

**“STUDENTS' ENGLISH WRITING STRATEGIES IN GENERATING
IDEAS FOR WRITING THE BACKGROUND THESIS “**

THESIS

This thesis is submitted to fulfill the requirement for ‘Sarjana’ degree in English
Language Education



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**ENGLISH STUDY PROGRAM
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Kepada

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Assalamu 'alaikum Wr. Wb

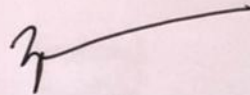
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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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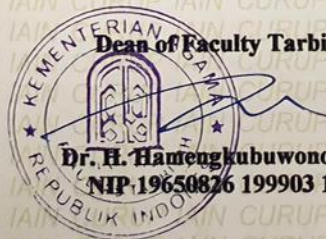
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **Students' English Writing Strategies In Generating Ideas For Writing The Background Thesis**. This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, August 2022

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu 'alikum Wr. Wb

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, the researcher would like to express she appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup.
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8. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
9. My father, my mother and my grandmother who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup, August 2022

Writer



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MOTTO

**“Jangan engkau bersedih,
sesungguhnya Allah bersama kita.”**

– QS. At Taubah 40

**“It’s an impossibility to be perfect but it’s
possible to do the best.”**

_ *writer*

DEDICATION

The thesis dedicates to:

- ❖ My dearest and beloved family who always support, my father and mother who always supports me in all conditions, and always strengthens me when I give up. I dedicate this thesis to my father and mother.
- ❖ My beloved sister Diana pratiwi and my beloved niece Arsyila who always give me support and motivation.
- ❖ Dr, Eka Apriani, M.Pd as my advisor in writing this thesis, by providing time, corrections, suggestions and support and motivation in completing this final project with good results.
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- ❖ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
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- ❖ All of the people around me that I can't mention entirely.
- ❖ The Last Thank You to MY SELF.

ABSTRACT

Dita Alwaasi , 2022 : “Students’ English Writing Strategies In Generating Ideas For Writing Background Thesis (A Descriptive Qualitative Research In English Study Program Of Iain Curup)”.

Advisor : **Dr. Eka Apriani, M.Pd**

Co-advisor : **Sarwo Edy, M.Pd**

This research was focused on the Student’ Strategies in generating Writing Thesis in IAINCURUP. This research objectives were to find out the students’ strategies in generating idea for writing background thesis in generating idea for writing thesis. This research is a descriptive research which is presented in qualitative way. Subject of the research 25 students on 2017 academic year of English Study Program at IAIN Curup who finished their thesis on time. Then, researcher did interview with respondent to get the data. From the interview only 20 students answer the interview . The techniques for collecting data was interview and document analysis In analysis of data, the steps were: data managing, reading/memoing, data classifying, description and interpreting. The result showed: The first, students strategies in generating idea for writing thesis already good because the students of study program on 2017 academic years who finished their thesis on time had been implemented and used some strategies in generating idea for writing thesis as cited by Andrew P johnson suggested there were some strategies to write good background thesis for example: Most research begins with a power write, brain storming and group, outlining.

Key word : Students Strategies, Writing background Thesis

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CHAPTER I

INTRODUCTION

A. Background of the research

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader. Writing is when the students learned to write by putting their ideas on paper, write about things they are interested in, and get feedback on their ideas from students and other teachers.¹ Means that the writing students can show their ideas and what they want to write on paper.

In writing, there are some types of writing that are Essay writing, Creative writing, and Academic writing. In this study the researcher focus on Academic writing. Academic writing is the kind of writing used in high school and college classes.² Common type of academic writing is, essay, research paper, thesis/dissertation, and research proposal.³ Writing academic purpose at the University of Pittsburgh, aims to help students master writing competence the same as the original narrative, ideas in the form of reports, research results, articles, and papers.⁴ The researcher could conclude that academic writing is kind of writing which used in collage during arranging the final paper for finishing their study.

¹ Johnson, Andrew P., Teaching Reading and Writing, (USA, Rowman & Littlefield Education, 2008), pg.09

² Alice oshima,ahn hougue, introduction to academic writing,pearson education,2007, pg.03

³ Stephen bailey, academic writing, routledge, 2015, pg.04

⁴ Solikhah, Imroatu. 2014. Teaching Materials for Writing for Academic Purposes Based on Self Motivated Learning. Constructivism. 6 111-126.

Usually academic writing has some types are essay, research paper, thesis, research proposal, and literature review. In this research the researcher gave focus on writing academic thesis.

Accordingly, academic thesis is the step in research a thesis or major project. Its intent is to convince a supervisor or academic committee that your topic and approach are sound. A research Thesis is a scientific writing as a part of compulsory requirements to obtain bachelor degree. Students are strongly recommended to consult frequently with their supervisors during the thesis writing regarding to the depth of investigation, analyses, and the style of writing.⁵

According to Caterina, thesis is a typed manuscript, usually 100 to 400 pages in length, where students discuss specific issues in their chosen field.⁶ This means that students Thesis is a research paper typed by the student, usually long pages containing explanations and results from research, where students discuss specific issues in their chosen area of research. Process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing.⁷ From this process, the first and thing for writers is to start getting topics for their papers writers need to go through several processes to find ideas, especially generating ideas.

⁵ Syed M sajad, Basic Guidelines for Research, An Introductory Approach for All Disciplines pg.468-489

⁶ Caterina Mongiat Farina and Geoff Farina how to write a thesis pg 1

⁷ Hedge, Stages involved in process writing 2005 pg 51

Generating ideas is the systematic process of creating and capturing ideas in accordance with the requirements set by the organization, and it includes elements related to creativity and details of the organizational structure to support the process.⁸ So, the process of generating ideas is by being structured and supported by our creativity and thinking. In building ideas, a writer must have good quality in ideas. The quality for the ideas generated is usually given through evaluation by the research assistant. For example, in ideas were assessed by a research assistant and a second assistant was used to verify their reliability.⁹

According to Elliott quality is something that is different for different people and depends on time and place or is said to be in accordance with the purpose.¹⁰ Quality means that it varies according to one person and his opinion may be that according to one person the quality of the book is good but according to another it is not good, so quality has different meanings and is in accordance with the goals of each person. So a good idea is usually through a process of evaluation or examination of a person or researcher.

In writing the background, the students should fulfill some components criteria in composing the research background writing. The research background writing can lead the readers to follow along the research (where the project was done, give the evidence and the

⁸ Alex Gabriel, davy monticolo, Thinking Skills and Creativity, 2016, 21

⁹ DIEHL, M., and W. STROEBE "Productivity Loss in Idea-Generating Groups 1987, 497-509

¹⁰ Karangirotra, christianterwiesch, ide generation and quality, 2009

background details).¹¹In general, it is believed that the idea generation method is an important source of encouragement for people.¹² The background has to provide the context of the study. It has to talk about the broader research area, what the current literature says about the research area, what are some of the gaps in existing studies, and how this led to the gap or need you intend to examine in your study.

According to Anabela, generating idea is approach which can help students to predict the type of information they will encounter and will help them interpret the text, as readers will only have to concentrate on what they do not know.¹³ It means that students need to generate their imagination to find certain ideas before they actually write. During thesis writing, generating ideas is the main topic in writing thesis, because from these generating ideas the author can clearly describe what is meant by a research.

Good research starts with a good idea, the idea will help you define the problem that needs to be addressed and formulate a research question. A well-crafted research question can help you to design a study properly so as to arrive at a precise conclusion.¹⁴ Based on the preliminary study conducted after making observations, the research during the thesis on English Study Program it could be seen, that there

¹¹ Titik susanti, Albert rufinus, An analysis on the students research background writing 2009

¹² John W. Satzinger, Monica J The Effects of Group Memory on Individual Idea Generation Volume 1999 p143

¹³ Anabela Reis Alves, Process Writing (Birmingham : The University of Birmingham, 2009), 6.

¹⁴ Pakistan Oral & Dental Journal Vol 28, No. 1

some students who get good results on range 80-90, because of that researchers want to research the strategies in generating their writing background thesis ideas and why the researcher chose English Study Program IAIN Curup because the English Study Program IAIN Curup major is already accredited A. the researcher want to know how English Study Program students strategies are in building good generating idea in writing background thesis and this research focuses on thesis data in English Study Program. Therefore, the researcher chose the title **“TBI Students' English Writing Strategies in Generating Ideas for Writing the Background Thesis”**.

