

**THE SOURCES OF STUDENT'S IDEAS  
IN WRITING DESCRIPTIVE TEXT AT SMAN 1 MEULABOH**

**THESIS**

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FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2020 M/1441 H

# THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfillment of the Requirements for The Degree  
Bachelor of Education in English Language Teaching

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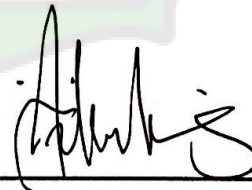
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Date: 23 / December / 2019

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in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for Bachelor Degree of Education in English Language Teaching

On:

Friday,


03 January 2020

08 Jumadil Awal 1441 H

In Darussalam, Banda Aceh

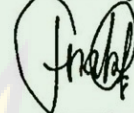
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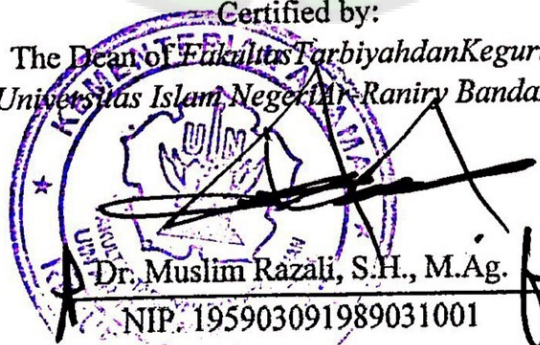
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**The Resources of Student's Ideas in Writing Descriptive Text at SMAN 1  
Meulaboh**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 Desember 2019

Saya yang membuat surat pernyataan,



Amalia

## ACKNOWLEDGMENT



In the name of Allah, the Almighty, the ruler of the universe who always guides, cares and loves this weak and despicable servant. All praises belong to no one but Allah where my life is in His hand and for always giving me blessing, health, strength, and knowledge to finish this thesis. Peace and salutation are sent upon an extraordinary human among all creatures, Prophet Muhammad SAW together with his family and companions who has guided us for better life and told us that there is a paradise awaits for the righteous servants.

I would like to sincerely extend my gratitude and appreciation to my supervisors Dr. Mustafa AR, MA and Fitriah M. Pd, who never felt bored to guide, help, encourage and also motivate me to always in efforts and spirits in writing this thesis as good as possible. I am very grateful to have you both in the process of completing this thesis.

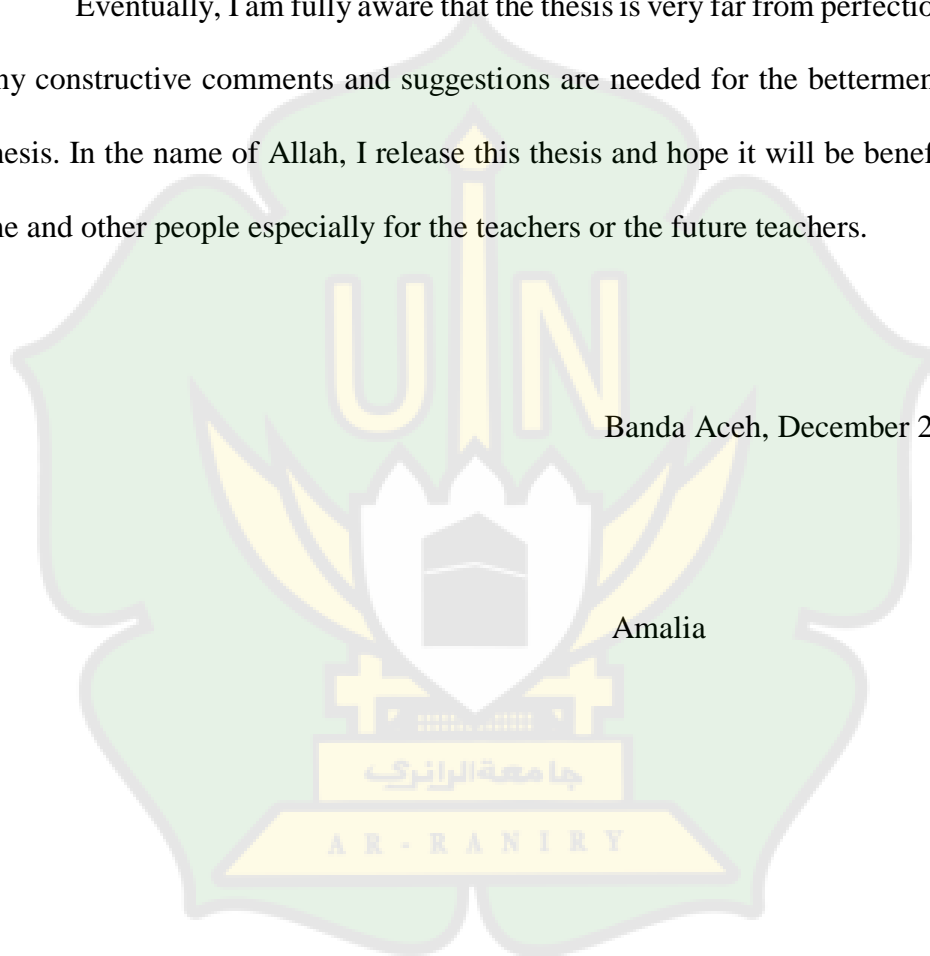
Additionally, my sincere thanks go to my academic advisor Rahmi Fonna, MA who gives me good response for my academic needs; Dr. T. Zulfikar, M. Ed whose advice makes me sure to conduct the thesis; and to Ikhwana Dhivah S. Pd who always helps me to deal with my academic administration during my study in English Education Department. May Allah repay all your kindness!

Besides, I express my sincere thanks to my parents Baihaqi Husen (*Rahimahullah*) and Mastuti Aidar for being a great financial support for my study. Then, big thanks to my brother and sisters for the endless love, great moral and emotional support.

Eventually, I am fully aware that the thesis is very far from perfection. Thus, any constructive comments and suggestions are needed for the betterment of this thesis. In the name of Allah, I release this thesis and hope it will be beneficial for me and other people especially for the teachers or the future teachers.

Banda Aceh, December 21<sup>th</sup> 2019

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## ABSTRACT

Name : Amalia  
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Text at SMAN 1 Meulaboh  
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Keywords : Sources of Student's Ideas; Descriptive Text

In the learning process of descriptive text, the students are often commanded to write a descriptive text based on what they are interested in. The students have to select their ideas to create a creative descriptive writing. Idea is one of the important parts in writing process. Without idea, the students cannot start to write because they do not have anything in their mind for writing process. The previous studies in this area have tended to focus predominantly on how a strategy could help the students to generate their ideas in writing descriptive text. The present research aims to identify and describe the sources of student's ideas in writing descriptive text. Twelve participants were given open-ended questionnaire and interviewed by the researcher. The findings reveal there are four sources of ideas used by the students in writing descriptive text: imagination, observation, asking people and experience. The findings also indicate that it is easier for most of the students to obtain the ideas from beyond themselves than within themselves.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

Language is used as a tool for communication to construct an idea. Language is not only produced in oral but also in written form. Writing is one of the tools for communication to convey researcher's intention to the readers. Writing is used to convey your idea through the written form so that people can understand it. In English learning, writing is a part of four language skills that have to be understood by students. However, writing is considered as a difficult aspect to be mastered because it includes some language components such as grammar, spelling, vocabulary, and mechanic.

