



PERCEPTION OF STUDENTS TO RESEARCH WRITING: BASIS FOR STRATEGIC INTERVENTION IN ENHANCING SENIOR HIGH SCHOOL RESEARCH CAPABILITY

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ABSTRACT

Practical Research has been taught at high schools today at par with college students. Certainly, high school students are new to this concept of writing a research paper. This research explored the perception of students in writing research and investigated the implication of teaching practical research to senior high school students. This is a qualitative study. The participants were senior high school students taking practical research subjects.

The findings would be the basis for appropriate strategies that enhance the research capabilities of the students. It was found that incorporating technology, an inquiry-based approach to learning, guided writing, and interactive learning are helpful in writing research papers.

Keywords: *research, practical research, 3I's, research writing, senior high school*

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INTRODUCTION

Research is a studious inquiry or examination, especially an investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws (Merriam-Webster, n.d.).

Moreover, it is an act of studying something carefully and extensively to attain deep knowledge. When done on a larger scale, the research contributed to the welfare of humanity. It can be creative, exploring, or just reassuring in nature (Prieto, N. & et.al, 2017). Hence, the research contributes to knowledge-building and problem-solving.

Furthermore, the cornerstone of knowledge and innovation is research. In the Philippines basic education environment, a "research-infused" curriculum was established in senior high school to instill a research culture among students. The Department of Education implemented the K to 12 curricula that aim in providing sufficient time for the mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

One of the noteworthy features of this curriculum is it is learner-centered, inclusive, and research-based. Subsequently, senior high school students need to undergo research writing in qualitative and quantitative. This was the result of the state mandate that the curriculum should be relevant, responsive, and research-based. Moreover, students encountered difficulties in writing research output.

Every chapter of the research becomes a burden on the part of the students. One of the challenges that students were facing in writing research is the lack of basic knowledge of the thesis (Safitri et al., 2021; Sariyanto et al., 2015 as cited in Anditasari, A. & Sitompol, S., 2022).

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This lack of basic knowledge of writing a thesis is attributed to the difficulties in defining the research objectives, data, findings, and other relevant aspects of research.

Another is related to the student's understanding of research skills. It is assumed that research skills are vital to navigating the research paths and determining the research gap. Vehviläinen (2009) attributed that students should be able to determine the research issues on their own. Another is the understanding of the composition skills of the reports, such as introduction, literature review, method, findings, and discussion (Anditasari, A. & Sitompol S.,2022).

The study conducted by Sariyanto et al., (2015) revealed that lack of writing capability, the process of consultation, and psychological factors. These are some factors that contributed to the difficulties of the students in writing research. The lack of writing capability referred to struggles in organizing the thesis components and presenting data analysis. It was mentioned by the students that there was a guidebook that deeply helped them overcome the mentioned difficulties.

The consultation process referred to understanding the lecturers' feedback and availability of time for discussion. Meanwhile, the psychological factors were related to self-esteem, anxiety, and motivation in pursuing the thesis writing.

Kheryadi (2018) explored the students' difficulties in linguistics. It was found that the students encountered challenges in identifying appropriate research gaps and elaborating on relevant previous studies. It is believed that the research gap is essential in bridging between the theoretical constructs and the issues to be found. Thus, it was difficult for students to link and synthesize the previous theoretical concepts with the new ones.

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The results of Siti Kholija Sitompul & Amira Wahyu Anditasari (2022) showed that the writing thesis barriers were the difficulties related to lack of motivation, time management challenges, students' attitudes and personalities, co-advisors' relationships, and most importantly, lack of English proficiency. Lestari (2020) mentioned that the lack of English proficiency prevented students from maintaining their thesis progress and results well.

Likewise, Safitri et al., (2021) investigated the students writing thesis challenges at English Education Department. The findings confirmed the varied challenges faced by the students. The writing thesis challenges were a lack of knowledge related to writing a scientific paper, skill in designing research methodology, and lack of resources related to the thesis's topic. The challenges could be categorized as internal and external challenges. The internal refers to the student's skills and knowledge, while the external relates to the amenities supported by the university.