B. Research Questions

Based on the theory and the phenomenon behind the researcher, the researcher explains that there are two problems to be studied in that these problems are formulated in the following questions:

1. What are TBI students English writing strategies in writing the background thesis?
2. Why are TBI students English choose the strategies in the generating idea for the writing background thesis ?

C. Objective of The Research

Based on the background and the formulation of research problems above, the purpose of the study can be formulated as follows:

1. This research is to know about students strategies in generating idea to write their background thesis.
2. This research is to know about lecture respond to the result about their generating idea in writing background thesis.

D. Delimitations of The Research

The limitations of the study are limited in the study focused on finding out the strategy in generating idea by students when they wrote their background of thesis.

E. Significance of The Research

Basically, there are three types of significant research: Theoretical Significance, Practical Significance, and Pedagogical Significance The significance is as follows:

- a. Theoretical significance.

The results of this study will enrich the theory and findings of previous research on language skills, especially writing and strategies for generating ideas in the writing process.

- b. Practical significance.

The findings of this study will provide benefits for English lecturers in teaching writing and efforts to generate learning and teaching writing

c. Pedagogical significance.

The findings of this study will also provide benefits for further research and development efforts as a reference and empirical evidence. The three types of research significance, researchers conduct research in order to provide benefits for students and English teachers:

a. For Students

To find out the difficulty of generating ideas in the writing process. Researchers try to find ways or strategies in completing the writing.

b. For English Lecturers

Researchers want to know how the results of the quality of ideas from students who have worked on the thesis and how according to their supervisors, but also lecturers as educators who will contribute more to students' understanding and mastery. Giving is an alternative strategy to make it easier and more effective to generate students' writing ideas in writing class.

F. Definitions of Key Terms

1. Academic writing

Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise.¹⁵ Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice

2. Writing Strategies

Writing strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence

3. Writing quality

Writing the importance of giving feedback on students' writing is equal to the importance of doing revisions and/or editing in the writing process. Feedback given is as a source of information about the students' strengths and weaknesses on their writing to do improvement. Feedback is information that is given to the learner with the objective of improving the performance

¹⁵ Hartley, James. Academic writing and publishing: A practical guide, New York: Routledge, 2008

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Johnson state that writing is when, children learn to write by putting their ideas on paper, writing about things that they are interested in, and getting responses to their ideas from other students and teachers.¹⁶ It's Mean that with writing students can show their ideas and what they want to write on paper to other students and lecturers.

In academic writing students need certain skills as explained by Hogue, these skills include sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph), and, of course, grammar and punctuation.¹⁷ In academic writing students are required to write in a more formal format by using sentence structure, organization, grammar and punctuation to make a good writing.

2. Academic writing

Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person

¹⁶ Johnson, Andrew P., Teaching Reading and Writing, (USA, Rowman & Littlefield Education, 2008), pg.09

¹⁷ Hogue, Ann, First steps in Academic Writing second edition, (USA, Pearson Education, 2008), pg.02

perspective (usually), a clear focus on the research problem under investigation, and precise word choice. Like specialist languages adopted in other professions, such as, law or medicine, academic writing is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts.¹⁸ Academic writing is, essentially, the writing writer have to do for the university courses.

The instructors may have different names for academic writing assignments (essay, paper, research paper (thesis and Dissertation), term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles.' In an academic writing assignment, writer will start by asking a good question, then find and analyze answers to it, and choose the own best answer(s) to discuss in the paper. The paper will share the thoughts and findings and justify the answer with logic and evidence. So the goal of academic writing is not to show off everything that writer know about the topic, but rather to show that writer understand and can think critically about the topic (and this is what earns writer a good grade). Plus, writer will generate skills in researching, evaluating information, organizing, arguing, ponding to others' arguments, analyzing, and expressing the self clearly in writing (in English too). These skills, by the way, are all valued by employers. And

¹⁸ Hartley,James. Academic writing and publishing: A partical guide, new york: Routledge, 2008

type of academic writing is, Essay, Research paper, Thesis/dissertation, Research proposal, Literature review.

3. Writing thesis

Thesis is the important thing for students' before they want to do research and writing thesis. A research thesis is a document written by a researcher that provides a detailed description of the proposed program. It is like an outline of the entire research process that gives a reader a summary of the information discussed in a project. Thesis is a research plan, initiated and developed before the research actually begins. This means that students have a plan before doing research, when students make plans for research students must be able to go through the writing process.¹⁹

4. Process Writing

Process writing is considered as a dynamic system in that diverse cognitive factors are influential with special consideration given to working memory.²⁰ It may be a more effective method of teaching writing as it helps students to focus on the process of creating text through various stages of generating ideas, drafting, revising and editing. Generating ideas is in the part of process writing, then in process writing it's impossible to work without generating ideas. It means that generating ideas is one of the important parts in process writing.

¹⁹ John W Creswell, Educational research 2012 ,268

²⁰ Nathan L Merthens, Writing Processes Tools and Techniques (New York : Nova Science Publisher Inc, 2010), 130

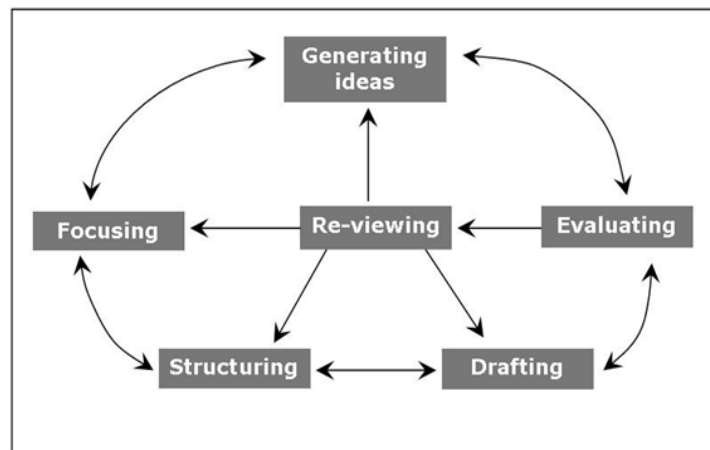


Figure 2.1 Structure of writing process²¹

In the figure demonstrate the complex and recursive nature of writing and the interaction between the different operations which may occur simultaneously.²² From the figure we know that when the writer think during write there are some part of process the first part is generating ideas, during this process the writer force to thinking what they thought and then write in the form of sentences, after that the writer must pass process such as focusing, structuring and the writing draft. The final process is revising and redrafting the paper. Based on structure of writing model by Flower and Hayes (See figure 2.1 structure of writing model). There are three parts of writing processes, they are planning, translating and reviewing. The planning also consists of three parts that are generating, organizing and goal setting.

First Planning: Generating. The function of generating is process is to retrieve information relevant to the writing task from long term

²¹ White, R, et.al., Process Writing (Longman: London and Newyork,1991), 11.

memory.²³ Next is Planning: Organizing. The function of organizing process is to select the most useful of the materials retrieved by generating process and to organize them into a writing plan. And the last is Planning: Goal setting. Some of the materials retrieved by the generating process are not topics to be written about but rather are criteria by which to judge the text.²⁴

The second part of writing process is translating. The function of translating process is to take material from memory under the guidance of the writing plan and to transform it into acceptable written English sentences.²⁵ The third part of writing process is reviewing, the function of reviewing process is to improve the quality of the written text.²⁶

5. Generating Ideas

Generating ideas is the first activity in writing finding topic and something to say about the most challenging and least predictable which is filled with examples, questions, checklist, and visual designed to triggered ideas.²⁷ Generating ideas is the skill of adding to, extending or connecting given ideas by tapping into prior knowledge or gathered information.²⁸ Generating ideas is the systematic process of creating and capturing ideas in accordance with the requirements set by the

²³ Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing* (New Jersey : Lawrence Erlbaum Associates Inc, 1980) ,13

²⁴ Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing*,14

²⁵ Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing*,15

²⁶ Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing*,17

²⁷ X.J Kennedy et.al., *The Bedford Guide for College Writers* (Boston : Bedford/St Martins, 2011),6 7.

²⁸ M. Zaini Miftah, "Mind mapping: the way to generate and organize ideas". *Anterior journal*. Edisi khusus, october 2011, 84

organization, and it includes elements related to creativity and details of the organizational structure to support the process.²⁹ So, the process of generating ideas is by being structured and supported by our creativity and thinking. In building ideas, a writer must have good quality in ideas.