Writing becomes one of the important parts in learning process. Through writing, students can express their ideas and opinions. In addition, students should master writing because they are expected to have a good skill and wide knowledge. Jozsef (2001) states "writing is among the most complex human activities. It involves the development of design idea, the capture of mental representations of knowledge, and of experience with subjects". Besides, Olson (2005) states that writing is a considered and organized thought on paper to express ideas inside your head. Thus, it can be understood that writing is the process of thinking for expressing ideas, opinions, and point of views in order to convey meanings.

There are several types of writing that have to be taught to students, one of them is descriptive text. Descriptive text is a text describes the things in a way to make the reader enable to visualize it. Harmenita and Tiarina (2013) state that, the descriptive text consists of identification and description. Identification is used to identify the things that want to be described in detail while the description is the explanation or depiction of something. Furthermore, in writing descriptive text, students have to use their ideas, imaginations and also experiences to help them to create their good writing.

Nowadays, in learning process of descriptive text, the students are commanded to write a descriptive text based on what they are interested in. The students have to select their ideas to create a creative descriptive writing. However, the fact that happened is some students easily get idea to write a descriptive text and some others not. Many students feel difficult to get or to develop an idea. Donovan (2017) states that “writing ideas are not always easy to come by”. The students who do not have an idea will face a problem in getting started. From that situation, it can be learned that idea can be a problem for the students in writing descriptive text.

Based on the issue above, it can be concluded that idea is very important in writing. According to Goins (2017, para. 11) claims that “without an idea, you do not have a story; you just have words on page.” Hence, without an idea, students cannot start to write because they do not have anything in their mind for writing process. Therefore, it is needed for further research to find out the sources of student’s ideas as a way to help the students to discover and develop their ideas.

As stated by Gebhard (2000) in the writing process the teacher role is to provide chances for students to develop workable strategies for getting started to generate writing ideas.

Regarding to that issue, few studies have paid attention to find an idea. First, Peha (2003) states that finding a topic to write is one of the hardest parts in writing. The students are supposed to write a good writing but how come they find the idea easily? There is an approach that can help the students to generate their ideas, it called T-Chart strategy. A good writing comes from strong feelings. The strong feelings come from the things we like and the things we hate. Using T-Chart strategy can help students to find their idea easily because they can make two lists at the same time based on opposites. For example, the students write the things they like or hate. Thus, they can choose what kind of things they are interested in.

Second, the study was conducted by Miftah (2015) at State Islamic Institute of Palangka Raya, Indonesia. The study tried to investigate the enhancing writing ability through idea listing technique (ILT). The finding showed that the implementation of ILT will make students easier to get the idea. According to the study, English teachers are recommended to use the idea listing technique (ILT) to develop students' ideas in writing.

Based on the literature above, it can be seen that both studies focus on students' ideas in writing but they do not explicitly deal where the students' ideas come from. The previous researches only focused on how a strategy could help the students to develop their ideas in writing descriptive text. Then, the study

focused on the basic explanation about the sources of ideas which were used by the students. Ultimately, I would like to conduct a study to determine the sources of student's ideas in writing descriptive text.

The purpose of the study is to discuss the sources of student's ideas in writing descriptive text. The study is hoped to be useful for the teachers as the facilitator in guiding the students to feel at ease in finding an idea. Moreover, if the teachers have already known the sources of students' ideas, they can easier to decide the proper teaching method that will be used in teaching descriptive text.

## **B. Research Questions**

Based on background of the study, the researcher formulates the research questions as follows:

1. What sources do students use to obtain ideas in writing descriptive text?
2. Where do the ideas of the students originate from?

## **C. The Aims of The Study**

Based on the formulated research question, the study aims:

1. To determine the sources used by the students to obtain idea in writing descriptive text.
2. To examine where the student's ideas originate from.

## **D. Significance of The Study**

### ***1. For Teachers***

Practically, the study is hoped to be useful for the English teachers while teaching descriptive text. In addition, the result of the study is meant to be a reference for the English teachers to know the sources of student's idea in writing descriptive text so that they can help and guide the students to find their idea easily. Instead of that, the teachers can also decide to use an appropriate teaching method while teaching descriptive text.

### ***2. For Students***

The study will be helpful for the students to give some motivations and give them a chance to develop their descriptive writing by thinking about the ideas from various sources.

### ***3. Other researchers***

The study is aimed to be beneficial for other researchers as an additional reference in conducting further research.

## **E. Terminology**

### ***1. Descriptive Text***

According to Nordquist (2019) text traditionally defines as a piece of written or spoken form. Text is any stretch of language that can be understood in context. Besides, descriptive text is defined as a text which is meant to describe something such as person, place or thing. Descriptive text is also defines as a text that describe something to make the readers experience what researcher



experience about. It can make the readers feel the same senses: looks, smells, feels, acts, tastes, and sounds (Husna, Zainil & Rozimela, 2017). So, a text is called descriptive text when it describes a particular thing or object. It could be place, person, or something that writer wants to describe. There are two important components of the generic structure of descriptive text: identification and description. Identification is used to identify the object to be described while description is used to describe the thing such as how it looks like or its characteristic.

## **2. *Sources of Idea***

From the Cambridge English Dictionary, source is defined as the place something comes from or starts at, or the cause of something. Besides, Idea is often known as mental representational image or image of some objects. Based on Merriam Webster dictionary, idea is a concept, thought, notion that exist in mind. In that case, the researcher defines the term sources of idea as something which are used by someone from which an idea originates. It could be from a place, thing or person.

## CHAPTER II

### LITERATURE REVIEW

#### A. Descriptive Text

##### *1. Definition of Descriptive Text*

Descriptive text is defined in various ways, these are some definitions of descriptive text according to the researchers:

Hutchinson (2005, p. 4) claims “descriptive text is used to describe something clearly enough to create a vivid image in the minds of your audience.” Besides, Siahaan (2013, p. 115) argues that “descriptive text is a text which is intended to describe a particular person, place or thing.” According to Kane (2000) descriptive text deals with sensory experience most commonly visual perceptions to explain visual thing into a significant pattern. From the definitions, the researcher concludes that descriptive text is a text which presents the features of the object being described in detail so that the readers can look on and feel as if experiencing it themselves.

Descriptive text is one of the types of text that should be taught and mastered by the senior high school students, particularly those in Year Ten. Based on English Language Curriculum (2013) learning descriptive text is a compulsory for the students so that they have to be able to write a descriptive text. Besides, the students have to understand some components of descriptive text such as the function of the text, the generic structure and its grammatical features.

