

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, identification of the research issues, delimitation and focus of the study, research questions, aims of the research, and significance of the research.

1.1 BACKGROUND OF THE RESEARCH

Indonesian students' writing skill is low, where writing is considered a difficult skill. This is indicated by Mufit, Asrizal, Hanum & Fadhilah (2020) that Indonesian student's new literacy integration and concept understanding is poor. This fact evokes another impact of a student's misconception often occurring. Although everyone can write anything, writing for specific purposes needs to combine certain skills and knowledge. In the context of academic life, as a part of education, students feel burden by writing; students think that writing is a threat for them since writing more monumental proficiency than speaking, students believe that writing should grammatically correct, students feel lack sufficient knowledge and language, and students assumed that formal writing should be correct from the very beginning of their effort (Ali & Ramana, 2018, p. 292). Even for experienced students, such as masters students, where students are not English native speakers, it is hard to describe their ideas through English (Singh, 2019). The difficulty may start from the very beginning, that is generating ideas.

Ideas are where the writing is first conceptualized. Writing can be difficult because students find it hard to get an idea, generate new ideas, lack time and follow teacher's expectations (Akhtar, Hassan, & Saidalvi, 2020). Generating ideas is the major difficult thing of any academic writing (Pek & Mee, 2015, Terrel, 2016, Kheryadi, 2018, Ifeoma, 2019, Irwandi & Arisanti, 2019). It is hard because the main point of academic writing is not just producing words or sentences, rather it is communicating ideas to the readers (Heckadon &

Tuzlukova, 2021, p. 754). Generating ideas becomes part of writing itself that contributes to the writing quality.

In the educational field, especially in university, writing is the tool to assess student's performance (Heckadon & Tuzlukova, 2021). Ability to write effectively and clearly is the prevalent learning outcomes in the majority of educational institutions. In Indonesia, for instance, the regulation from the Indonesian government for college students in majority campuses, should be conducted with an academic writing (thesis) to reach an academic degree (Ministry of Education and Culture Act No. 12 Year 2012). After the establishment of a new regulation about 'Independent Campus' from the Indonesian Minister of Education (MOEC, 2020) the slogan "graduated without thesis" became popular (Tim Litbang MPI, 2022, Kasih, 2022, Fizriyani, 2021). This statement does not mean that the government is going to eliminate writing activity as the assessment for students, rather the government expands their specific assignment (thesis) to be more various types of academic writing, such as; academic articles, paper journals, business plans, books, and many others (Fizriyani, 2021). In the same vein with Turkey, especially in Koc University, the campus regulation provides no thesis for graduate students (Koc University, 2022). The campus regulation directs students to conduct research based on their own interest area as the final assessment to reach an academic degree. Thus, writing is the essential skill that is used to assess a student's capacity in reaching the goal of study.

Students' writing capacity may be influenced by several aspects. Some researchers have conducted investigations to discover influencing aspects. First, a student's writing experience determines how capable a student is in starting their writing. Wang and Parr (2020) implied Chinese doctoral student's experience difficulties in arranging academic writing for her thesis. Even for experienced students, writing is a precarious skill if it does not be trained well. In contrast, a student with good preparation and strategies in writing, will have better results in delivering their ideas (Beauvais, Olive, & Passerault, 2011). Second, a student's

critical thinking ability evolves to a fundamental thing in the process of discovering ideas. Students with better critical thinking have better results in developing ideas for writing (WN, Syahri & Simaibang, 2018). As the purpose of the writing is delivering ideas, thinking is the main subject to be described through writing. In order to achieve the goal of writing, critical thinking is the basic step to recognize ideas in mind. Finally, a student's perspective towards academic writing plays a role in determining a student's willingness and motivation. In the beginning phase of recognizing academic writing, some students are perplexed and not willing to learn academic writing for certain reasons (Cai, 2017, p. 132). In addition, Itua et al (2014, p. 310) informed that undergraduate student's perspective toward academic writing especially, has changed since they entered a higher level of education.

In association with Wang and Parr's study (2020) about a Chinese doctoral student studying in Australia, they found that the student had writing difficulties for her doctoral thesis. Wang and Parr's study implicitly show that Chinese doctoral students were common with academic writing due to her educational background leading her to Ph.D candidate. The difficulty experienced by Chinese doctoral students shows that familiarity is not enough to generate ideas. In addition, Al Badi (2015) explained that performing original 'voice' through writing is one of the problems for 9 of the graduate certificate students. In sum, no matter how familiar a student is with academic writing through their writing experiences, it does not guarantee that they will easily find and generate ideas. Generating ideas is a complex thing where students are not only discovering but also construct it and realize it in specific ways.