The factors that students found challenging when conducting research were divided into internal and external factors based on the studies that have been provided. Internal factors are the issues that student researchers face within themselves. As opposed to external factors, which are those that are beyond the student's control.

As a result, research outputs are most of the time submitted behind schedule. This study focuses on what students can say in writing research that leads to a more specialized and in-context learning and teaching strategy considering that these students are in high school. This study also serves as the basis for appropriate strategies that enhance the research capabilities of the students.

Research Questions

The main purpose of this study is to explore the perception of students in writing research in senior high school students and on what students can say in writing research that leads to a

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more specialized and in-context learning and teaching strategy considering that these students are in high school. Specifically, this research sought to answer the following questions:

1. What do students think about writing research papers?
2. In what ways do students find research easy?
3. What aspects of the research topic do students find challenging to complete?
4. What are the students' opinions on the best way to teach conducting practical research?
5. How did students manage to complete their research?

MATERIALS AND METHODS

This chapter introduced the research design and methodology. The design is a qualitative one. It focused on the perceptions of students as student research writers. This explored the experiences of students in writing research- from conceptualization to the completion of research.

The participants were the Grade 12 students taking practical research subjects at Laperian National High School. The data-gathering method used was focus group discussions. Participants were the 10 students selected from the Grade 11 and 12, respectively.

Sampling

The participants were senior high students who are taking practical research courses. The sample comprises 10 students from grade 11 and grade 12, respectively.

Data Collection

Data were collected through a set of questions. Participants were instructed to answer the questions at the best of their ability This method brought together the participants to a group to

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answer questions in a moderated setting. The group was chosen due to predefined demographic traits, and the questions were designed to shed light on a topic of interest. A structured interview and asking optional questions were the data-gathering tool to be used.

Plan for Data Analysis

Thematic analysis was used. An inductive approach was utilized. The researcher allowed the data to determine the theme. This is applied to a set of texts like interview transcripts. Close examination of data identified common themes and patterns of meaning that came up repeatedly.

The research followed a six-step process: familiarization, coding, generating themes, reviewing themes, defining, and naming themes, and writing up. Following this process helped in avoiding confirmation bias when formulating analysis.

RESULTS AND DISCUSSION

This chapter presents the findings and the recommendation of this study.

What students think about writing research papers

The responses of the participants varied. Students' perceptions showed various aspects of tasks, situations, or experiences. Respondents no. 1, 6, and 9 stated that research writing is hard and difficult.

Difficult

Respondent No. 9 elaborately stated that:

"As a student, writing a research paper is very difficult because base on my own experience in writing research paper ay nangangailangan ito ng

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sapat na kaalaman kung paano ito dapat gawin at gumagamit din ito nga English language which is nahahirapan akong mubuo ng isang ideya”.

The respondent said that in research writing, one needed enough knowledge in how to do it and must be proficient in English. Research writing indicates that this task isn't easy to complete since it required effort and basic English skill.

Challenge and Interest

Moreover, other respondents stated that research writing is challenging and interesting. Then, they noted that it helps in enhancing one's knowledge of English vocabulary, in developing improving reading skills, and best way in gaining information and knowledge.

Respondent No. 2 stated that research writing was challenging and interesting because a lot of information could be found and known in writing a research paper. Respondent No. 3 also answered that writing a research paper helped enhance his own knowledge in improving his English vocabulary.

Respondent No. 4 stated that research writing helped in developing or improving one's reading skills.

“Writing research paper will help you develop or improve your reading skills. It helps you in developing reading for critical evaluation not just for the purpose of knowledge. It helps you develop reasoning skills as you read any article or book to collect sources for your research paper.”

Respondent No. 7 also added that research is very challenging.

“We as a student thinks that Research Paper is not easy as we think, it is very challenging to us as a student because you need to focus what

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would be the best meaningful subject and a study participant, you need a lot of time to think and plan to do the research to prove and defend our findings.”