According to Axelrod and Cooper (2001) some components that have to be applied in teaching descriptive text are sensory details, such as the sense of sight, sound, smell, taste, and touch. Also, figurative language like simile, personification, and metaphor should be considered while writing descriptive text.

There are three components of descriptive text according to Spencer (2005):

a. Sensory Details

Sensory details appeal to the five senses: sight, sound, smell, touch, and taste. In writing descriptive text, sensory details are needed to persuade the readers to experience whatever the writers are trying to describe. Suriyanti and Yaacob (2016, p. 76) argue that “sensory details allow the readers to see the real objects that are being described as if they can touch, see, hear, and smell them”.

For example:

**The sweet sound of birds rang out** from the trees

Suddenly, there was **a black shadow flashed**

**The fragrance of jasmine** brings out the comfort

b. Figurative Language

Figurative language is a language style used to create a clear impression both oral and written work so that it can impact the meaning of language. According to Wijayanti (2017, p. 8) “figurative language is used to beautify a sentence structure that primary purpose is to obtain a certain effect to create an imaginative impression to listeners or audiences, both orally and writing”. The

following are the most common figurative language used in writing descriptive text:

### 1) Simile

Simile is a type of figurative language to compare two different things to describe one of them. Simile is a figure of speech which involves an explicit comparison of words in sentence. It usually indicated by the word “like” and “as” (Dancygier & Sweetser, 2014).

For example:

Her hair is **like** noodle

Your eyes are **like** the moon in the night sky

He swims **like** a dolphin

### 2) Metaphor

This kind of figurative language is used to describe and explain a parable from an object. It is often symbolized by the verb “be” (am, are, is, was, were).

For example:

She **is** the light of my life

My mom **is** my spirit

Teachers **are** the light in the darkness

### 3) Personification

Personification appears when a writer wants to describe an object which contains the human characteristics. Melion and Ramakers (2016) states that personification is used to describe a human identity to something which is not human.

For example:

The sun is **glum** today

The flowers **are dancing** in the garden

The birds **sing** beautifully on the branch

#### c. Vivid Words

Descriptive text uses vivid words to tell the readers what a writer experience. According to Manery (2003), vivid words are certain words that entail on descriptive text. By using vivid words, the readers will be able to visualize the things which are described in their mind.

For example:

The baby can **walk**

We **sing** our favorite song

She **shouted** loudly

## 2. *The Generic Structure of Descriptive Text*

Generic structure is the general formula which is constructed in a text to achieve its purpose. It is aimed as a guideline in organizing the content of text into

a functional framework. There are two generic structures of descriptive text as follow:

a. Identification

Identification is used to represent or introduces the subject of the description. Harmenita and Tiarina (2013, p. 4) argue that “identification explains the topic or identifying what or who want to be described”. Identification always takes place in the first paragraph. For instance, *I have a lovely cat. Its name is Katy.*

b. Description

Generally, description is aimed to explain the qualities, characteristics or physical appearances of the things described. Description usually takes place in the second paragraph and so on. Besides, this part gives the detail of the features of the object that has been identified in the first paragraph. For instance, *It has a short tail and heavy feather.*

### **3. The Language Features of Descriptive Text**

The Language feature is the features of language for supporting meaning such as sentence structure, vocabulary, punctuation, figurative language, etc. According to Knapp and Watkins (2005), there are some language features of descriptive text as follows:

a. Using present tense

When describing the things, descriptive text predominantly uses present tense such as *eats, smells, feels, looks*, etc.

For example:

*My cat usually **eats** fish.*

*The rose **smells** good when the rain fall*

b. Using relational verbs

Descriptive text generally uses relational verbs for describing the phenomena (*is, are, has, have*).

For example:

*Jasmine **is** the wonderful flower in my home and it **is** my favorite flower.*

*He does not **have** white skin but he **has** brown skin.*

c. Using mental verbs

Mental verbs are used to describe feelings in literary description such as like, feel, etc.

For example:

*I **fell** unhappy without her in my life.*

*My mother **likes** apple.*

d. Using adjectives

Adjectives can be used to add extra information to nouns in descriptive text.

For example:

*Monkey has **long** tail.*

*I have a **small** house.*

e. Using adverbs

To describe the things in detail, often adverbs used to add extra information to verbs.

For example:

*The wind blows **slowly**.*

*The tiger run **quickly**.*

*He dressed **neatly**.*

#### 4. *Types of Descriptive Text*

According to Jolly as cited in Siburian (2013) there are five types of descriptive text, as follows:

a. Describing a Process

A process description is designed to help the readers to understand how a process happens. The writer describes a process through a series of stage. Besides, a process description provides the information which describes the sequence stages of a process. Below is an example of a process description of rain.

#### **How does Rain occur?**

Rain is the main source of clean water for most regions of the world. Rain provides life for all living things. But, how does it occur? Rain is droplets of water that fall from clouds. Heat from the sun turns moisture (water) from plants and leaves, as well as oceans, lakes, and rivers into water vapour (gas), which disappears into the air. This vapour rises, cools, and changes into tiny water droplets, which form clouds. The water droplets in the clouds join



together to form bigger drops. When the water droplets get too large and heavy, they fall as rain. Big heavy droplets falling to the ground are called rain, and small droplets are called drizzle.

#### b. Describing an Event

In describing an event, the writer should explain the details of the event such as the time of the event occurred, what happened in the event and how the event looked like. The more detail the writer describes, the easier the readers experience it. The following is an example of describing an event.

##### Fun Bike

Fun bike is one of the events that is often made by several agencies. The event is held to create a healthy life by cycling. Fun bike usually attended by many people in various places from adults to children. Each who participates in this event must bring his bicycle and start pedaling it from the established route. In addition, after the fun bike event, usually the relevant agencies will distribute prizes to participants through a random lottery number. Fun bike is one of the healthy and fun events for society.

#### c. Describing a Personality

To describe a person, the thing that should be considered is a physical characteristic from the person such as physical attributes (hair, skin, face), moral attributes (kind, trust, greedy), etc. This type of descriptive text is also used to describe an animal.

### **My Mom**

I need to let you know about my mom. Her name is Mastuti Aidar. She is exceptionally lovely however she is not tall. She has light skin. Her eyes shading is brown. Her eyes are stunning and astounding. I truly cherish her eyes. She has sharp nose with a mole on it. Her hair is black and slightly curly.

My mother likes to share with others. She does not like to be angry because she is a patient person. She is a great women, besides being a housewife, she is also an elementary school teacher. My mother is everything for me and I really love her forever.

#### **d. Describing a Place**

This kind of descriptive text is used to present the physical characteristics of a place such as the location of the place, the use of the place, etc. The places that can be described are the place which often visited by someone or favorite places.