6. How to generate idea

The importance of planning:

Research has shown that experienced writers plan extensively. Initially, planning may involve simply generating ideas and exploring the relationships between them schematically, as in the diagram to the right. At a more advance stage of the planning process, a chapter outlines of the thesis or dissertation will be necessary. This will become more detailed as you work on your study.

Getting started: Many writers suffer from ‘writers’ block’; they find it difficult to get started. One way of overcoming this is to give yourself a short period of time (say four minutes), and without stopping, write whatever comes into your mind about the topic. The important thing to do is to keep writing, or if you are using a keyboard, to keep typing. Don’t worry about spelling of grammar – just keep producing words. **Keep a notebook:** When we are writing up a major piece of work, many ideas and insights come to us when we are not actually writing. Often, some of the most insightful ideas emerge when we are in a non-focused cognitive state, such as when

²⁹ Alex Gabriel, davy monticolo, Thinking Skills and Creativity, 2016, 21

we are walking, running or swimming. Unless you can capture these ideas soon after they come to you, they may be lost. A small notebook and a pen is probably the best way to capture these thoughts before they disappear. **Read your own writing:** Read what you have written back to yourself, out loud if necessary, and ask yourself: i) do I understand what I have written? ii) does it sound natural? Reading your text out loud is actually the best way of checking this. If what you have written doesn't sound right to you when you do this, it is probably badly written. One famous French writer (Gustav Flaubert) used to shout out his manuscripts before sending them off to be published. He claimed that bad writing never passed this simple test.

Talk about your writing: Writing is a very solitary activity and we tend not to talk about it to others. This is quite strange given that we spend so many hours on this activity. Asking another person to read some of what you have written and to give feedback can be a very useful experience; particularly if the feedback is reciprocal and both of you receive constructive criticism. It is worth bearing in mind that academic writers often receive their papers back from journal editors or publishers asking them to make changes. You might also consider forming a group of writers like yourself. Together you can read each other's writing and share the feedback.³⁰

³⁰ John morley, "Academic pharasebank" hal 72-73

7. Strategies

Writing Strategies

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. The strategies is 1). Power write. Here students write continuously for one to three minutes (a shorter duration for younger students, longer for older students).

2). Brainstorm and group. With this prewriting skill you start with a writing topic, then simply list as many related things as you can. This is different from the power write in that you simply list a series of words to hold the idea. In power writing you record the idea and write sentences or parts of sentences. 3). Outlining. Start with the writing topic, then look for two to four main ideas related to the topic. Most writers discover that finding supporting details for each of the main ideas becomes much easier once the flexible outline has been written³¹

8. Quality in generating idea

In writing the background, the students should fulfill some criteria in composing the research background writing. The research background writing can lead the readers to follow along the research . In accomplishing the research background writing, the students should manage some criteria like : the background should : (1) clearly identify the subject area of interest, research interests come mainly from the researcher's curiosity. (2) establish context by providing a

³¹ Andrew p Johnson” teaching reading and writing” hal 198-202

brief and balanced review of the pertinent published literature that is available on the subject, the key is to summarize for the reader what is known about the specific research problem before you did your analysis.³² (3) clearly state the hypothesis that you investigated, a hypothesis is a statement of the researcher's expectation or prediction about relationship among study variables based upon observation or experience.³³ Moreover, the good background would catch the interest of the audiences to read deeply inside.³⁴

The qualified thesis depends on the background as the part of the beginning of the writing in thesis. It may engage in relation to the requirements of writing journals articles. with this it can be seen from the table below the importance and benefits of a properly designed and validated rubric tailored to the program and course objectives to help students improve their draft dissertation or thesis is considered a mandatory course, and forms part of the core requirements for graduation at the undergraduate level a rubric is a measurement tool that describes criteria used to compare and measure performance, behavior, or products. Basically this rubric serves as an assessment guide to evaluate the quality of student research. Reddy & Andrade. , 2010; University of Hawai'i at Manoa, 2017) about its

³² Freedman, Leora and Jerry Plotnick. Introductions and Conclusions. University College Writing Centre. University of Toronto; Introduction. The Structure, Format, Content, and Style of a Journal-Style Scientific Paper

³³ Anupama.K Dayanand “Hypothesis Types and Research” vol 4 2018

³⁴ Titik susanti, Albert rufinus, Gatot sutapa “ An analysis on the students’3 research background writing 2014

important role and benefits The rubric provides a general framework and criteria for performance appraisal.

1. Rubrics provide a standard of transparency and objectivity for all students in the course where students understand their learning targets and the quality standards of assignments.
2. Use of rubrics facilitates efficient inspection (and control) of complex products or behaviors. The use of rubrics provides guidance for students in making reliable judgments about the specific strengths of their assignments and the aspects they need to revise and improve, resulting in in-depth learning, better self-regulation, and improved grades.
 - a. Trained and novice raters/examiners/reviewers apply the same criteria and standards so as to ensure consistency and fairness in the assessment.³⁵
 - b. Based on the assessment criteria of the research dissertation report and the essential elements of effective academic writing, this rubric assesses its effectiveness in helping students' writing by comparing writing using the rubric below. We also place our investigations based on the perceptions and reflections of supervisors and supervisors. We adopt an action research methodology that incorporates multiple implementation cycles because it is we who conduct and benefit from the research.

³⁵ Nurliya bukhari “ assessment rubric for research report writing” 2021

Writing is the last of the four language skills to be addressed and judged for its reproduction of the model response. Such in expressing ideas, the writing enable the students to communicate their knowledge and understanding in virtually any context, So if the above criteria have been met by the students, it can be said that the quality of generating ideas for students when writing a background thesis is said to be quite good.

B. Previous study

There are some several studies related with students problem in generating ideas to write thesis proposal such as article from Lestari Setyowati, Sony Kurniawan and Mohamad Anan Latief with title “Solving the students problems in writing argumentative essay through the provision and planning” This research is focus to give suggestion to improve students’ writing skill and problem in writing. The subject of this research is the fourth semester students taking essay writing class. This research is using classroom action research design. The students’ compositions were measured by using primary trait scoring rubric for argumentative essay.³⁶ The result shows that the provision of planning is effective to improve the students’ performance in writing argumentative essay. The similarity between their research and my research is talk about generating ideas to write background thesis. These finding however do not clearly illustrate about generating idea in writing also their research concern on planning format to improve students’ writing argumentative essay. Meanwhile, in my research concern on how to build the good quality of generating ideas in writing background thesis.

The second research from journal from scarlet Sary Eka Wahyuni and Nina Inayati, the Problems of Generating Ideas Faced by English Language Students in Research Proposal Writing The focus is find out students’ problems in generating ideas in writing the research thesis. The subject of the research is seventh semester students who were in their initial phase of drafting research proposal for their final projects. This research use descriptive quantitative method Data analysis show that the problems range from the topic development, theoretical frameworks identification,

³⁶ Lestari Setyowati, et.al., “ Solving the students problem in writing argumentative essay through the provision of planning” A journal of culture , English language , teaching and literature. Vol.17 no. 1 July 2017, 87.

relevant theory search, trusted sources evaluation, research ideas and relevant theory connection, as well as problems and theory assessment. Some pedagogical implications in light of the findings are discussed following the presentation of the results of the study, such as the importance to provide constructive feedback in a timely manner, and discussing ways to evaluate quality resources. Meanwhile my research concern on How to build the good quality of generating ideas in writing background thesis

The third previous research from Fei Wei Cheng with title “Finding reasons for ESL/EFL argumentative writing” this study also focus on problem in beginning of writing but more concern on generating strong reason in argumentative writing. This research is investigated the effectiveness of one heuristics based on classical rhetoric, states theory for helping EFL novice writers to develop persuasive reasons in composing argumentative essays. The subject of this research is 18 English major freshmen of 18-19 years old. She used qualitative method on her research. This research used the primary data which is consisting of pre or post essays and students responses to an evaluation questionnaire on this heuristics. The result of this study is EFL freshmen can, in appropriate learning context, demonstrate considerable progress in formulated reason. This study also similar with my study, which is also talk ideas but she is focus on background culture and also this study focus to help students generate important to develop their arguments based on the western classical rhetorical theory. Meanwhile my study focus on How to build the good quality of generating ideas in writing background thesis.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

In this research, the researcher employed a qualitative research that was designed by use descriptive method. Qualitative research is kind of research which does not consist of any calculating or numbering.³⁷ It means that the data of qualitative research in the written or oral words form. Moreover, descriptive research means collecting data with the attention of answering questions about the opinions of people regarding the issues.