Finding and generating ideas are two skills which are placed in human critical thinking ability. A student's critical thinking ability as the basic competence to find a meaningful idea. Due to a correlation between student's critical thinking and writing skill, previous researchers stated that students with

critical thinking ability will have better results in developing ideas for writing (WN, Syahri & Simaibang, 2018). In contrast, critical thinking is insufficient to construct ideas in academic writing, since there are unwritten rules in academic writing which involves several techniques and strategies to produce good quality of writing such as; grammar, lexical items, and writing style (Al Badi, 2015, Haverl, Geybels, & Joosen, 2022). Therefore, critical thinking should be completed by guideline in order to reach good academic writing results.

Academic writing evokes a student's perception. Since academic writing is a popular term in college or university life, students are introduced to academic papers, journals, literature reviews, thesis, and many other higher education academic writing terms. The finding of Itua et al (2012, p. 301) implicitly indicates that a student's understanding and perspective towards academic writing is insignificant. The movement from previous education to higher education affects students in understanding academic writing concepts. Previous research shows that some students are reluctant to understand what academic writing is (Cai, 2017, p. 132). Some students thought that academic writing must be complex and burdening (Ali & Ramana, 2018, p. 292). According to the previous research, the researchers were not providing solutions to straighten student's perspective towards academic writing. In fact, academic writing can be seen from other angles that academic writing can be future careers too (Trippas & Maxwell, 2022, Heckadon & Tuzlukova, 2021). Since academic writing can be a future career, it means that professional writing needs supplementary ideas to support a better result in writing.

Idea becomes a fundamental component in academic writing. Academic writing is not only arranging sentences into paragraphs, rather it needs the ability to synthesize various ideas and reconstruct it in a more complex version (Al Fadda, 2012). Idea is considered as the 'spirit' inside the written since the idea is more than just a basic element (Amin & Alamin, 2012), but also contains influence to the readers (Gillard, 2016, p. 27). If there is a comparison between idea and weapon, idea occupies a higher position. A bullet inside a weapon could

only penetrate a head, but the idea works better than a bullet. It will penetrate thousands of heads even inter generations. From the illustration, idea is the basic important element for a whole body of academic writing.

Academic writing is considered the most challenging skill for students since writing skill needs complex composition to be great. Academic writing specifically sets up in any colleges and universities for specific purposes. Academic writing is considered an important product in universities due to requirements for academic degree (Ministry of Education and Culture Act No. 12 Year 2012). Several previous studies have stated by Paltridge (2004, p. 87) that some researchers explore academic writing as a final assessment in higher education. In the majority of higher education, students should prove their competence by writing. Therefore, academic writing is important to measure a student's way of thinking, critical thinking ability and transferring knowledge capacity. In order to combine academic writing components skill, the guideline is one of solutions to promote student's work.

Guidelines or directions are important for many things. In writing academic journals for instance, several researchers are composing guidelines since they found there are; unstructured wallpaper and disorganized written style (Kotze, 2007). According to that issue, Kotze assumed that several academic authors still haven't understood yet about academic journals. In addition, the term guidelines often relate to clinical practice. Vijayanathan et al (2008) points out Good Clinical Practice (GCP) guidelines to improve the basic idea of Helnski and Numberg's code, to protect and preserve human rights. From the previous research, no one of the researchers are producing guidelines for generating ideas. The author also finds it hard to discover the guideline for generating ideas which many researchers declare that generating ideas is one of the difficulties in the academic writing process. In sum, the importance of designing guidelines for generating ideas will facilitate student's further actions and direct them in finding a meaningful idea.

1.2 Identification of the Issue

Linked to the previous explanation about the importance of ideas, guidelines and academic writing, the author believed that the importance of three points should be handled for further research by producing applicable products. Therefore the author intends to conduct study research and development under the title developing guidelines for generating ideas to compose academic writing.