### **My Favorite Place**

My favorite place is always be my house. I spent many times there to do a lot of usual things. My house is not too big and not too small. It has many trees and flowers so that when the wind blows it feels so fresh and makes a cozy atmosphere. Besides, it has many windows so that the sunlight can penetrate into my house. Behind the house, there is a vegetable garden that makes it easy for me to pick it when I want to cook. Besides the garden, there are

chicken and duck cages. My house is a place of family gatherings such as on holidays and breaking fast together. My house is always be a very special place in my heart.

#### e. Describing an Object

The text is used to describe an object in detail. The writer should decide what object will be described with its characteristics such as its color, shape, origin, etc. The following is an example of describing an object.

#### My Car

I have a lovely car. Three years ago, I felt in love to buy this car. I buy it in Jakarta in one of a giant automotive company. It is a small car but it is very comfortable. The color of my car is white with only one row of passenger seat. The color of steering wheel is black and white. It has a small trunk on the back part of the body. I usually put my bag, suitcase or anything I need if I want to travel. My car is not big and luxurious but I am very comfortable driving it.

### B. The Sources of Ideas

Idea is the most important part when starting a writing. There are a lot of sources to find an idea. Sometimes, idea will come unconsciously but in some conditions it will be invented by someone through the thinking process. Ideas can

come from various sources such as personal experience, reading books, interaction, discussion, happening phenomena and etc.

### ***1. Definition of The Sources of Ideas***

Based on KBBI source is defined as the place where something comes out or the origin of something. In other words, “source” answers the question from where something originates or appears. Furthermore, in writing, idea is defined as a construct from a researcher. Based on Merriam Webster dictionary, idea is a formulated thought or opinion and an entity (such as a thought, concept, sensation, or image) actually or potentially present to consciousness.

In addition, the term sources of ideas are defined as something which used as a reason for the emergence of an idea (Widjiningsih, 2006). Besides, according to Widarwati (2000), the sources of idea are everything that can bring up an idea such as the surrounding objects. Based on the definitions above, the researcher concludes that the sources of idea refer to something (place, person, thing) from which an idea comes or is acquired.

### ***2. Various Sources of Ideas in writing***

Writing is an activity which needs idea to start. Many people feel hard to write because they do not have an idea. Thinking of creative ideas sometimes is difficult but there is no limitation to find and develop an idea. According to Donovan (2013), there are endless ways to express the content of ideas that can arise from various sources, as follows:

a. Journal or Notebook

Journal or Notebook can bring up ideas for writing. By looking at all notes that have been written over the years, probably there are a few good ideas that are worth exploring.

b. People

Friend, family, neighbors sometimes can provide a good idea that can be explored in writing. Besides, occasionally, one of the ways to obtain ideas is to ask people and listen to their opinion and view.

c. Nature

Nature is rich with inspiration. Many traditional writers try to write from nature as the subject of their writing stories. It consists of many things such as plants, animals, the landscape, etc.

d. Books and Movies

Reading books or watching movies will bring up ideas for writing. Basically, the characters or memorable settings will influence the writer to get an idea.

e. Music and Poetry

Listening to music or poetry can help the writer to find an idea. Music and poetry create are feeling of happiness, anxiety, and sadness. Therefore, music and poetry can be used as a mood generator for some writers especially ones with happy-themed.

#### f. History

There are so many momentous events or unforgettable experiences in someone's life. An experience is a valuable record for those who deal with idea. Experience might be a good concept for building unlimited idea. Someone can develop their interesting ideas from bad or good of their experiences. People get the idea not only from their experiences but also from other experiences.

#### g. Writing Exercises and Prompts

Writing exercises and prompts will help the people to get back to the writing groove. The purpose of writing exercises and prompts are to spark a thought, idea, and story in a writer's mind so that they can easily create a creative idea for writing.

#### h. Observation

Generally, observation is a good choice to get an idea from what one sees and pays attention to. If someone does not pay attention to the surroundings, he could miss out on some inspirations. Usually, certain moments for example looking up at the sky, looking at the surroundings and watching some events or activities may bring up some ideas. Sometimes, by looking at the sky someone can describe what they see from it or how it looks like.

#### i. Dreams

Dreams are a wonderful source for unique ideas. Write down the dreams as soon as the writer wakes up. Some people recall their nighttime thoughts and then write it down to stimulate their imagination.

#### j. Science and Technology

Rapidly developing technology and science make things easier including finding ideas in writing. There are many innovations and accessibilities that enable people to dream big and explore new things. Information and communication technology is a source for generating ideas such as by using Google, YouTube, and other social media.

#### k. Image

Image are everywhere, some people can run a Google image search to get an idea. The image of something also can appear from fantasy or imagination. Fantasy or imagination is a visualization which can produce works that might be considered as mere dreams or daydreams.

All in all, an idea can come whenever and wherever it is. Also, idea can come from various sources including some activities above. However, this needs little sensitivity from the people to think creatively of what exists around.

### 3. *The Origin of Ideas*

Based on Descartes' theory of ideas as cited in Smith (2007) there are three kinds of ideas, as follows:

#### a. Innate Ideas

Innate ideas include ideas whose contents have their origin in nature. It is the idea of God (he has never seen, heard, felt, smelt, or tasted God). This idea states that God is immaterial, it is neither adventitious nor factitious. Innate ideas explain that God as an actual infinite substance.