It indicates that descriptive research is one of way of research by describing and interpreting subject with reality.³⁸ So that, qualitative research is a research that aims to investigate, find, describe, and explain phenomena about what is experienced by the research subject by being explained in the form of words and argumentation.

Interview and document analysis methods are suitable for obtaining information from students regarding strategies and quality in generating ideas. These methods are considered appropriate for retrieving student information because the data will be presented in the form of written or spoken words. By using this descriptive qualitative research, the researcher looked at the phenomena that occurred in English students in the English Study Program. In this case, the researcher focuses on the strategy and quality of generating idea background of their thesis.

³⁷ Susilowati, Qoirina, *A Descriptive Study of Speaking Activities in English Conversation club at SMA N 1 Sragen*, IAIN Surakarta, Islamic Education and Teacher Training Faculty, 2017

³⁸ Pebrianti, Dian, *An Analysis of Factor Influencing Students' English Speaking Skill*, IAIN Curup, English Study Program, 2019

B. Subject of the Research

The subjects of this research are all students who have completed their study in English Tadris Study Program at IAIN Curup. The researcher took the subject by using purposive sampling. Purposive sampling is one of the most common sampling techniques which the participants are selected depending on the criteria relevant to research question³⁹. It means the researcher took the sample based on the considerations that related to the aim of the research.

The number of students from the graduated 2017 in this year has 60 students and there are 25 people who have completed their thesis, Because of that the researcher want to know how 25 students are build the generating idea of their background research. The researcher conducted an interview with respondents to obtain data. After filling out the interview, the researcher conducted a document analysis to strengthen the data.

C. Data Collection Technique

In collecting data, researchers used interview and document analysis as data collection techniques. According to Cristina Hughes as quoted in Dian's research, a interview is an instrument in which respondents provide written responses to questions

³⁹ Natasha Mack et al. 2015. Research Method: A data collectors field guide. US: Agency for International Development (USAID).

or mark items that indicate their responses⁴⁰. Students are considered as respondents and die with the research subjects.

They submitted a questionnaire containing several question items to be answered. Researchers took data by using open-ended questions. The open-ended interview is free of survey questions which allow respondents to answer questions freely based on their knowledge, feelings and understanding.

1. Interview

The researcher applied interview. Interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. According to Loisel, Interviews are widely used as a data collection tool in qualitative research. They are typically used as a research strategy to gather information about participants' experiences, views and beliefs concerning a specific research question or phenomenon of interest.⁴¹

the researcher used structured interview to gather data.

2. Documents analysis

Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and generate empirical knowledge.⁴²

⁴⁰ Pebrianti, Dian, An Analysis of Factor Influencing Students' English Speaking Skill, IAIN Curup, English Study Program, 2019

⁴¹ International journal of therapy and rehabilitation, june 2009 vol16, no 6

⁴² Glenn A. Bowen, 'Document Analysis as a Qualitative Research Method 2017

document analysis is research that is in depth discussion of the contents of a written or printed information. Content analysis can be used to analyze the quality assessment document generating ideas from their thesis background

D. Research Instruments

a. Interview

In this research, researcher used interview. During this research, the researcher used structured interview to gather data. The research will be done by interviewing the students' about students' strategy in generating idea in writing background thesis. Within the process researcher used the interview guidance or interview with voice note by social media Whatsapp. So that, researcher collect the data by interviewing designated students as research subject. So, the interview would use to answer the first research questions. After that the interview data have been converted into written form:

Table 3.1
The blue print of interview

No	Writing Strategies	Indicator	Question
1.	Power write (This strategy is designed to get students to write quickly)	1. Find an idea 2. Associate: attach the first word or image that comes to mind. 3. Write quickly: keep the pencil moving. 4. Write for two to three minutes. 5. Look for ideas to use. Begin draft.	1. What do you do before writing? 2. How do you find ideas for your writing? 3. How do you start writing your ideas? 4. How do you catch and record the very first thought or image about the topic/ideas that come to your mind?

			<p>5. How do you associate (quickly make connections) the ideas that you catch?</p> <p>6. How long do you need to write the ideas for your writing ?</p>
2.	Brainstorm and Group (start with a writing topic, then simply list as many related things as you can)	<p>1. Start with a topic.</p> <p>2. Generate as many ideas as you can (Make a list of the idea)</p> <p>3. Look for groups or patterns.</p> <p>4. Organize into groups.</p> <p>5. Use groups for sections or paragraphs</p>	<p>1. How do you start with the topic?</p> <p>2. How do you generate as many ideas as you can about the topic? Do you list the ideas you know about the topic?</p> <p>3. How do you relate the list of ideas to the topic?</p> <p>4. How do you organize the similar ideas you found about the topic?</p> <p>5. Do you put/group similar ideas into some categories? How do you do that?</p>
3.	Outlining (Start with the writing topic, then look for two to four main ideas related to the	<p>1. Build the main ideas</p> <p>2. Find the supporting ideas</p> <p>3. Begin Writing</p>	<p>1. How do you write the outline of your thesis ideas?</p> <p>2. How do you look for and build main ideas related to your thesis ideas?</p> <p>3. How do you find the</p>

	topic)		supporting details for each main idea? 4. How do you work through the draft and revision stages of writing?
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b. Document analysis

In this research, researcher took use document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.⁴³ Document analysis is used to obtain comprehensive understanding on the documents used as the source of the research because it allows researchers to review and evaluate the text of the document to be researched. In this research, to find out how the results of the quality of the background research. So, the document analysis would use to answer the second research questions by looking at the existing data and to see the assessment will be seen from the rubric below:

⁴³ Glenn A. Bowen, 'Document Analysis as a Qualitative Research Method 2017

Component		9-10	6-8	3-5	1-2
1.	Title/Topic	The title/topic of the study is clear, specific, and explicitly reflects the variable of the student's research	The title/topic of the study is specific and reflects the variables and audiences of the student research	The title/topic of the study is board and adequately reflects the variables and audience of the student research.	The title/topic of the study is too broad and does not reflect the variables and audience of the student's research.
2.	Introduction/B ackground	Exceptional introduction that grabs the interest of the reader and states detailed background information and main topic.	Good introduction that makes sense to the reader and states background information and main topic.	Introduction is adequate but is general and dull	Introduction is too broad, dull and lacks focus.
3.	Problem statement	Problem statement is based on the identification of comprehensive research gaps.	Problem statement is based on identification of some research gaps.	Problem statement is based on questionable evidence of research gaps.	Problem statement is not based on research gaps.

Table 3.2
The rubrics
writing
background
thesis

4.	Research Objectives, Research Question, and hypotheses	The objective, question significant and ethical , they are clearly stated and related to the problem statement , they align closely with each other and incorporate all of the strategy, measurable, achievable, realistic and time bound.	The objective, question, are clear and significant. They are related align with each other and incorporate most of the strategy, measurable, achievable, realistic and time bound	The objectives, question are clear they are somewhat related to the problem statement, they are related to each other and incorporate most of the strategy, measurable, achievable, realistic and time bound	The objectives, questions are not significant; they are confusing and deviate from the problem statement.
5.	Conceptual frame work	The conceptual framework is systematically organized , easy to remember and apply	The conceptual framework is organized and somewhat easy to remember and apply	The assumed relationships among them are loosely explained either graphically or in narrative form. Overall, it can still be improved	The conceptual framework is confusing and inaccurate and or lack theoretical support.
6.	Significance of the study	The results must have significant impact on specific and The researcher must be very worthwhile for relevant researchers and practitioners	The result have some impact on relevant practitioners and the research is likely to be worthwhile for relevant researchers and practitioners	The result may have some impact on general practitioners and the research may be worthwhile for relevant researchers and practitioners	The result have minimal impact some impact on society . the research may not be worthwhile or its value may be limited scope.

7.	Operational definitions	All citations of specific tools, instrument, modules, and activities that will be used are properly included.	Most citations of specific tools, instruments, modules, and activities that will be used are properly included.	Some citations of specific tools, instrument, modules, and activities that will be used are properly included	No citations of specific tools instruments, modules, and activities that will be used are properly included.
8.	Organization Structural Development of Ideas	Each paragraph has thoughtful supporting detailed sentences that develop the main idea. Excellent transitions between paragraphs	Each paragraph has sufficient supporting detailed sentences that develop the main idea. Good transitions between paragraphs	Each paragraph lacks supporting detailed sentences. Adequate transitions between paragraphs.	Each paragraph fails to develop the main idea. Weak transitions between ideas and paragraphs.
9.	Exceptionally well researched and detailed; accurate and critical evidence from a wide variety of sources	Well researched and detailed with accurate evidence from a variety of sources	Some aspects of the student's work is researched with some accurate evidence from limited sources.	Limited information on topic with lack of research details or accurate evidence.	No evidence.