Prior to the descriptions above, the issues on this research derive from several problems:

- (a) Student's lack of mastery in academic writing
- (b) Less of guideline for generating idea for academic writing
- (c) The difficulties in composing academic writing

In this research, the author intends to focus on the second problem, which is difficulties in generating ideas to compose academic writing. As some previous researchers declared, that generating ideas is the major difficulty in the writing process, the author believes that by developing guidelines for generating ideas will become a beneficial bridge in constructing ideas and research projects.

1.3. Delimitation and the Focus of the Study

As the explanation aforementioned, the study will be limited to the discussions about guidelines for generating ideas to compose academic writing. The guideline will contain the various steps to generate ideas. The author selects guidelines as the product to be developed since the guideline plays an important role to promote university student's writing performance in conducting academic writing. This study will not be approaching other related topics such as; reading skill, critical thinking ability, and writing assessment, because those topics have been investigated and discussed by many previous researchers.

1.4 Research Question

1. What are the characteristics of guidelines?
2. How is the guideline for generating ideas to compose academic writing?

1.5 Aims of the Research

1. To recognize what are the characteristics of guidelines.
2. To develop guidelines for generating ideas to compose academic writing.

1.6 Significances of the Research

A.) Theoretically, the author expects this study will be an additional knowledge repertoire.

B.) Practically, the author expected the product to contribute to the implementation of generating ideas while conducting academic writing.

1.7. Theoretical Foundation

According to the title of the research, there will be several topics on the following discussion:

1.7.1 Guideline

Guidelines are defined as direction or information intended to advise people on how something should be done or what something should be (Cambridge Online Dictionary, 2021). From Hesmer, Duin and Thoben (2011) research implied that guideline is a set of phases that is used for producing something. Guideline in education is a term that is used to describe a framework or set of statements that used to help determine a course of action (Collin III & O'Brien, 2011). In addition, Astina (2020) declares that the objective of guidelines for research is to construct and direct students in preparing their thesis, monitoring thesis progress, and reviewing the final result of the thesis. Concluding from several definitions, guideline is a sequence of statements that determine action in order to produce something.

1.7.2 Characteristics of Guideline

Everything must have characteristics, including guidelines. Characteristic simply defines as general watermarks that are viscous to something. The guideline characteristics will be listed as follow:

1. Indicating orders or instructions

In order to reach the guideline's objective, the guideline must contain clear, reasonable, and precise instructions (takshilalearning.com, 2022, Nonthamand, 2020). The guideline must be understandable because the instructions will influence people's performance. Each instruction should be displayed in the right sequence as much as possible and consider precise action-next steps correctly.

2. Scope of actions

An appropriate guideline should consist of sequences of action. As the definition above mentioned, guidelines should consist of three phases; pre-actions, whilst-actions, and post-actions (Burgers et al, 2003, Nonthamand, 2020). The scope of actions will ease readers in arranging their planning and preparation. Set of actions that are instructed to the readers will ease them what to do with the things and material. It will decrease the objective of the project.

3. Specific purposes

Branding the guideline into specific purposes will automatically be grouping the use of guideline. Clinical guideline for instance, by reading the clinical guideline the readers will automatically comprehend what is the use of guideline for (Burgers et al, 2003). Naming the guideline into specific purposes will help people in matching their plans and actions. Name or label in the title of the guideline becomes an important thing to be considered.

4. Providing things and material

Although the guideline is a set of actions that need to be followed, the guideline is incomplete if there are no things or materials that are provided as the object and source to be observed (Nonthamand, 2020). Referencing several materials will make the readers easier in implementing instructions. By providing some materials and references will trigger the reader's inspiration in finding better and more sources.

1.7.3 Types of Guideline

Guidelines have their specific types depending on what the guideline is made for. There will be several types of guideline that will be discussed:

A. Clinical Practice Guideline

A clinical practice guideline is the massive result when we type the word guideline in search engine. Clinical practice guidelines are typically characterized as statements that have been deliberately created to assist practitioners and patients in making decisions regarding appropriate health care for specific clinical field (Klein, 2015). The clinical guidelines were constructed to prevent inappropriate medical action.

B. Research Proposals and Dissertations Guideline

Many researchers composed guidelines for academic writing. This phenomenon implies that many researchers realized that conducting a guideline is important for academic writing. A research proposal and dissertation guideline is the applicable steps for writing research starting from introduction to conclusion. Dissertation guideline specifically, commonly consists of four to five chapters documenting all the process of research (Baron, 2008). While a research proposal guideline is a brief of research planning that generally consist of background of the research, identification of the issue, delimitations of the study, research questions, aims of the research, significances of the research, theoretical foundations, previous studies, frame of thought, research method, references and appendices.