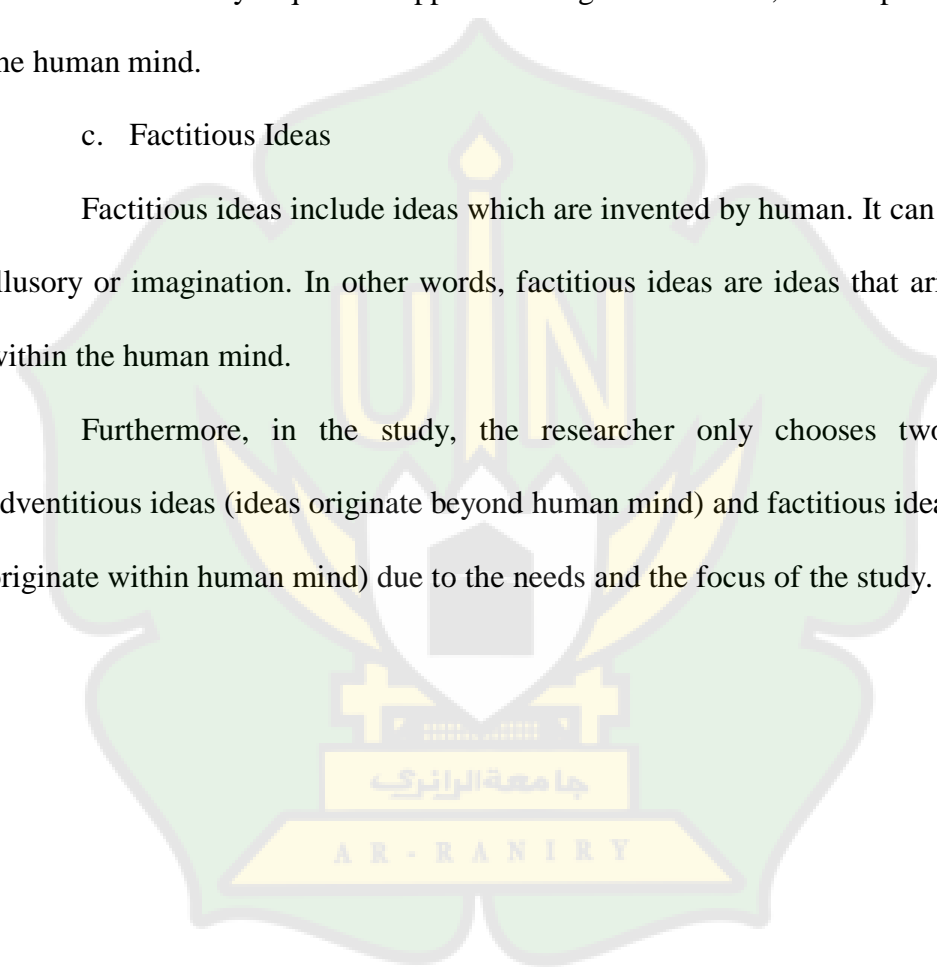
b. Adventitious Ideas

This kind of ideas includes sensory ideas; ideas that originate in sensory experience (look, smell, feel, taste, and sound). Adventitious ideas are derived from the things existing from beyond the human mind or the writer's experience of the world. It may require an appeal to things that exist to, or independently of the human mind.

c. Factitious Ideas

Factitious ideas include ideas which are invented by human. It can be from illusory or imagination. In other words, factitious ideas are ideas that arise from within the human mind.

Furthermore, in the study, the researcher only chooses two ideas: adventitious ideas (ideas originate beyond human mind) and factitious ideas (ideas originate within human mind) due to the needs and the focus of the study.





### **CHAPTER III**

### **RESEARCH METHOD**

The chapter provides the method used by the researcher in the study. It covers research design, participant, technique of data collection, technique of data analysis and setting of research.

#### **A. Research Design**

The approach which was used in the study was qualitative design because the study was aimed to identify the sources of student's ideas in writing descriptive text. According to Dawson (2002), qualitative research design is used to identify the attitudes, behaviors, and experiences in obtaining an in-depth opinion from the participants that support a research. The researcher used qualitative method which provided a descriptive data. In conclusion, the researcher used qualitative research in the study because the researcher wanted to determine the sources of student's idea in writing descriptive text deeply.

#### **B. Setting of Research**

The study was conducted in SMAN 1 Meulaboh that is located in Aceh Barat. SMAN 1 Meulaboh is the oldest school in the regency which established in 1958 and has a strategic location. The school is led by Mr. Mukhlis, S. Pd. SE, M. Si and gets an A accreditation. It has 53 teachers and 558 students. Besides, it provides library, science lab, language lab, administration room, canteen and

mosque. Moreover, the school has a wide field which used to facilitate students activities.

SMAN 1 Meulaboh has 18 classroom and the students are divided into some classes as follow:

Table 3.1

*The Number of Classes in SMAN 1 Meulaboh*

| No. | Class       | Quantity | Class Category  |                                     |
|-----|-------------|----------|---|-------------------------------------|
|     |             |          | MIA   | IIS                                 |
| 1.  | Year Ten    | 6        | X MIA 1<br>X MIA 2<br>X MIA 3                                 | X IIS 1<br>X IIS 2<br>X IIS 3       |
| 2.  | Year Eleven | 6        | XI MIA 1<br>XI MIA 2<br>XI MIA 3                              | XI IIS 1<br>XI IIS 2<br>XI IIS 3    |
| 3.  | Year Twelve | 8        | XII MIA 1<br>XII MIA 2<br>XII MIA 3<br>XII MIA 4<br>XII MIA 5 | XII IIS 1<br>XII IIS 2<br>XII IIS 3 |

The study was conducted in the Year Ten students of the Academic Year 2018/2019. The study was carried out in X MIA 1 because there were more active students than other classes so that the researcher assumed the participants could give the required data.

### **C. Participants**

The participants of the study were the Year Ten students of SMAN 1 Meulaboh especially in X MIA 1. The researcher took the Year Ten students of the Academic Year of 2018/2019. There were 30 students of X MIA 1 but the researcher only chose 12 students as the participants of the research. To gain in-depth data, Creswell (2012, p. 209) suggests “the number of the participants may be several, ranging from 1 or 2 to 30 or 40”. The researcher took the participants because they had learnt the descriptive text as covered in school year syllabus. Also, they had practiced to write a descriptive text by using their own idea.

The participants in the study were taken by using purposive sampling. Kothari (2004) states that the purposive sampling is the sample which is selected deliberately by the researcher and it could be a small group of a large group of people. Furthermore, Arikunto (2002), states that purposive sampling is determined by considering the participants that assumed can give the data exhaustively. So, in the study the researcher only chose 12 participants that she believed they can provide in-depth arguments or opinion related to her study.

### **D. The Technique of Data Collection**

The research used questionnaire and interview as the technique to collect the data.

#### ***1. Open-Ended Questionnaire***

To collect the data, the researcher used open-ended questionnaire. Kumar (2011, p. 144), states that “open-ended questionnaire extremely useful for seeking

opinions, attitudes and perceptions”. In addition, Open-ended questionnaire is used to ask the participant for opinion or argument in their own words, for example, through the use of short answer and sentence completion. The questionnaire may take the form a paper-and-pencil test, it might be administered online, it might be email to the participant and it might be through the telephone (Griffie, 2012). However, in the study the researcher used a paper-and-pencil test questionnaire because the researcher met the participant directly.

Furthermore, the researcher formulated some questions related to her research. Those questions were piloted before giving to the participants in order to avoid miss interpretation of the questions. Through the use of open-ended questionnaire, the participants have the opportunity to express themselves freely because they are not conditioned by some answers that have been listed on a questionnaire sheet. The questionnaires were administered to 12 students in X MIA 1. Hence, the data from open-ended questionnaire would support the researcher in answering her research questions.

## ***2. Semi-Structured Interview***

In answering the second research question in the study, the researcher used semi-structured interview or in-depth interview to collect the data from the participants. Miv (2005) says that interview is used to investigate the phenomenon which is not directly happening. The semi-structured interview is a method where the researcher designs some questions to ask but while the interview taking place, researcher can add some more questions to the interviewee. However, by using

semi-structured interview, it can provide the researcher a lot of credible information from the participants. The researcher only chose 12 students to be her interviewees and were the same participant who participate in the questionnaire.

This study used face to face interview with the participants through semi-structured interview. Questions for them related to the research were designed by the researcher herself. The semi-structured interview is a flexible interview so that the participants (interviewees) have a freedom to answer. As the interviewer, the researcher, can formulate some more questions on the spur of the moment, depending on what occur during the interview. Thus, the researcher can get in-depth information from the participants to answer the research question.