E. D
ata Analysis
Technique

In
qualitative
research, the
researcher
used
Triangulation
technique
to check the
verification
of data

analysis. Triangulation technique is qualitative cross-validation. It assesses the sufficiency of the data according to convergence multiple data sources or multiple data collection procedures. It means that triangulation data is used for cross check data which have been collected by using two or more method,

In this research, the researcher used triangulation of technique. The triangulation of technique is making different method to gain the validity of the data . Triangulation of technique was used because the researcher used interview and document analysis technique. The steps are:

1. Interview

In this research, researchers used structured interviews. a structured interview is a type of interview in which the questions have been prepared in advance. The researcher decided to use this interview technique because the researcher wanted to know the students' answers orally. In this study, the interviewer used interview guidelines and also used social media, namely Whatsapp voice notes. After that, the interview data was converted into written form.

2. Document analysis

Document analysis in this study is the range of results from the thesis of students who have completed their research to see how the quality of their research background is based on the rubric.

The qualities of background thesis scores were classified using the following procedure:

Classification of quality background thesis

Table 3.3 (source: Nurliyana bukhari)⁴⁴

Score	Classification
9-10	Very Good
6-8	Good
5	Average
1-2	Poor

⁴⁴ Nurliyana bukhari “ assessment rubric for research report writing” 2021

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the research

In this research, researcher investigated 25 students on 2017 academic year of English Study Program at IAIN Curup who has finished their study on time. Then, the researcher gives the questionnaire to the respondents to get the data. From the interview distributed only 20 students can do interview. So the researcher analyzed 20 students who answer the interview.

The problems of this research are 1) What are the students' English writing strategies in writing background thesis, 2) Why are the students choose the strategies in and, 3) according to the rubrics how about their writing background quality? Based on the finding would be discussed below: For finding the students strategies in generating idea for writing background thesis, the researcher investigates 20 students on 2017 academic of English Study Program at IAIN Curup who has finished their study on time as subject for this research. All of them had different strategies in generating writing thesis such as:

1. Students' Strategy:

a. Strategy 1

Power write is when students write quickly for one to three minutes. From the result that researcher got of students 2017 the researcher found some data, that students used some strategies power write in Generating writing background thesis

Based on the interview with the student academic 2017 year, the researcher found that the student A used strategy 1 in generating thesis writing and why the

student choose the ideas. Students A looks for information related to the topic, and do observation. Students A look for journal related with their theses, the students A makes observations to find phenomena to make it easier to arrange their thesis background ideas, the student A choose the strategies because the strategies help get idea easier for student A . Based on the interview, the researcher can be concluded that student B used strategies students B make outline for the idea thesis and he read books according to the research title, and then start making chapters, the student B use this strategy seeing that strategies can help me filtering the ideas. Based on the interviews, the researcher can be conclude that students C done observation and looking for what students C interest and students C research the information that accordance with the topic. This statement is supported by the interview of student A, B, C

Student A: I was able to find the idea for this research. The first was from the second internship at the school and found a problem.

Student A: I did to start writing my research Of course I design in advance the things that I have obtained both from journal articles, books and observations

Student A : why I chose this strategy because this strategy makes it easier for me to get ideas spontaneously

Student B: I looking books for finding any ideas that I will make first

Student B: I'm looking for a book that according to my research, and then I include some of my ideas in several categories.

Student B : I chose this idea because after I saw the book and looked for references I immediately wrote about my ideas that came to mind directly

b. Strategy 2

Brainstorming and group ideas is when students they should be listed idea without evaluation From the result the researcher found some data, that student D used brain storming and group strategies in writing background thesis.

The researcher found some data which will be explained students D before student D do the strategies first students D collect some theories to see if they are the same as the topic idea that students D are going to research, students D search related or not this topic, then students D make a list of ideas to generate a lot of ideas, so students D looking for some other theories related to the research, Student D use the strategy because student D often use this strategy when student D need an idea because it makes it easier to choose the research idea. while students E search as much as possible about topic research. Students E searching the internet and reading books to get many ideas that for thesis background ideas. Student E choose the strategi because the strategy makes it easier to choose ideas that are suitable for my research later . Student F starts making a list of ideas by looking at the research topic first, then students F makes a list from the general first to the specific students F will look for references from journals and books to get ideas about the research, student F use the strategy because this strategy makes it easier to generate student F ideas for the research topic, while student G, to write idea students G made a list for the research ideas then students G find about the research topic then students G made a list of ideas research if students G get the same idea when writing the list students G will look for a new theory then students G will change the words to make it a new idea, Student G use this strategy because this strategy makes it easier the student G to group the research ideas . This statement is supported by the interview of student D, E, F, and G.

Students D: The ideas that I got earlier with my research by looking for related theories about the research I am researching

Students D: Then if I get an idea I will make a list of the ideas I got earlier so I don't forget my ideas

Students D: I chose this idea because I often use this method when I need an idea because it makes it easier for me to choose my research idea after that I will list the ideas that I have

Students E: First, I look for a lot of references from journals, internet and books to be a source for me to think about my research ideas

Student E : I choose the strategy because makes it easier for me to choose ideas that are suitable for my research later

Students F: I will list some aspects of my title and then I will arrange them from the most general to the more detailed for my research topic

Students F: before i make a list of ideas for my research, i will first search from the theory i find on the internet and journals i usually search on Google scholar

Studenta F : I chose this idea because I feel that using this strategy makes it easier for me to generate my ideas for my research topic

Students G: of course I will make a list of my research ideas because it makes it easier for me to remember the idea

Students G: I will look for references from books and from journals on the internet.

Students G: I chose this strategy because this strategy makes it easier for me to group my research ideas

c. Strategy 3

Outlining, start with the writing topic, and then look for two to four main ideas related to the topic. From the result the researcher found some data, that student use the strategy outlining, student H looks at journals and books, after getting an idea student H chooses which can be related to the research topic, student H determines the support for each main idea in the topic whether the idea will be in accordance with the research topic that student H will research or not because this

will make our research topic ideas stronger, can support to strengthen our research ideas. Student H use the strategy because it makes it easier write research and student H like this strategy.

While student I, every main idea that will be used, students I will find the support idea by looking for theories and references according to research, then students I will try to write down the research idea, when students I get certain references, students I will use ideas that are only related to the research after that student I will guide the idea writing with the supervisor, after checking by the supervisor if the supervisor ask to replace it student I will revise the idea according to the directions given. Student I choose the strategy because this strategy helps student I choosing the research ideas While Student J, after looking for the topic to be researched, student J builds the main idea about the research topic, student J looks for the topic before finding the phenomenon student j looks for theories and references about the research topic first, then student J will start writing and make an outline, student J will also ask to the supervisor. Student J chose the strategy student J understand how to use this strategy and student J find it easier to use this strategy in Generating for research ideas This statement is supported by the interview of student H, I, J:

Student H: I will look for theories that can be written in my research

Student H: I will build supporting ideas for each of the main ideas in a way that is in accordance with the research topic supporting idea make my research topic stronger so it can support to strengthen our research.

Student H : I chose this strategy because it makes it easier for me to write research and because I like this strategy

Student I: I will look for reference books and journals and also the internet as a guide to build my research idea

Student I: if my research idea is revised, we write research, we will discuss it, you are our supervisor, if there is something that needs to be improved, I will revise it

Student I : why I choose the strategy because this strategy helps me in choosing my research ideas

Student J: after I looking for a topic that I will research, I will build the main idea about my research and look for the phenomenon

Student J: I look for theories and references about my research then I start writing and make an outline and I ask my supervisor.

Student J : I chose this strategy because I understand how to use this strategy and I find it easier to use this strategy in Generating my research ideas

2. Document Analysis

The students' writing background quality was collected by using document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents analytical methods in qualitative research. In this research there are nine components of background quality such us; title, introduction (background, research question, conceptual framework, significant of the study, operational definition, organization structural idea, quality of information and evidence. The explanation of this document is intended for finding the students quality in generating idea for writing background thesis, the researcher investigates 20 students on 2017 academic of English Study Program at IAIN Curup who has finished their study on time as subject for this research those who have completed this research and have been supported by 2 raters.

a. Title

The first is title, is a summary form or frame of reference in the research. The exceed title standard is usually clear, specific, and explicitly reflects, and then the does not meet standard title is usually too broad and does not reflect.