Respondent No. 10 stated that research is the best way to gain knowledge and have stock knowledge about research.

“Most students think about writing research paper is just a waste of time because they said that it cannot help once they got a work to do but little they did not know that writing research paper is the best way for them to gain knowledge and information in early time and with that they have stock knowledge about research.”

Respondents No. 5 and 8 stated that for them writing research paper meant conducting a study, and by doing so, students would think about the goal of the research.

Ways students find research easy

The respondents shed some light on ways they found the research easy. They found research easy by studying their lesson and following the step-by-step process, and when they understand the flow of the topic. These responses were categorized into study approach, methodical learning, and understanding and mastery. The respondents stated the following:

Study Approach

R1: “When they study their lesson”

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Research is easy when students reviewed and understood the material that has been taught. Study approach is about grasping the key concepts, theories, and information presented in a research lesson.

Methodical Learning

R2: "By following the step by step process makes it easy."

Research is easy when it is approached in a structured and organized manner. Through following a step-by-step process where complex topics are broken down into manageable parts, making it easier to grasp and retain the information.

Understanding and Mastery

R5: "If they really understand the flow of their topic."

Understanding the flow of a topic means knowing how different concepts and ideas are linked and build upon each other. Understanding and mastery involved recognizing the logical progression and interrelationships within the subject matter. Research writing is easy when students have the grasp of the topic and master the process.

Technology

Other respondents stated that they found research easy when they were connected to the internet, and can search for more relevant information about their study.

The responses were presented below:

R6: "Commonly students find easy research by the help of internet."

R8: "through Google..."

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R10: "They search it in Google seeking for facts nothing but only a facts and in this way it can help them to understand and to for them to get deeper about their research."

Research Process

It was also added that research writing was easy when the researcher didn't rely only to one source.

R7: "I think in doing research it makes you feel easy if you don't only rely on just one source you need to read a relevant source to support the study and explore more to verify your data."

On the other end, students found research easy in recruiting and conducting interviews as these were mentioned by Respondents No. 3 & 4.

R3: "As they do their interviews on their chosen participants."

R4: "Recruiting research participants (or collecting samples)"

However, one respondent said that research wasn't easy to students who struggled to arrange ideas and organize them into paragraphs. All of these responses fell within the realm of research methodology that encompassed the technique, process, and strategies used to collect and analyze data for the purpose of generating new insights.

Writing Capability

R9: "I think there's no way that students find that research is easy because research paper is very difficult especially in students like me that not good enough for arranging thoughts and make it as a paragraph."

Research is easy when students are equipped with the skills in writing. Writing skills include the organization of ideas and putting it into a coherent and organized body of idea.

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Aspects of the research topic students find challenging to complete

The respondents gave which aspects of the research topic they found challenging to complete. The research paper comprised five chapters that are from Chapter 1 to Chapter 5.

Most of the students found that Chapter 3 was the most challenging aspect to complete. Chapter 3 encapsulated the research design, research methods, sampling, data gathering procedure, and analysis of data.

The following were the responses.

R4: "The aspects of the research topic do students find challenging to complete is the chapter 3 or methodology in this aspect it's more challenging you need to complete your respondents and make an interview therefore you can get a data from your respondents about your research paper."

R7: "The aspects of the research that the students find challenging is by collecting samples or choosing participants because some of the students that we might choose is not serious in answering a questionnaire."

R8: "Recruiting research participants or collecting samples"

The next they found challenging to complete was Chapter 4 entitled Presentation, Discussion, and Analysis of Data.

R9: "So, As I understand the research topic that student's find challenging to complete is the perception of students in our topic because they have different reason and understanding about it and it is hard to code and theme it."

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R10: "Evaluation and Analysis this aspect can make your research successful or not."

Then, Chapter 1, or the Introduction where respondents were having a hard time writing this part.

R6: "...challenging to students to complete are finding or gathering different information."