#### **E. The Technique of Data Analysis**

The data from questionnaire and interview were analyzed by using coding process. Coding is the process of organizing and sorting the data. Before beginning to analyze the data, the researcher needed to convert all words from interview and open-ended questionnaire to a computer document. Creswell (2012, p. 239) states that “the most complete procedure, however, is to have all interviews and all observational notes transcribed.”

In the study, the researcher used some steps to code the data. First, the researcher transcribed all the data from questionnaire and interview. Second, explored the general sense of the data by reading the transcripts as a whole several times and then made notes about her first impression. Third, the researcher coded the transcripts such as words, phrases, and sentences that were relevant to the

topic of the research. Fourth, the researcher decided which codes were the most important. Some initial codes which unimportant were dropped. Fifth, the researcher created the analytical categories. There were six categories the researcher used as the reference in analyzing the data as follows:

The categories for the first research question:

- a. Imagination
- b. Experience
- c. Asking others
- d. Observation

The categories for the second research question:

- a. Within themselves
- b. Beyond themselves

Fourth, after creating the categories, the researcher chose to label them. Besides, the researcher described the connection between them because those became the core result of her study. Finally, it was the step to sum up the result as an interpretation of the data.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discussed the findings and discussion of the research. It consisted of the result from the questionnaire and interview used toward the sources of student's ideas in writing descriptive text that was held on 8-9 October 2019. The researcher conducted the study originally in Bahasa Indonesia and the following were the analysis of participants' responses which had been translated into English.

#### **A. Research Findings**

##### ***1. The Analysis of The Sources of Ideas Used by The Students***

This research analyzed the sources of student's ideas in writing descriptive text. The researcher used open-ended questionnaire as the instrument for data collection in answering the first research question. The questionnaires were administered to twelve participants. Based on the questionnaire number 1, the finding showed that eight of the students understood enough about descriptive text. However, four of them did not explain it in detail but generally they knew and understood about descriptive text. The following are the responses of the students:

**Descriptive text is a text which used to describe the characteristics of an object** such as plants, animals or humans in detail and based on our own perspectives. [GJC]

**Descriptive text is a text that explains something and its characteristics** for example explaining about 'goat'. [FRM]

**Descriptive text is a text which explains the characteristic of an object** such as animate or inanimate objects and the surrounding environment. [F]

**Descriptive text is a text which used to describe things in detail** like the natural environment, someone or favorite objects. [FN]

Based on the findings, it can be seen that eight of the students sufficiently understood about descriptive text. They stated that descriptive text is a text which describes some objects or things in detail. Thus, the researcher concluded that majority of the students were familiar with descriptive text although they could not explain it completely.

In addition, the researcher found the core point of the first research question about the sources of ideas used by the students in writing descriptive text which included in the questionnaire number 2, 3 and 4. The findings are served in the table below:

Table 4.1

*The Sources of Ideas used by The Students in Writing Descriptive Text*

| No. | The Sources of Ideas | Quantity   |
|-----|----------------------|------------|
| 1.  | Imagination          | 3 Students |
| 2.  | Observation          | 3 Students |
| 3.  | Asking People        | 4 Students |
| 4.  | Experience           | 2 Students |



From the Table 4.1, it could be learnt that there were some sources used by the students in writing descriptive text. The table showed that three of twelve students used 'imagination' in getting their ideas in writing descriptive text. Besides, three of twelve students used 'observation' in finding ideas. Moreover, four of twelve students obtained their ideas by 'asking people' around them. Then, only two of twelve students used their 'experience' in writing descriptive text. The following are the further explanations of the sources of ideas used by the students in writing descriptive text:

a. Imagination

The result showed that three of twelve students used imagination as a good source in obtaining ideas. They claimed that using their own imagination made it easier for them to get the ideas. The ideas would come spontaneously when they were thinking of them. One of the students' responses is shown below:

I am a typical person who easily finds ideas. If I want to write descriptive text, my mind directly thinks about some possible objects. **I rarely feel hard to get an idea, so, I often find the ideas through my own imagination or my own thought. [TDH]**

In relation to this category, other participants said:

When writing descriptive text, I firstly think about the things with its characteristics. **Fortunately, my ideas easily come through imagination.** In my opinion, something obtained through my own imagination will be easier to develop. **[GJC]**

Both of the participants agreed that using imagination as a source to get ideas was easier than other sources. Based on their answers, the researcher briefly concluded that few students would easier to find ideas in writing descriptive text by using their own imagination because they could easier to develop it.

b. Observation

The second source which was used by the students in finding ideas in writing descriptive text was observation. There were three of twelve students who got the ideas by looking the things around. They stated that they felt hard to get an idea by thinking themselves. Besides, the alternative way to do was observing something. An example of the students' response who used observation as a source in obtaining ideas is shown below:

I rarely get ideas by thinking myself especially in classroom, so, I a bit confuse about the thing should be described. **Honestly, it is easier for me to get the ideas by observing the environment around me** like seeing the scenery, housing, trees, and so on.  
[ADP]

In relation to this, other participants said:

I don't know what firstly comes to my mind because I often lose my ideas in writing because I don't have a good level of focus. **To invite an idea, I usually look around the environment or nature** to find an interesting object to be described. [RM]

It's quite difficult to invite ideas myself because sometimes the ideas come up but sometimes they don't. **I usually get an idea in writing descriptive text by looking at real objects which have an attraction for me.** By looking to the real object I can describe

it more detail because I know the object that is being described exists in front of my eyes. [MH]

The excerpts showed that some students who felt hard to get an idea by thinking or through imagination would choose another source that is observation. By observing the things around them, they were easier to emerge ideas because the ideas would come from the real objects they looked.

#### c. Asking People

There were four of twelve students got ideas to write descriptive text by asking people. They agreed by asking people they got an idea easier than thinking themselves. Some of them said that it took a lot of time to get an idea by themselves so that asking others made them easier to emerge an idea. In addition, some students claimed that their ideas did not come up when needed. Therefore, asking the people around them like teacher or friend made them had a reflection of what they should write. The following are some of students' responses toward this issue:

When writing descriptive text, firstly come to me is how to describe something so that people can know about the thing I described. Sometimes, **I find it easier to get ideas by asking friends or teachers** because it takes me a long time to get an idea if I think myself. [FRM]

Frequently, my ideas don't come when I needed so I feel hard to start to write. In addition, **I am as a student will ask my teacher to give a reflection about some objects.** After the teacher gave the explanation, I am motivated and finally get the idea of what I have to describe. [GJC]

**The first thing that comes to my head is to describe how something looks like. Usually, I tend to ask my friends to provoke an idea.** Mostly, my idea comes after I ask them. I know it is a bit strange but honestly my ideas emerges from that way. [CRDR]

I am a bit difficult to emerge an idea through my brain so, I usually get stuck to start writing. Precisely, my idea doesn't come spontaneously. Because of that, **I often ask my friends first and then the idea will emerge.** [NI]

When my brain is stuck and it doesn't bring out the idea, I will go by an alternative way. **The alternative way that I mean is asking friend or teacher in the classroom.** Why do I say like that? Because, it will be easy for me to get an idea. Sometimes, we have to fight with the time. Therefore, still thinking with my mind doesn't bring out the idea, so to save the time it is better to ask others to get the idea. [CAF]

Based on the excerpts above, the participants often asked people to emerge ideas. As noted by CAF, asking people was an alternative way when the brain did not show any ideas. Besides, asking people around was better to save the time. Based on the result above, the researcher interpreted that majority of the students got the ideas in writing descriptive text by asking people around such as teacher or friend. By asking people, they had a reflection of what they should wrote.