C. Quantitative Academic Article Guideline

Quantitative research is becoming popular among academicians. Though many researchers are familiar with the types of research, it's probable that some researchers need better understanding regarding quantitative research whether it's writing style or the content for writing itself. As known by many researchers for their quantitative research project, it is difficult to compress such huge data into a few pages. Feldman in Kotze (2007) offered a solution to be organized, accurate, clear, concise in writing, and keep the eye on details for designing quantitative articles.

1.7.4 Generating Ideas

Generating derives from *generate* word mean an action to cause something to exist (Cambridge Online Dictionary, 2022). Generate also means to evoke something (Echols & Shadily, 2005). From etymology definitions above, generating means an action to develop something. While, idea is a thought (Echols & Shadily, 2005; Meriam Webster dictionary, 2022). Sylvester (2019) defines that idea as the core of all creative art. Jonson (2005) defines that idea is the basic element of thought that can be visual, abstract or concrete. Graham and Bachman (2004) specify the term "idea" refers to all stages of abstract thought. In addition, Rompuy quoted Antoine de Saint-Exupéry (2014) that *"a pile of rocks ceases to be a rock pile when somebody contemplates it with the idea of a cathedral in mind."* This quotation implies that an idea is the thinking inside of mind. In sum, idea is the core of thought that can be visual abstract, concrete or visual that originates from the mind. According to the combination of two words above, generating ideas can be concluded as an action to develop any thoughts to be something.

1.7.5 Strategies for Generating Ideas

Generating ideas becomes a fundamental thing in the early stage of writing. There are many ways to generating ideas suggested by several researchers:

A. Reading

Reading is one of the ways to get inspiration (Sternberg & Sternberg, 2010). By reading, the readers can criticize the content of written or finding a gap in the content of written.

A1. What to Read

a. Current Knowledge/Issue

By realizing the current issue, the reader hopefully will get some insights related to the current phenomena. The awareness of readers during conducting

reading activities not only to get inspired but also to be criticized and finding a gap to discover ideas. The importance of updating information to the current knowledge or issues, will help readers in developing progressive research.

b. General Reading to Specific One

After knowing the interest, the readers suggested starting to choose general topics to read as the beginning step to find specific topic. Since composing academic writing has limited topics, the readers should recognize what the target topic they are looking for. Students can start their reading by collecting a rich amount of information from literature, journals, and many other previous researches (Vandenbroucke & Pearce, 2018). The more students read, the specific problem will be seen faster.

A2. How to Read

a. Pay attention to the title of texts

The title of the text is commonly describing general content of written. Students need to pay attention to the title while predicting the content of the written from the title. Students have to be able in relating their intention with correct references they are looking for. By reading the title of the texts, student at least able to filter which correct texts that suitable for their research and ignoring irrelevant texts.

b. Focus on abstract

If students read the scientific papers, it is highly recommend for them to read the abstract of the paper (UNSW Sydney, 2019). Abstract of the paper is the core of whole research in general description. When students read the abstract, students need to focus on the specific word that will be discussion on their research. Read the abstract will help student in saving their time and energy to do further step in doing research.

c. Scanning

Scanning is sweeping eye to the whole body of text to find specific information (UNSW Sydney, 2019). Scanning technique is suitable to locate specific information from a large scale of written text. Before conducting

scanning technique, the students should acknowledge what specific information they are going to find and concentrating to the particular answer. Scanning technique allows students to actively and creatively constructing question and answer inside their mind. Besides, scanning techniques is proved to improve student's comprehension toward a text (Sinaga, 2019).

B. Discussion

Sternberg & Sternberg (2010) also explain that discussion will help students to broaden their mind to clearly see the ideas. Regular and substantive dialogue may trig students in expanding their creative thinking.