Based on the document analysis can be seen that the title of students who has finished their study on time is all almost in exceed standard and meets standard and only students 18 got nearly meets standard title. Below the researcher has provided a title of research of the title students:

Table 4.1 Document Analysis of the Research Title

No	Student	COMPONENT
		Title/topic
1	Student 1	10
2	Student 2	8
3	Student 3	8
4	Student 4	8
5	Student 5	9
6	Student 6	7
7	Student 7	7
8	Student 8	8
9	Student 9	9
10	Student 10	9
11	Student 11	9
12	Student 12	8
13	Student 13	9
14	Student 14	9
15	Student 15	9
16	Student 16	7
17	Student 17	7
18	Student 18	5
19	Student 19	9
20	Student 20	7

b. Introduction / background of the study

The second is background, exceeds standard introduction is that grabs the interest of the grabs the interest of the reader and states detailed background information and main topic, and then does not meet standard introduction is too broad, dull and lack focus.

Based on the document analysis can be seen that the introduction / background of the study students who has finished their study on time is all almost in exceed standard and meets standard and only students 11 got meets standard and 9 students got not meets standard. Below the researcher has provided an introduction background of the study background research:

Table 4.2 Document Analysis of the introduction

Background of study

No	Student	COMPONENT
		Introduction background of study
1	Student 1	9
2	Student 2	5
3	Student 3	5
4	Student 4	3
5	Student 5	5
6	Student 6	7
7	Student 7	6
8	Student 8	4
9	Student 9	7
10	Student 10	6
11	Student 11	6
12	Student 12	7
13	Student 13	6
14	Student 14	5
15	Student 15	6
16	Student 16	4
17	Student 17	4
18	Student 18	6
19	Student 19	5
20	Student 20	7

c. Problem statement

The third is problem statement, exceeds standard problem statement is based on the identification of comprehensive research gaps, and then does not meet standard problem statement is not based on research gaps.

Based on the document analysis can be seen that the problem statement students who has finished their study on time is all almost in exceed standard and meets standard, and only 12 students got meets standard and 8 student get not meet standard standard. Below the researcher has provided a problem statement of student background research:

Table 4.3 Document Analysis of the Problem statement

No	Student	COMPONENT
		Problem statement
1	Student 1	9
2	Student 2	6
3	Student 3	5
4	Student 4	4
5	Student 5	5
6	Student 6	7
7	Student 7	6
8	Student 8	5
9	Student 9	7
10	Student 10	6
11	Student 11	6
12	Student 12	7
13	Student 13	6
14	Student 14	5
15	Student 15	6
16	Student 16	2
17	Student 17	2
18	Student 18	5
19	Student 19	6
20	Student 20	8

d. Research objectives

The fourth is research objectives, exceeds standard research objective is question and hypotheses are feasible, clear, significant, and ethical, and then does not meet standard research objective. Based on the document analysis can be seen that the research objectives students who has finished their study on time is all

almost in exceed standard and meets standard and only students 17 got nearly meets standard. Below the researcher has provided a research objective of research background:

Table 4.4 Document Analysis of the Research objectives

No	Student	COMPONENT
		Research objectives
1	Student 1	9
2	Student 2	6
3	Student 3	6
4	Student 4	4
5	Student 5	6
6	Student 6	7
7	Student 7	7
8	Student 8	5
9	Student 9	7
10	Student 10	7
11	Student 11	7
12	Student 12	7
13	Student 13	7
14	Student 14	7
15	Student 15	6
16	Student 16	6
17	Student 17	5
18	Student 18	7
19	Student 19	7
20	Student 20	8

e. Conceptual frame work

The fifth is, exceeds standard the principal elements in the conceptual frame work are real and are clearly defined, contextualized and theoretically grounded, and then does not meet standard is the conceptual framework is confusing and inaccurate and or lack theoretical support

Based on the document analysis can be seen that the conceptual frame work students who has finished their study on time is all almost in exceed standard and meets standard and only students 4 got meets standard, and 16

students got not meets standard. Below the researcher has provided a conceptual frame work for background research:

Table 4.5 Document Analysis of the Research Conceptual framework

No	Student	COMPONENT
		Conceptual framework
1	Student 1	10
2	Student 2	7
3	Student 3	5
4	Student 4	7
5	Student 5	7
6	Student 6	7
7	Student 7	7
8	Student 8	7
9	Student 9	7
10	Student 10	-
11	Student 11	8
12	Student 12	7
13	Student 13	8
14	Student 14	-
15	Student 15	6
16	Student 16	7
17	Student 17	7
18	Student 18	-
19	Student 19	8
20	Student 20	7

f. Significance of the study

The sixth is, exceeds standard the in the significance of study is section clearly addresses the research applicability and meaningfulness, and then does not meet standard is the section ambiguously addresses the research applicability and meaningfulness.

Based on the document analysis can be seen that the significance of the study of the research students who has finished their study on time is all almost in exceed standard and meets standard and only students 16 got nearly not meets

standard and 4 student got meets standard. Below the researcher has provided a significant of the study background research:

Table 4.6 Document Analysis of the Research

Significance of the study

No	Student	COMPONENT
		Significance of the study
1	Student 1	9
2	Student 2	2
3	Student 3	5
4	Student 4	4
5	Student 5	5
6	Student 6	6
7	Student 7	5
8	Student 8	4
9	Student 9	5
10	Student 10	5
11	Student 11	6
12	Student 12	5
13	Student 13	5
14	Student 14	2
15	Student 15	2
16	Student 16	4
17	Student 17	3
18	Student 18	3
19	Student 19	4
20	Student 20	6

g. Operational definitions

The seventh is operational definitions, exceeds standard in the operational definitions is all key variables are operationalized to specific measures or activities that allow the student researcher to observe them empirically, and then

does not meet standard is the key variables are generally defined, no operationalization.

Based on the document analysis can be seen that operational of operational definitions students who has finished their study on time is all almost in not meet standard and not meet standard and only students 11 got not meets standard and 9 got meet standard. Below the researcher has provided an operational definition of research background:

Table 4.7 Document Analysis of the Research

Operational definitions

No	Student	COMPONENT
		Operational definitions
1	Student 1	10
2	Student 2	2
3	Student 3	2
4	Student 4	5
5	Student 5	5
6	Student 6	5
7	Student 7	7
8	Student 8	4
9	Student 9	8
10	Student 10	8
11	Student 11	6
12	Student 12	5
13	Student 13	8
14	Student 14	8
15	Student 15	3
16	Student 16	7
17	Student 17	4
18	Student 18	6
19	Student 19	7
20	Student 20	3

h. Organization structural development of ideas

The eighth is structural development of ideas, exceeds standard in the development is exceptionally clear, logical, mature, thorough presentation and development of ideas that support thesis statement, and then does not meet standard is the lacks clear and logical presentation and development of ideas.

Based on the document analysis can be seen that organization structural development of ideas of the students who has finished their study on time is all almost in exceed standard and meets standard and only 13 student got meets standard and 7 got not meet standard. Below the researcher has provided an organization structural development of ideas for research background:

Table 4.8 Document Analysis of the Research organization

Structural development of ideas

No	Student	COMPONENT
		Organization structural development of ideas
1	Student 1	9
2	Student 2	5
3	Student 3	5
4	Student 4	3
5	Student 5	5
6	Student 6	7
7	Student 7	6
8	Student 8	3
9	Student 9	7
10	Student 10	7
11	Student 11	6
12	Student 12	6
13	Student 13	6
14	Student 14	6
15	Student 15	6
16	Student 16	5
17	Student 17	5
18	Student 18	6
19	Student 19	6
20	Student 20	8

i. Quality of information and evidence

The ninth is quality of information and evidence, exceeds standard in the development is exceptionally clear, logical, mature, thorough presentation and development of ideas that support thesis statement, and then does not meet standard is the lacks clear and logical presentation and development of ideas.