#### d. Experience

Experience was a valuable record for some students. They can develop ideas from bad or good experience they have. Sometimes, few memories in the past were good to provoke an idea. Based on the data, there were two of twelve students who got the ideas in writing descriptive text from their experiences. The following are some students' responses toward this category:

When writing descriptive text, **I directly use my brain to think of an object that I can describe.** Yeah, exactly my ideas often arise spontaneously from my mind. **Sometimes, my ideas in writing descriptive text come based on my experience such as the things that people give to me in the past.** For example, the watch given by my father in my birthday. [TDH]

**In writing descriptive text I always think of my experience when I was in junior high school.** My teacher gave the example of the object that could be described and it was "elephant". **So, until now if I have to write a descriptive text I immediately think of 'elephant'.** [CR]

Based on their answers, experience also became a source for the students to get ideas in writing descriptive text. Thus, the researcher concluded that two of 12 students got the idea to write descriptive text from the things which influenced the students in their past like teacher's explanation or something got from somebody.

## 2. *The Analysis of The Origin of The Student's Ideas*

In this section, the researcher will discuss the result of interview which involved twelve students as the informants. The students were chosen based on the complete answer in the open-ended questionnaire. In addition, the researcher used an interview for data collection to answer the second research question which focused to examine whether the student's ideas originate within or beyond themselves. The following are the findings of the interview:

Table 4.2

*The Origin of Student's Ideas*

| No. | Category          | Sources                    | Number of students |
|-----|-------------------|----------------------------|--------------------|
| 1.  | Within themselves | Imagination; Experience    | 5 Students         |
| 2.  | Beyond themselves | Asking People; Observation | 7 Students         |

The table 4.2 showed that student's ideas originate within or beyond themselves. There were five of twelve students got ideas from within themselves. Besides, seven of twelve students obtained ideas from beyond themselves. The following are the further explanations of the student's ideas originate within or beyond themselves:

### a. The Ideas Originate Within Themselves

Some of responses remarked that the idea would be easier to get by thinking. There were five of twelve students believed that imagination was the best source to invite ideas because through the imagination many things emerged

in their mind. In addition, some other students claimed that experience also became a way to invite ideas by having flashback memory such as unforgettable moment in their life. The students' responses for the category are shown below:

**I find it easier for me to get ideas from within myself such as through my fantasy or imagination.** Fortunately, my ideas often come spontaneously. In my opinion, something that I get from my imagination will be easier to develop. **Through imagination many topics will cross my mind.** [GJC]

In relation to this concern, other participants said:

**Yes, I find it quite easy to get ideas from within myself.** Besides, if I want to write, **I definitely think or imagine about something that I can describe.** I don't need a long time to find ideas on my own because my ideas will come spontaneously. [TDH]

**I easily get ideas by thinking myself because many of them spontaneously come.** My ideas can emerge anytime and anywhere I need it. For me, **the ideas that come from myself more complete and more satisfy.** [F]

**Yes, 99% my ideas originate from myself.** I am a person who likes to imagine and think myself. **By using my own mind my ideas will appear** spontaneously. Strangely, if I ask other people to give me an idea then I will get stuck in writing. For me, my ideas mostly come from my mind and they don't affected by other things. [TMY]

I guess that my ideas come from within myself, so, I don't have a difficulty in finding an idea to write descriptive text because

**spontaneously my idea will emerge from my experience when I was in junior high school.** My teacher gave the example of the object that could be described and it was “elephant”. So, until now if I have to write a descriptive text I never get stuck with idea because I will immediately think of ‘elephant’. [CR]

Based on the students’ fragments, the researcher learnt that those five students easily get ideas from within themselves. It was signaled by using their imagination to think of the objects and also their experiences. Based on their answers, the researcher claimed that by using imagination and experience the ideas would emerge easily. The ideas which were produced from within themselves more satisfy and complete so that it would made them easier to develop it.

b. The Ideas Originate Beyond Themselves

Most of students’ responses showed that the students usually obtain ideas beyond themselves. There were seven of twelve students were sure that sometimes their ideas must be invented by other things such as by observing objects around them or asking teacher or friend. The following are the students’ replies for the category:

As I said before, I need a long time in the process of getting ideas by myself. **So, I find it easier for me to get ideas beyond myself** for example by studying outside the classroom or in the environment where many real objects exist. Hence, I will invite my ideas when observing those real objects. [FRM]



In relation to this part, other participants said:

**I think my ideas easily come from beyond myself** because my ideas sometimes don't come when I need it. Asking the teacher is the best way to invite ideas. Usually, teacher will give some clues about the topic that should be described. [FN]

I don't have a good level of focus so my ideas often don't come up. **Therefore, it's hard for me to get the ideas from within myself like thinking or imagining something.** I am helped to have an idea if I look around my environment or nature in which there are many objects. **Therefore, I believe that my ideas come faster from beyond myself.** [RM]

Sometimes, I feel hard to find an idea but sometimes not. It depends on the situation and condition. Mostly, my ideas come when observing something like looking at the river, mountains and etc. **Hmm, I think my ideas easily come from beyond myself** by looking at the objects around me which can affect my brain to get the ideas. [CA]

My ideas rarely come out when I am in a crowded atmosphere, yeah, like in the classroom. **So, obviously my ideas will come from beyond myself** because I personally like to observe many real objects than imagining unreal things. [MH]

The data revealed that most of the students found the ideas from beyond themselves. It was known because they observed the objects around them and also asked their friends or teachers to give them a little enlightenment in finding their ideas. Based on that overview, the researcher summed up that many students

obtained the ideas from outside themselves because they knew that it was easier than to think themselves. Thinking by themselves sometimes took a lot of time to emerge the ideas which not necessarily came up.

## **B. Discussion**

This section covers the discussion of the analysis of the sources of student's ideas in writing descriptive text related to the two research questions. The elaboration of the findings are below:

### ***1. The Sources Students Use to Obtain Ideas in Writing Descriptive Text***

Based on the result above, there are four sources of ideas used by the students in writing descriptive text. First, the ideas of the students came from imagination. According to three of twelve students, their ideas easily came from imagination because by using their own imagination they would be easier to develop the ideas. Besides, few of them said that the ideas that came from their imagination more complete and satisfy. These students also stated that thinking of ideas through imagination facilitated them in obtaining the ideas spontaneously.