R3: "Introduction cause u need to write what's inside of your research."

Students' opinions on the best way to teach conducting practical research

The respondents shared their opinion on the best way to teach practical research. They were looking into guided writing and instruction, consultation process and feedbacking, and inquiry-based approach. These were the opinions of the respondents.

Inquiry-based approach

R1: "Be practical...."

R5: "...best way to teach conducting practical research is that it can help improve students' capacity to learn and be knowledgeable enough on what is happening in their surroundings."

Guided writing and instruction

R2: "Should discuss properly the flow and the steps in conducting a practical research"

R3: "Guide them slowly as they move to each topic"

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R4: "The opinions or the best way to teach conducting practical research are [to] develop topic..."

R6: "Our opinion on the best way to teach conducting practical research is must be informative and detailed."

R8: "To teach research skills"

R9: "...the best way of teaching the practical research is it is best that it's explain step by step so we researchers and learners understand it hardly."

R10: "... prepares the mind for the better understanding of concepts and theories."

Consultation process and feedbacking

R7: "...the teacher, should take into stride the personal growth of the students."

How students manage to complete their research

Students managed to complete their research through time management, teacher support and assistance, self-efficacy, and collaborative effort.

Time Management

R2: "By managing their time and follow the steps on making the research paper to make it successfully completed."

R4: "The students complete their research through manage their time and the way of their knowledge and skills they can complete their research."

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R7: "The student manages in completing the research through time management, effectively enables students to become more confident, and organized, and learn more efficiently We should also avoid postponing in completing them and lastly we should Practice self-discipline."

Teacher Support and Assistance

R3: "By continuing and guiding them till they finish it."

Self-Efficacy

R1: "By being patient and by collecting [that] information that they need it."

R5: "Through being determined enough to it and the knowing the purpose it brings.

R6: "Students manage it by doing their best to it fully detailed and right information and giving time and effort."

R9: "As I also the researcher I manage it by focusing my topic and the main goal of my research so I finished it, I can't say that it is good but the important is I do my best and that is."

R10: "Set priorities. Once the teacher tasks the students to do their research the students will prioritize their work for them to be prepared once the schedule is about to end."

Collaboration

R8: "Work as a team"

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The respondents were asked about their perceptions of writing research papers. They responded that it was hard and difficult. This suggests that research writing is a task the students found difficult since they needed to exert more effort to complete it. The result suggests that the students were having a hard time putting together their write-ups similar to the study of Sariyanto et. al. (2015). This also implies students have little knowledge of writing their research. They also lack the skill of writing in English. This is similar to the study of Andisatari, A. & Sitompol, S. (2022).

This suggests that teaching practical research to senior high school students should be carefully thought out and planned so as not to find the subject difficult for them. This implies that students struggle in writing research papers. They aren't fully equipped with the knowledge in the how-to-do-research. And this implies that they needed support from the teacher.

However, another response was that practical research writing was interesting and challenging. This suggests that practical research gets the attention of the students. They understand the basic idea of research. Evidently, they responded that they will conduct a study in the first place. This implies that students are aware of the benefits brought to them. It suggests that they were learning as they progressed to the completion of their research study. It also implies that students have the big picture of the expectation of the subject matter at the end of the semester.

The students were asked in what ways they find research easy. They responded that the research was easy through studying their lesson, following the step-by-step process, and when understanding the flow of their research topic. These findings suggest that students need assistance and technical support. This support depends on the needs- internet connectivity, proofreading of the manuscript, consultation, and others. The responses imply that students have identified the ways to make the task easy.

The respondents answered that the aspects of research that they found challenging to complete are Chapter 3 as the most challenging, then Chapter 4, and lastly, Chapter 1. This

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implies that students need assistance in these chapters of the research report. And then, this also implies that students don't fully grasp the idea of these topics. They don't understand the key concepts. And of that, they struggled in writing these topics.