B1. What to Discuss

a. Research Area or Themes of Research

Each institution has its own regulation. The primary thing to be discussed is, knowing the research themes that had been established by the institution. The themes or research area discussion plays as limitation scope to determine early step discussion. By knowing themes of research, the students will get insight about the goal of the project and matching the relevant topic with student's interest (Vandenbroucke & Pearce, 2018).

b. Relevant Research References

Before discussing relevant research references, students need to acknowledge themselves by reading several selected literatures. Some students perhaps need to conduct a discussion to clearance or even sharpen their understanding to finally find an idea. The purpose of discussing relevant research references is to measure student's comprehension how far they are able to interpret and describe the content of the references (Annesley, 2010). Furthermore, discussing relevant references will help student in positioning the references in appropriate part of research planning.

c. Phenomena

Since human is expert of observer then discussing phenomena has always been a fascinating way to generating ideas. For instance, phenomena becomes matter in NGSS learning sequence due to phenomena act as prior point to develop further actions (Passmore & Bauchamp, 2016). In same vein for research context,

discussing phenomena means triggering student's awareness and curiosity towards their surroundings. The final destination from discussing phenomenon is launching the prior question that will be original idea for research planning project.

B2. How to Discuss

There are several techniques that used to generating ideas through discussion. Discussion can be conducted in following ways:

a. Open Discussion

Open discussion defines as free exchange information among students or at least discussion group should consist three participants (Applebe & Langer, 2003). In detail, three participants ideally include a teacher or lecturer as the main source regarding to enlarging research topic. The discussion may be conducted for sixty minutes per session. In addition, Sternberg & Sternberg (2010) illustrating that psychology department at Yale providing three hours each week for student for advise relates to their research ideas and planning. By doing open discussion, students hopefully will get some insights and inspiration about what going to be investigated.

b. Initial Content Engagement Discussion

Underlying on its name, initial content engagement discussion is discussion forum that invite students to expand their prior knowledge relates to certain topic (Toppo, 2018). The purpose of this discussion type is to encourage student in improving their curiosity and the lecturer roles as an instructor to develop student's prior understanding. The roadmap of this type of discussion is, firstly students sharing what they already known and students have to specify what they think. By hearing student's explanation, the instructor may catch the concepts and patterns of student's way of thinking to advise some new insights. This discussion activity will launch new knowledge, topics and project as the parameter to construct research planning.

c. Inquiry-Based Discussion

Inquiry-based discussion is dialogue that derives from several questions to discover some relationship and principles to help students in analyzing new

information (Ngeow, Kong & San, 2003). This type of discussion is similar to the previous type that discussion should be lead by lecturer or person who familiar and master in research. In the beginning, the lecturer delivers one question to let student discuss it in broader scope. The role of learner in this type of discussion is to be broad-minded as much as possible. The students should be brave to take several concepts or arguments out of textbooks and confidently go beyond. At the beginning of discussion, the students hopefully will be able to highlighting and summarizing the big idea that will return into big framework of their future research.

C. Observation

Observation means the process of observing something or someone carefully in order to get information (Vandenbroucke & Pearce, 2018). Observation is the daily basis of life activity. People are the smartest creature in observing phenomena, behaviors, and materials surroundings (Ciesielka, Bostrom & Ohlander, 2018). By doing observation, students will watch, evaluate, draw conclusions, and making assumptions based on observation. Observation is one of technique used for generating ideas (Sternberg & Sternberg, 2010). During observation, students will indirectly arising some questions inside their mind to build curiosity. This curiosity is the ultimate point to extracting phenomena into one big picture of idea.

D. Exploring Experience

Experience is total of conscious reality which constructs person's life (Erlich, 2003). A cliché quotation said that experience is the best teacher. It means that experience taught an important thing. By exploring experience, a student doing reflection of something what they have been done to making meaning and conclusion. An internship school experience for instance, will help student to get insight about what should be fixed to upgrading suitable and innovative school system. In addition, idea can be found everywhere and many ways, including exploring each personal experience (Terrel, 2016; Vandenbroucke & Pearce, 2018).

1.7.5 Academic Writing Texts

A. Academic

Academic etymologically defines as something which theory based (Echols & Shadily, 2005). Academic definition is all the thing that relate to school, universities, and colleges. Academic is an activity which basically studying or thinking (Cambridge Online Dictionary). But academic will evoke several definitions if it attach with different word, such as; academic language which defines as language that commonly used in school, textbooks, and a test across discipline (Schleppegrell, 2004). While academic achievement is general phrase that refers to performance **outcomes in intellectual fields** taught in school, college, and university (Spinath, 2012). Academic achievement denotes the level of intellectual of a person, a group, even a whole nation. From various definitions, academic can be extract as activities that deliberately conducted for educational purposes.

