative writing skills.
- Challenges Faced by Students: This indicator

relates to the obstacles or difficulties experienced by students during the learning process using the CLT method. These challenges may include limited vocabulary, difficulties in constructing arguments, and a lack of confidence in speaking or writing.

- Benefits of Implementing CLT: This indicator highlights the benefits that students experience after participating in learning through the CLT method. These benefits may include improved communication skills, increased self-confidence, enhanced collaboration abilities, and the development of argumentative writing skills in a more structured and logical manner.

c. Questionnaire Distribution Procedure

To collect accurate and relevant data regarding students' perceptions of the implementation of Communicative Language Teaching (CLT) in enhancing their argumentative writing competence, the researcher conducted a systematic distribution of questionnaires. The following procedure was applied:

- An orientation session with students was conducted by the researcher, which included an explanation of the research objectives, how to

complete the questionnaire, and assurance of the confidentiality of the respondents' data

- Distribution of the questionnaire in paper-based form, with students completing it independently
- Collection of the completed questionnaires after the allotted time and checking for completeness of responses
- Data processing was carried out using descriptive statistical techniques such as percentages, mean scores, and frequency distributions in order to obtain an overall picture. Students' Perceptions of the implementation of communicative language teaching (CLT) in enhancing writing argumentative competence

E. Research Instruments

A research instrument is a tool or device used by researchers to collect data from respondents or participants in order to achieve the objectives of the study. This instrument plays a crucial role in ensuring the accuracy, consistency, and reliability of the collected data. A well-designed instrument helps researchers measure what needs to be measured in a valid and objective manner. In this study, the main instrument used is a questionnaire, which may be supported by observation and documentation as secondary sources. This

instrument will measure students' perceptions of the implementation of communicative language teaching (CLT) in enhancing writing argumentative competence in eleventh-grade students of MAN 2 Bengkulu.

1. Questionnaire

In this study, a Likert-scale questionnaire or closed-ended questions was used to measure the extent to which the implementation of Communicative Language Teaching (CLT) influences students' perceptions of improving their argumentative writing skills. This instrument was designed to generate quantitative data that can be statistically analyzed, making it easier for the researcher to identify students' attitudes and experiences related to the use of CLT in English learning. The data obtained from the questionnaire provides important insights into how the implementation of CLT contributes to students' motivation, challenges, and perceived benefits. Thus, the questionnaire serves as an effective tool for collecting more in-depth information regarding the process and outcomes of argumentative writing learning through the CLT approach.

The questionnaire in this study consists of 50 statements divided into four main indicators, each containing 10–20 statements. The first indicator is Students' Classroom Engagement, which aims to measure the extent to which students actively participate in the

learning process through the implementation of Communicative Language Teaching (CLT). The second indicator is Students' Learning Motivation, which focuses on the level of students' drive and enthusiasm in learning English using the CLT approach. The third indicator is the Challenges Faced by Students in Learning through CLT, which describes the obstacles or difficulties experienced by students during the learning process. The fourth indicator is the Perceived Benefits of CLT Implementation, which assesses the advantages, additional motivation, and positive experiences students gain from participating in English learning through CLT.

Each statement in the questionnaire was constructed using a Likert scale to quantitatively measure students' responses. These questions were designed to assess key aspects such as classroom engagement, learning motivation, challenges faced, and the perceived benefits of implementing Communicative Language Teaching (CLT). Through this questionnaire, the researcher was able to obtain relevant data to observe the extent to which CLT implementation influences students' engagement and their argumentative writing skills. The complete design of the questionnaire instrument can be found in (Appendix 1).

Furthermore, the questionnaire used in this study consists of several statements developed based on a

predetermined blueprint. These statements were designed to gather in-depth information regarding students' classroom engagement, learning motivation, challenges faced, and the perceived benefits of implementing Communicative Language Teaching (CLT) in improving argumentative writing skills. Each statement was aligned with the focus of the study to ensure the validity and completeness of the data collected. The questionnaire instrument used in this research can be found in (Appendix 2).

2. Observation

Observation was employed as a supporting research instrument in this study to obtain direct and in-depth information regarding the implementation of Communicative Language Teaching (CLT) in teaching argumentative writing to twelfth-grade students at MAN 2 Bengkulu. This observation aimed to capture real classroom situations and learning processes that could not be fully represented through questionnaires alone. Through observation, the researcher was able to examine how CLT principles were applied by the teacher during instructional activities and how students responded to the learning process in a natural classroom setting.

The observation was conducted during English learning sessions in which argumentative writing materials

were taught using the CLT approach. The researcher acted as a non-participant observer, observing the teaching and learning process without interfering with classroom activities. Several important aspects were observed, including the teacher's role as a facilitator, the use of communicative activities such as group discussions, pair work, and collaborative writing, as well as the opportunities provided for students to express ideas, opinions, and arguments both orally and in written form. In addition, the observation focused on students' level of engagement, participation, interaction, and motivation during the learning process.

Furthermore, the observation also paid attention to students' responses toward CLT-based activities, such as their confidence in expressing arguments, their willingness to participate in discussions, and their ability to organize ideas logically in argumentative writing tasks. Students' difficulties, such as limited vocabulary, grammatical problems, and hesitation in communicating ideas, were also noted as part of the observation findings. These observations helped the researcher identify the challenges faced by students during the implementation of CLT.

The data obtained from the observation were used to support and validate the quantitative data collected through

questionnaires and were complemented by documentation. By combining observation with other research instruments, this study was able to present a more comprehensive and objective description of students' perceptions of the implementation of Communicative Language Teaching (CLT) in enhancing their argumentative writing competence.

3. Documentation

To collect supporting data related to the implementation of Communicative Language Teaching (CLT) in enhancing argumentative writing competence. This additional data includes English subject teaching modules, photos of questionnaire distribution, and completed questionnaire forms.

F. Data Analysis Technique

Data collected is analyzed through a systematic and structured process, including the organization, processing, and interpretation of data to produce findings that are aligned with and support the objectives and research questions of this study.

In this study, quantitative data analysis was carried out in a systematic manner by referring to the use of a 5-point Likert scale to evaluate students' responses. The instruments used were questionnaires, the results of which were tabulated, percentage-calculated, and analyzed to

obtain a comprehensive picture of students' perceptions, attitudes, engagement, motivation, challenges, and advantages or benefits.

The first step taken was converting students' answers into numerical scores. Each option on the Likert scale was assigned a specific weight: “Strongly Agree” = 5, “Agree” = 4, “Neutral” = 3, “Disagree” = 2, and “Strongly Disagree” = 1. These weights were multiplied by the number of students who chose each option, then the total was summed and averaged to obtain the final score.

To clarify the distribution of responses, the percentage of responses was calculated using the formula from Gay (2012), which is formulated as follows:

$$P = \frac{F}{N} \times 100$$

Explanation:

P : Percentage of responses

F : Number of students who selected a specific option

N : Total number of respondents

After being calculated, the processed data were organized in table form to facilitate reading and interpretation. The resulting percentages were then categorized based on the interpretation guidelines proposed by Creswell (2004), as shown below:

Table 3. 3 Interpretation Data

PERCENTAGE RANGE	INTERPRETATION
0 %	None
1-25 %	A Small Portion
26-49 %	Nearly Half
50 %	Half
51-75 %	A Large Portion
76-99 %	Almost All
100 %	All