Based on the document analysis can be seen that the quality of information and evidence students who has finished their study on time is all almost in exceed standard and not meets standard and only 12 student got not meets standard and 8 students got meets standard . Below the researcher has provided a quality of information and evidence for research background:

Table 4.9 Document Analysis of the Research

Quality of information and evidence

No	Student	COMPONENT
		Quality of information and evidence
1	Student 1	9
2	Student 2	6
3	Student 3	5
4	Student 4	3
5	Student 5	5
6	Student 6	7
7	Student 7	6
8	Student 8	4
9	Student 9	7
10	Student 10	7
11	Student 11	7
12	Student 12	7
13	Student 13	6
14	Student 14	5
15	Student 15	6

16	Student 16	4
17	Student 17	4
18	Student 18	6
19	Student 19	5
20	Student 20	7

B. Discussion of the Research

From the finding above the researcher could make discussion from the strategy and document analysis writing background quality of 20 students as a subject of the research, the researcher found some students have many strategies in generating writing thesis. The first students strategies in generating writing background thesis based on students of study program on 2017 academic years who finished their thesis on time had been implemented and used some strategies in generating idea for writing thesis background.

Strategy 1 is power write by Andrew P Johnson such as searching information related to the topic, when students the power write is designed to get writing quickly and recording sentences and ideas, freely hopping from one idea to the next.⁴⁵ Power write is writing fast and writing naturally based on ideas that come up spontaneously the writing should be a jumbled and disjointed mess. How to do this by thinking out loud as you record your ideas. The steps for power write are described below. These should be written out in poster form to use as a teaching guide and reminder. There are some steps of Power Write 1). Find an idea. 2). associate: attach first word or image that comes to min 3). write quickly: keep the pencil moving. 4). Write for two to three minutes. 5). Look for ideas to use.⁴⁶ This theory is also supported by interviews from students A,

I was able to find the idea for this research. The first was from the second internship at the school and found a problem.

⁴⁵ Andrew p Johnson” (2008). *teaching reading and writing*” p 198-202

⁴⁶ Andrew p Johnson” (2008). *teaching reading and writing*” p 198-202

From this interview, it can be seen that student A gets an idea quickly after he does an internship at a school. Based on 20 students as a subject of the research, Only 5 used power write strategies in generating ideas for writing the thesis.

Strategy 2 Brain storming and group ideas is when student should be listed idea without evaluation ideas are just as important as those that seem more pragmatic as they all help you see things differently. Brain storming and group is when students get about their research idea many other ideas are caught even though the ideas are not necessarily related to their research, Unrelated ideas are just as important as ideas that seem more related in your research because they all help your idea. For groups or patterns to emerge put similar ideas together to create groups. The steps are listed here: Brainstorm and Group 1). Start with a topic. 2). Generate as many ideas as you can. 3). Look for groups or patterns. 4). Organize into groups. 5). Use groups for sections or paragraphs.⁴⁷

This theory is also supported by interviews from Students F

will list some aspects of my title and then I will arrange them from the most general to the more detailed for my research topic, After student F listed several aspects of the title of his research

Then Student F will make a list of any ideas that have crossed his mind and then he arranges them from the most general to the more detailed for his research topic. Based on 20 students as a subject of the research, there are only 8 used brain storming strategies in generating ideas for writing the thesis.

Strategy 3. Outlining, start with the writing topic, and then look for two or four main ideas related to the topic. Most writers discover that finding supported details for each of the main ideas becomes much easier once the flexible outline has been written. Allow new ideas to appear or old ideas to melt away, merge, or appear in other places as you are working through the draft and revision stages. The steps for outlining are listed here: 1. Look at the topic or

⁴⁷ Ibid 53

theme. 2. List important ideas 3. Beginning writing.⁴⁸ This theory is also supported by interviews from Students H:

I will build supporting ideas for each of the main ideas in a way that is in accordance with the research topic supporting idea make my research topic stronger so it can support to strengthen our research.

Student H will build supporting ideas for each of student H main ideas by searching for journals and articles that match student H research topic. Based on 20 students as a subject of the research, only 7 used outlining strategies in generating ideas for writing the thesis.

So the conclusion is from 20 students using the power write, brain storming, outline strategy where they use this strategy to generate their ideas when making their thesis background. From the data above researcher get the strategy 2 brain storming and groups, is more dominant than the 3 categories because this strategy is more favored by students because they can generate as many ideas as possible and then they make groups from those ideas.

This is also supported by conducting document analysis for the title component, 18 student nearly getting meets standard, and the criteria meets standard in title is the title/topic of the study is specific and reflects the variables and audience of the student research.⁴⁹

Next component is introduction/background in this component 11 students get meets standard the criteria of meets standard is good introduction that make sense to the reader and states background information and main topic it identifies specific issues provide information regarding the variables connect to the problem statement, and 9 student get not meet standard the criteria not meet standard in introduction background of the study is introduction is too broad, dull and lacks focus. It lacks issues and provides minimum information. It is detached from the problem statement.

⁴⁸ Andrew p Johnson” (2008). *teaching reading and writing*” p 198-202

⁴⁹ Ibid 55

Next component is problem statement 12 students get meets standard the criteria meets standard in problem statement is based on the identification of some research gaps. It consists of question and issue related to the research at a local. And 8 students getting not meet standard the criteria not meet standard is problem statement is not based on research gaps.

There is lack of question and issue that are related to the research. Next component is research objectives, 17 students get nearly meets standard the criteria research objectives is, questions and hypothesis are feasible, clear, significant and ethical. They are related to the problem statement. They align with each other and incorporate most of the specific, measurable, achievable, realistic and time bound⁵⁰. And next component is conceptual framework, 16 students get meet standard the criteria is the principal element in the conceptual framework are and are adequately defined, contextualized, and theoretical grounded. Overall, the conceptual framework is organized and somewhat easy to remember and apply.

next component is significance of study 16 students nearly got not meets standard in those component the criteria is this section ambiguously addresses the research applicability and meaningfulness. The research may not be worthwhile or its value may be limited in scope. Next component is operational definitions 11 students get not meets standard the criteria is students get not meet standard the criteria is key variables are generally defined, no operationalization is made. No citations of specific tools, instruments, modules and activities that will be used are properly included and 9 students get meet they are written in specific language rather than, general, abstract, and conceptual definitions.⁵¹

Next component is structural development of ideas, 13 students get meets standard the criteria is each paragraph has sufficient supporting detailed sentences that develop the main idea. Good transitions between paragraphs and 7 students get not meets standard the criteria is

⁵¹ Nurliya bukhari “ assessment rubric for research report writing” 2021

each paragraph fails to develop the main idea, weak transitions between ideas and paragraphs. The next component is quality of information and evidence 12 students get meets standard the criteria is well researched and detailed with accurate evidence from a variety of sources, and 8 students get not meets standard the criteria Limited information on topic with lack of research details or accurate evidence. From the data above, it can be seen, from these 20 students, there are 11 students who can be said get criteria a good standards aimed at generating ideas for writing background research, while 9 students have met the standard criteria.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the research findings and suggestion. The conclusion section describes the main or salient findings of the research and propose several suggestion lecturers, and further research

A. Conclusion

After conducting this research, the researcher could conclude that the students at English Study Program of IAIN Curup in 2017 academic year have written thesis background well. It proved from this research that English study program students who completed thesis on time have been implemented and used several strategies in producing thesis writing such as starting ideas with observations, making outlines, letting ideas come naturally, looking for information related to the topic, looking for support and reference ideas. Besides, the quality of students in generating thesis background writing, they have entered the good category. The average of English Study Program students has been generating good ideas of thesis background. Good thesis ideas are consisted 1). Title: the title of the study is clear, 2). Background: introduction that grabs the interest of the reader and states detailed background information and main topic, 3). Problem statement: It is very clear and well developed, 4). Research objectives: They are clearly stated and closely related to the problem statement, 5).Conceptual framework: Overall, the conceptual framework is systematically organized, easy to remember, and apply. 6). Significance of

study: The expected results must have a significance impact on specific and relevant practitioners, society, economy and/or nation, 7). Operational definitions: All citations of specific tools, instruments, modules, and activities that will be used are properly included, 8). Organization structural development of ideas: Excellent transitions between paragraphs, 9). Quality of information and evidence: accurate and critical evidence from a wide variety of source.