B. Writing

Writing is defined as an effective way to describe and communicate feelings, thoughts, opinions towards other (Zuhri & Sukarnianti, 2015). Further, writing is much more than simply having ideas for what to write; it is also about how effectively they compose the aspects of writing. The author should be able to absorb the thoughts and turn them into something relevant and reasonable for the reader to read (Setyowati cited in Ariyanti, 2016). Previous definitions implied that writing is a manner to **inventing ideas into a concrete shape**. Furthermore, writing can also define as a product. According to social constructionist approach, the written output is regarded as a social act that may occur only for a certain context and audience (Gabrielatos, 2002). In sum, writing is a way and product as the result of thinking that specify for certain audiences and contexts.

C. Academic Writing

Academic writing is the combination between academic and writing. As abovementioned, academic is an activity deliberately conduct for educational

purposes. While, writing definition can be a process and product as the result of thinking that specify for certain audiences and contexts. So, academic writing is a process to produce theory-based written for educational purposes. Since academic writing is theory-based written, Bowker (2007) explain that academic writing is totally different with non-academic writing. Academic writing requires kind of structure, the prologue, the core of discussion, and the end of the discussion (conclusion). In academic writing also requires to obey unwritten regulations such as rules of punctuation and grammar. Akayya &Aydin (2018) describes that academic writing is scientifically steps of contributing original research towards people (scholar) that regulated in certain standards of writing.

1.7.6 Characteristics of Academic Writing Text

Any kinds of written has it own characteristics including academic writing. According to Bak (2014) there are several characteristics that called written as ‘academic’:

- Performing understanding
- Is explained by the academic literature and debates in the specific subject (the literature will inform the interpretation of the concept, author’s perception, description, and explanations, as well as the broader context.)
- Interpreting clear key concepts
- Illustrating accurate description of the issue
- Investigates basic assumptions and the historical development of the problem
- Explains the problem by tracing the reciprocal relationship among problems and its broader context

There are additional characteristics cited from mytholyoke.edu sites (2022):

- Academic writing is written by scholar for scholar audiences
- Academic writing is constructed based on the topics and questions that relevant to the community interest
- Academic writing should demonstrate argument information

Akaya & Aydin (2018) contribute their thoughts about characteristics of academic writing:

- An ideal academic writing should be the first discovery
- Logically structured ideas
- Reason or logic play dominant over emotions

1.7.7 Types of Academic Writing Texts

Academic writing has various types:

A. Research Proposal

A research proposal is a document made by a researcher that describes the planned program in detail (Kabir, 2016). Pietersen (2017) Research proposal is a document outlining how you intend to carry out your research study. In addition, a research proposal is a thorough plan that details a recommended (or proposed) research study, its objective, how the findings would contribute to current knowledge, and how the research will be carried out (Flinders University, 2021). In sum, a research proposal is a plan document related to a research that will be conducted in specific details and the result of the research will be taken advantage of by people.

B. Article Review

Article Review is response to several selected papers and performing critiques or suggestions on it. As Paltridge (2004) did, he was reviewing several articles on his paper and documenting it in academic writing. By reviewing articles, the reviewer attempts to explore what currently occurs in the educational field. Reviewing an article does not look simple as it seems, rather beyond reviewing means building critical thinking ability toward activity named critical literature review. Article review is an activity to criticize the academic paper

C. Thesis

Most universities globally assess students by accomplishing work named thesis. Thesis is defined as a final assessment to reach an academic degree (UU No. 23 Tahun 2003). Since a thesis is the requirement to get academic degree,

thesis must be written in academic writing rules. Thesis considers as the longest type of academic writing due to thesis contains four to five chapters generally. Thesis was conducted not only for academic degree requirements but also as the integration of current issue in any field of academic life.