And they were asked their opinion on the best way to teach practical research. They responded that it is through guided writing and instruction, consultation process and feedbacking, and inquiry-based approach. These responses imply that students have their own idea about learning practical research on their end. This suggests that they were thinking about their journey in writing research, and reflected on the ways.

Lastly, students were asked how did they manage to complete their research. Students managed to complete their research through time management, teacher support and assistance, self-efficacy, and collaborative effort. These responses imply that students can and are able to accomplish a research study with guidance and assistance.

CONCLUSION

Based on the findings, research writing task is difficult to the senior high school students. Students are required to have research skills, English proficiency, and a repertoire of knowledge to begin with the draft of the research.

On the other hand, the task is challenging and interesting. Students noted that they were challenged in completing their study. It is also interesting since it helped them to enhance and develop and improve their vocabulary, and reading skills. And it is added that writing a research paper is the best way to gain knowledge and information.

Research writing is easy when students study, understand and master the concepts and theories of research, aid with technology, familiarize of the research process, capable of organizing ideas, and follow the step-to-step process in research.

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Students don't master all the aspects of a research paper. They have difficulties in one or two aspects in a particular chapter. It was noted that Chapters 1, 3, and 4 are the parts of the research paper they found hard to complete.

Further, the best way to teach research to students are through inquiry-based, guided-instruction, and consultation and feedbacking. Students have the choice to choose their own topic so as for them to be knowledgeable enough on the happenings to their surroundings. It was also mentioned that students wanted the lesson to be properly discussed the flow of conducting research, and they wanted to be guided in the process of writing the research. They wanted also to be monitored the growth and progress of their work.

Considering the management of time, teacher support and assistance, self-efficacy, and collaboration are the highlighted ways to task completion. It was mentioned that students completed their research by managing their time and avoiding postponing the completion of the writing of the research. Moreover, self-efficacy means the belief into a certain individual on his own ability to successfully perform research tasks, overcome challenges, and achieve desired research outcomes. Based on the responses, self-efficacy played a role in the motivation, persistence and overall performance of the students. Students were patient in collecting information, determined, focused on the topic for it to be finished, and setting priorities, and they exerted time and effort. Collaboration is another way identified by the students to task completion. It was noted that teamwork worked.

The results of this study implies that students need to be assisted, guided, coached and monitored along the process of writing the research paper. Also, it implies to sustain the high level of self-efficacy of the students for them able to complete the task. Indeed, this study is a basis for strategies as an intervention in teaching practical research to senior high school students.

The succeeding paragraph are the recommendations based on the findings.

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Students need to be assisted and guided in writing research. Students are aware that they are going to conduct a study on this particular subject. It is noted that they have shared that this subject is hard and difficult since this required much from them.

Moreover, students also share that this subject is challenging and interesting. Thus, it is recommended to give tasks that are both challenging and interesting, indicating both testing students' abilities and engaging curiosity. It is advised to let students choose their own topic or research area.

Teaching research at par with college students is challenging and complicated considering the level of cognitive ability of high school students. Teachers should make the lesson simpler, understandable, and easy to follow. Students must be guided along the process. Give ample notes and examples so the students have something to study with. Teachers should give opportunities to utilize technology and the internet. They should also enhance the research skill of the students. Moreover, they should assist students in recruiting and conducting interviews. Lastly, teachers should provide hands-on activities in writing skills and capability.

Teachers should guide students in areas where they find difficult. A worksheet or sample entry of a particular area should be given as an example for easy understanding in solving and helping students in one writing and completing the chapters of the research paper.

The ways to teach practical research as mentioned by the students are through an inquiry-based approach, guided writing and instruction, consultation process, and feedback. Teachers should make the lesson practical, discuss properly the flow and the steps in conducting practical research, and the lesson should be informative and detailed.

In managing the completion of research, teachers should be considerate to the time. Teachers should set a due date or schedule of submission per chapter so they could manage their time well. They should support and offer assistance to them before, during, and after the conduct of the study. They should group students to make this subject a collaborative effort. Teachers should show enthusiasm to boost the students' will to finish the study.

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