B. Suggestion

Dealing the result of finding that had been presented above, the researcher would like some suggestion as follow:

1. For students should more increase the motivation in generating idea for writing background thesis. Then, students more thorough when make a thesis and read some references from various source, so that the result is satisfying. And for the students who want to quickly in make a thesis understand deeply about phenomena and theory is associated with the topic.
2. For the further researcher It will be conduct the research in this area, the writer hopes that the other time, the researchers investigate more about the students problem in generating idea for writing background thesis. So the students will find the solution of its problem.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS**

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **TBI Students' English Writing Strategies and Qualities in
Generating Ideas for Writing the Background Thesis**
Penulis : Dita Alwasi
NIM : 18551019

Dengan tingkat kesamaan sebesar 26%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 01 Agustus 2022

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBlnd Nomor : 064/FT.02/PP.00.9/TBI/2022
2. Berita Acara Seminar Proposal Pada Hari Rabu, 20 April 2022

MEMUTUSKAN :

Menetapkan

Pertama

1. **Dr Eka Apriani, M.Pd** 19900403 201503 2 005
2. **Sarwo Edy, M.Pd** 2007068102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Dita Alwaasi Septiani Hermansyah

N I M : 18551019

JUDUL SKRIPSI : Students English Writing Strategies and Qualities in Generating Idea for Writing the Thesis

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 07 Juni 2022



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kahag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



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Nomor : /In.34/FT/PP.00.9/06/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

10 Juni 2022

Kepada Yth. IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Dita alwaasi Septiani Hermansyah
NIM : 18551019
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : "Students' English Writing Strategies And Qualities In Generating Ideas For Writing The Thesis "
Waktu Penelitian : 10 Juni s.d 10 September 2022
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dekan ,

HAMENKUBUWONO
NIP. 196508261999031001

Tembusan :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : DITA AWANSI SEPTIANI HERMANSYAH
 NIM : 18551019
 FAKULTAS/ PRODI : TAREBIYAH / BAHASA INGGRIS
 PEMBIMBING I : DR. EKA APRIANI, M.Pd
 PEMBIMBING II : SAPWO EDY, M.Pd
 JUDUL SKRIPSI : Students English writing Strategies And Qualities In Generating Ideas For writing The thesis

- Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : DITA AWANSI SEPTIANI HERMANSYAH
 NIM : 18551019
 FAKULTAS/ PRODI : TAREBIYAH / BAHASA INGGRIS
 PEMBIMBING I : DR. EKA APRIANI, M.Pd
 PEMBIMBING II : SAPWO EDY, M.Pd
 JUDUL SKRIPSI : Students English writing Strategies And Qualities In Generating Ideas For writing The thesis


















Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

NIP.

Pembimbing II,

NIP.

 IAIN CURUP		Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
NO	TANGGAL			
1	21/04/2022	Revisi Tata Cara Penulisan		
2	6/05/2022	Revisi BAB 1-3 Setelah Seminar		
3	19/05/2022	Revisi BAB 1		
4	25/05/2022	Revisi BAB 2 / PIVRI		
5	30/05/2022	Revisi BAB 3 / ditinjau Questioner Interview		
6	7/05/2022	Acc Six Penulisan		
7	16/06/2022	Bab 4 - 5		
8	22/07/2022	Acc Sidang		














 IAIN CURUP		Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
NO	TANGGAL			
1	19/05/2022	Revisi Bab 1		
2	23/05/2022	-11 - BAB 2		
3	26/05/2022	-11 - BAB 3		
4	7/05/2022	Acc Six Penulisan		
5	6/06/2022	Bab 4 - 5		
6	22/07/2022	Acc Sidang		
7				
8				

Table 3.1

The blue print of interview

No	Writing Strategies	Indicator	Question
1.	Power write (This strategy is designed to get students to write quickly without thinking)	1. Free writing 2. Having duration one or three mins 1. Find an idea. 2. Associate: attach the first word or image that comes to mind. 3. Write quickly: keep the pencil moving. 4. Write for two to three minutes. 5. Look for ideas to use. Begin draft.	1. What do you do before writing? 2. How do you find ideas for your writing? 3. How do you start writing your ideas? 4. How do you catch and record the very first thought or image about the topic/ideas that come to your mind? 5. How do you associate (quickly make connections) the ideas that you catch? 6. How long do you have need to make write the ideas for your writing? 7. How do you make an idea in your writing ? How do you begin the draft of the ideas of your writing?
2.	Brain storming Brainstorm and Group (start with a writing topic, then simply list as many related things as you can)	1. Find a topic 2. Find a related idea 3. Make a list of the idea 1. Start with a topic. 2. Generate as many ideas as you can (Make a list of the idea) 3. Look for groups of patterns. 4. Organize into groups. 5. Use groups for sections of paragraphs	1. How do you find start with the topic? 2. How do you generate as many ideas as you can about the topic? Do you list the ideas you know about the topic? 3. How do you related the list of ideas to the topic? 4. Do you make mind

			mapping explain ? 5. How do you organize the similar ideas you found about the topic? 6. Do you put/group similar ideas into some categories?How do you do that?
3.	Outlining (Start with the writing topic, then	1. Building the main ideas 2. Finding the supporting ideas 3. Begin Writing	1. How do you write the outline of your thesis ideas? 2. How do you build
	look for two to four main ideas (related to the topic)		your thesis ideas? 3. How do you look for and build main ideas related to your thesis ideas? 4. How do you find the supporting details for each main idea? 5. How do you work through the draft and revision stages of writing?

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument.

The **blue** colour phrases are added or revised to be coherent with the theory in chapter II.

June, 2022 Validator



Nastiti Handayani, M.Pd

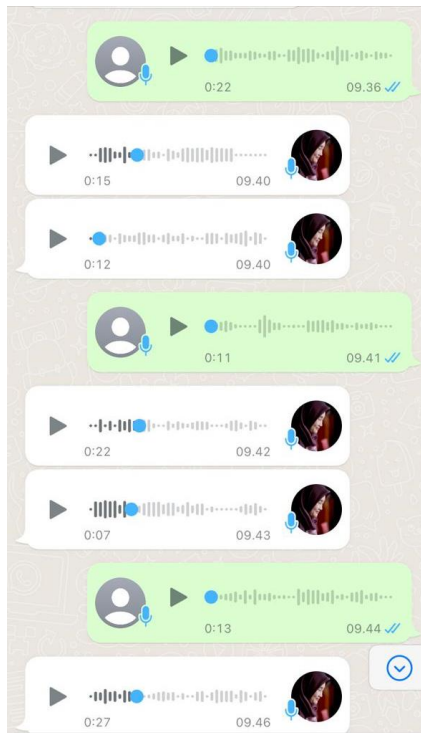
No	Nama	Component	Score		
			9-10	6-8	3-5
1	Adjie Putra Pangestu	Title/Topic	10		1-2
		Introduction/Background Of The Study	9		
		Problem Statement	9		
		Research Objectives, Research Questions, Or Hypotheses	9		
		Conceptual Framework	10		
		Significance Of The Study	9		
		Operational Definitions	10		
		Organization : Structural Development Of Ideas	9		
		Quality Of Information And Evidence	9		

No	Nama	Component	Score			
			9-10	6-8	3-5	1-2
1	Tiara karolina	Title/Topic		7		
		Introduction/Background Of The Study		7		
		Problem Statement		8		
		Research Objectives, Research Questions, Or Hypotheses		8		
		Conceptual Framework		7		
		Significance Of The Study		6		
		Operational Definitions			3	
		Organization : Structural Development Of Ideas		8		
		Quality Of Information And Evidence		7		

No	Nama	Component	Score			
			9-10	6-8	3-5	1-2
1	Selipi Arwenti	Title/Topic		7		
		Introduction/Background Of The Study		7		
		Problem Statement		7		
		Research Objectives, Research Questions, Or Hypotheses		7		
		Conceptual Framework		7		
		Significance Of The Study		6		
		Operational Definitions			5	
		Organization : Structural Development Of Ideas		7		
		Quality Of Information And Evidence		7		

No	Nama	Component	Score			
			9-10	6-8	3-5	1-2
1	Mifta Lasintia	Title/Topic	9			
		Introduction/Background Of The Study		6		
		Problem Statement		6		
		Research Objectives, Research Questions, Or Hypotheses		7		
		Conceptual Framework		8		
		Significance Of The Study			5	
		Operational Definitions		8		
		Organization : Structural Development Of Ideas		6		
		Quality Of Information And Evidence		6		





BIOGRAPHY



Dita Alwaasi Septiani Hermansyah was born in Bengkulu on September 11 th 2000. She is a daughter of Mr. Hermansyah and Mrs. Eka. She has one sister. She finished her elementary school at SD IT RR, Rejang lebong, Curup City and graduated 2012.

Then, she continued her study to junior High School at SMPN02, Rejang lebong, Curup City and graduated 2015. Then, she carried to Senior High School at SMAN 1 Rejang Lebong, Curup city and graduated 2018. After that, at 2018 she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Study program as her faculty. She graduated her study on August 2022.