1.8 Previous Studies

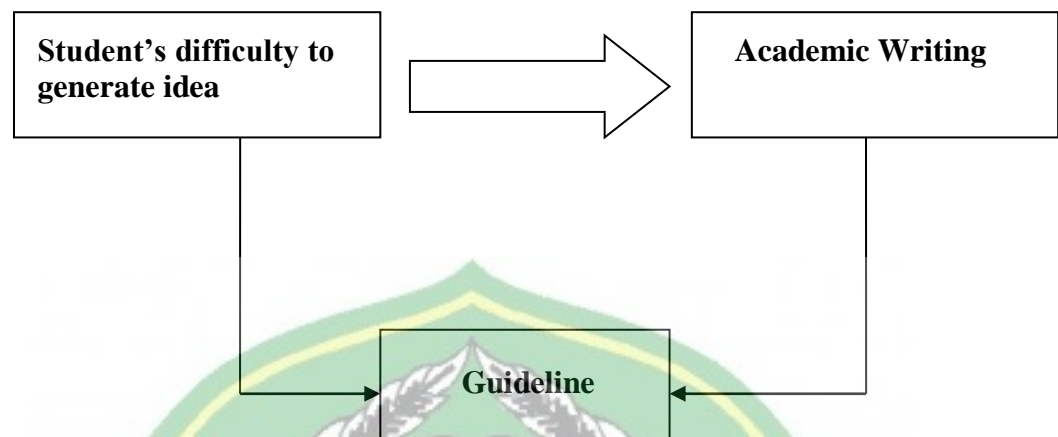
The study entitled *Writing Guideline for Bachelor Thesis* that was conducted by I Made Astina (2020) discussed about the direction to composing a thesis to obtain Bachelor of Engineering degree in Institute of Technology Bandung. The study was focusing on uniformity of format and correct grammatical should be considered in writing thesis. Second study was conducted by Hesmer, Duin and Thoben (2011) under the title *Towards a Guideline for the Early Stage of Product Development* investigates the early stage to produce a product should be planned well. The discussion of the study made for business purposes. Specifically, the guideline was developed for enhancing the efficiency of the product value to the physical form. The last research titled *Guidelines for Writing Manuscripts about Community-Based Participatory Research for Peer-Reviewed Journals* examined by Bordeaux et al (2015) that illustrating guideline to write about Community based participatory research. The purpose of the study is illuminating the directions for those who early in writing for publication.

According to the previous studies, the researchers have the same work in creating guideline for each purpose. Accordingly, the author clarifies the real gap that none of the previous researchers are designing a guideline for generating idea to compose academic writing

1.9 Frame of Thought

The elements of the study are combination among student's difficulty in finding a meaningful idea to write academic writing. The solution to this problem is developing guideline to generating idea for composing English academic writing texts.

Illustration



1.10 Research Method

1.10.1 Research Design and Steps of the Research

This research is conducted by qualitative method. Qualitative method is used due to unavailable statistic data appears in this research. The specific method will be named as Research and Development (R&D). R&D is suitable for this research for developing a model for using certain media for specific user such as English Language Teaching Department (ELTD) students. R&D is an industry-based development paradigm in which research findings are applied to create new products and techniques (Borg & Gall, 2003). The design of the study was conducted by synthesizing primary data transcription.

The strategy for collecting data will follow several steps adopted from Borg & Gall (2003) which consist of ten steps. In order to get expected result of the research, the researcher limited the steps that have been implemented merely four sequences (IES & NSF, 2013, p.9):

1. Determining purposes for instructional research product
2. Analyzing instructional research product
3. Developing the form of the product

4. Expert Validation

1.10.2 Sources and Types of Data

The primary data to support this study was taken from some experts and students that experience in designing academic writing texts. Therefore, the type of the data was questions and answers recording from the interview. Due to the need of complex information, the type of the data selected because the tape recording provide a complete verbal recorded, and it can be studied much more thoroughly (Borg & Gall, 2003).

The secondary the data in this study is literature review which explains about good characters of guidelines and supporting content of guideline development. Therefore, the type of the data from this source is documents or literatures. For realizing expected result of research, the research should be based on adequate knowledge that reflecting the knowledge to a design product (Levin & Marshal, 1993).

1.10.3 Data Collection Technique and Instrument

Due to two types of data in abovementioned, the researcher conducted two techniques for collecting data. The first technique use will be interview to some experts by asking the several questions related to ideal guideline for research proposal. Interview technique is suitable for gaining the data for this research due to its adaptability (Borg & Gall, 2003), and obtain information more detail. The informal conversational interview is suitable approach to gain information. Informal conversation interview is the spontaneous generation of questions in a natural interaction (Patton, 2001).

The instrument that is used for conducting interview towards some experts will be stated in appendices (please see the appendices for complete instrument)

The second technique is used for discovering secondary data is obtained from literature articles research by collecting variety of information from books, articles, journals, and many other documents of source. The data was collected

from several sources such as; Google Scholars, PDF Drive, Online library and Google Search Engine.

1.10.4 Data Analysis Techniques

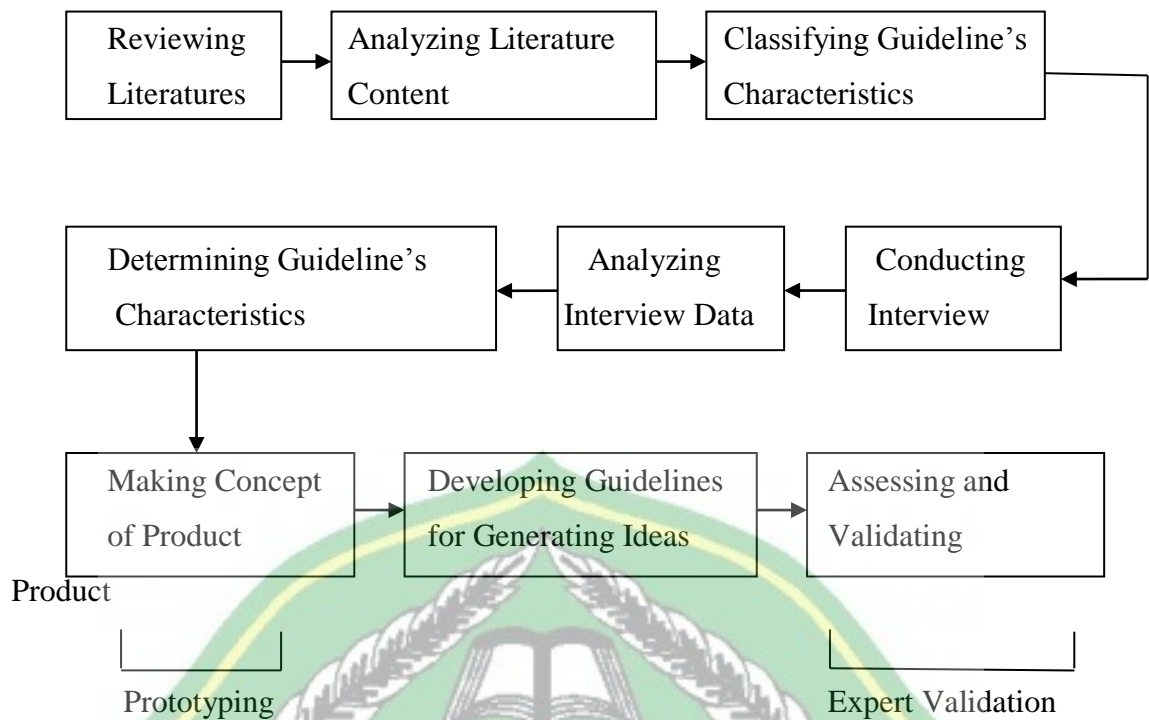
The data analysis techniques of this research are informal interview and literature review. The informal interview data was adopted from Borg and Gall (2003). The interview data was conducted by preparing interview question that constructed from five definitions and synthesized into indicators. There is a tool used in the process of interview that is PC and Tab to record the data from the sources. The next step of data analysis technique is transcribing the interview recordings. From the transcription the data is constructed to answer the research question two.

The literature review technique is used as secondary source to answer the research question one. To find the characteristics of guideline, literature review technique is applied to find the five definitions for each aspect of the guideline. From the literature review, the data is combined to its each of aspect and construct it into indicators. From the indicators, the researcher is developing questions to be established in informal interview section.

1.10.5 Stages of the Research

Figure Need Analysis and Designing Product





From the illustration above, the researcher will reviewing literatures in the first step, then analyzing the literature content to find specific information relate to guideline's characteristics. In order to obtain more guideline's characteristics, the researcher conducting interview in the second phase. After conducting interview, the researcher will analyzing interview data by doing interpreting technique and finally determining guideline's characteristics. For further phase, the researcher will be prototyping the research product and start to construct the guidelines for generating ideas as the main product. Finally, the research product will be assessed and validated by the expert.

1.10.6 Research Timeline

The allocation time for the research is estimated takes 4 months, starting from February 2022 to June 2022 as displayed in the following table.

Table. 1.3

Agenda	Time
Proposal Seminar and Consultation	February 2022
Collecting the Data	February-May 2022
Data Analysis	
Finishing Thesis Writing	
Thesis Examination	June, 2022
Thesis Revision	