Second, the source of idea that was used by the students was observation. Moreover, three of twelve students claimed that observation was a good way to invite some ideas especially for who felt hard in getting an idea. These students usually got the ideas in writing descriptive text by looking at the objects around such as the nature or the environment around them. Based on the findings, the

students who felt difficult to get an idea by thinking themselves or through imagination would choose other sources that was observation.

Third, the students found the ideas in writing descriptive text by asking people. There were four of twelve students who found it easier to get the ideas by asking people around them such as teachers or friends. The students agreed that it took a long time to emerge an idea especially for who often got stuck. In addition, the students who often got stuck could not force their ideas to come up. Therefore, asking people became an alternative way to provoke their ideas. Some students also said that after they asked others they would have a reflection of what things they should write.

Fourth, two of twelve students obtained ideas in writing descriptive text from experience. Life experience had a big effect for somebody not only from happy but also bad experience. The students who got the ideas from experience agreed that sometimes experience was a valuable record to emerge an idea. One of the students got the idea from the teacher explanation in her junior high school. Another students got the idea from the things that people gave in her birthday. From that result, it can be concluded that the students could have an idea from their past experience which influenced their preset life.

In addition, the result showed that only four sources of ideas which were used by the students and it was supported by the theory of Donovan (2017) which acknowledged that ideas can arise from twelve sources such observation, imagination, people, and history or experience. Besides, Donovan's theory provided twelve sources of ideas and it was slightly different in some aspects with

the study's findings. Generally, There were only four of twelve sources of Ideas which developed by Donovan used by the students in writing descriptive text.

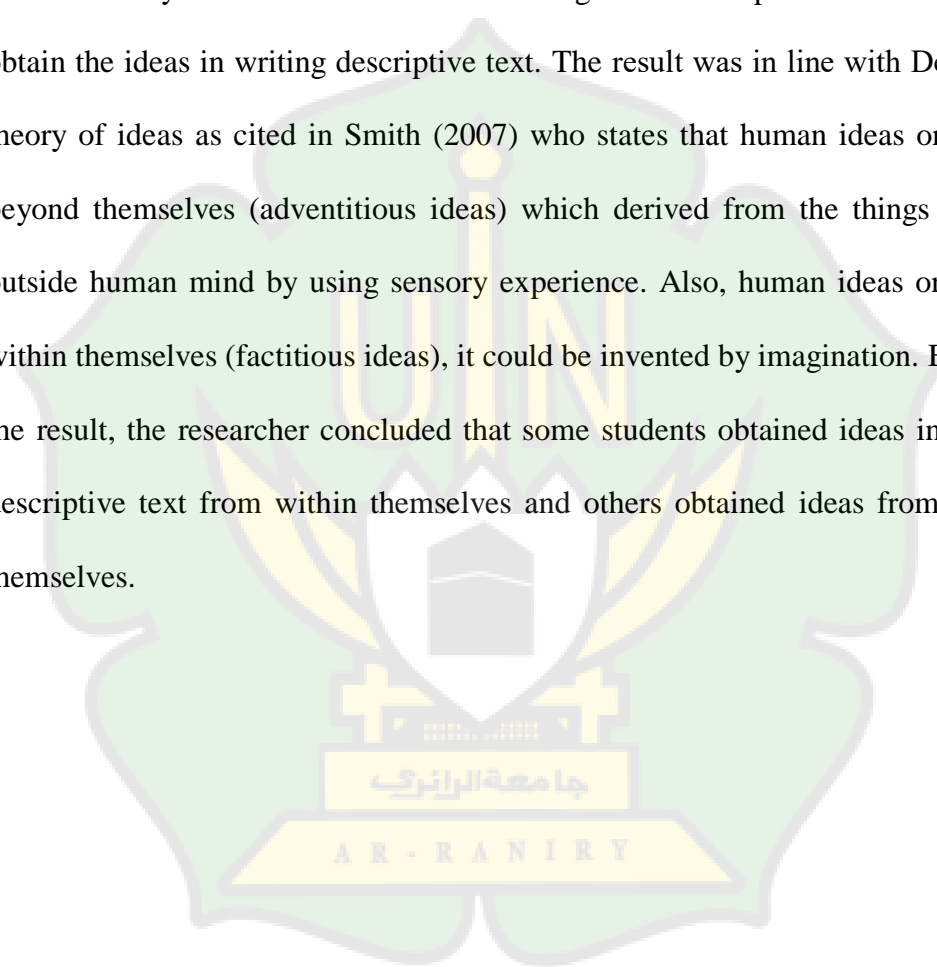
## ***2. The Origin of The Student's Ideas***

Based on the finding, majority of student's ideas originate from beyond themselves and others came from within themselves. There were seven of twelve students who easily got the ideas from beyond themselves. These students claimed that the ideas were easier to emerge from beyond themselves than from within themselves such as through imagination or any other ways. The students that stated this were the students who felt difficult to get the ideas by using their imagination because they needed a lot of time to think of an idea. Besides, some of them also had low focus so they often lost their ideas. Therefore, the students agreed that their ideas would come easily from beyond themselves such as from observing something around or by asking people like teachers or their friends.

Furthermore, only five of twelve students stated that their ideas would emerge from within themselves. These students agreed that they got the ideas from within themselves such as through imagination and experience. They also claimed that the ideas which came from their own imagination would easier to develop because they were gained from one mind. The students who said this were the students who did not find any difficulties in finding an idea. They felt easy to deal with their mind to obtain ideas because they rarely got stuck. One of them also stated if they got the ideas from beyond themselves such as asking people, it would make her hard to develop it. Moreover, the students who got the

ideas from within themselves were the students who loved to imagine and think about something so that many objects would cross their mind.

The students who obtained the ideas from beyond themselves usually used observation or asking people as a source of idea. Besides, the students who got the ideas from beyond themselves often used imagination or experience as a source to obtain the ideas in writing descriptive text. The result was in line with Descartes' theory of ideas as cited in Smith (2007) who states that human ideas originated beyond themselves (adventitious ideas) which derived from the things existing outside human mind by using sensory experience. Also, human ideas originated within themselves (factitious ideas), it could be invented by imagination. Based on the result, the researcher concluded that some students obtained ideas in writing descriptive text from within themselves and others obtained ideas from beyond themselves.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

After having analyzed the data in chapter IV, there are several conclusions that can be drawn in relation to the research questions as follows:

1. There were three of twelve students who used imagination as a best source in writing descriptive text. They stated that by using their own imagination they were easier to get and develop their ideas because many ideas would cross their mind.
2. It also showed that three of twelve students easily obtained their ideas by observation. They claimed that observing the things around them like natural environment or looking at many interesting objects would affect their mind to provoke an idea.
3. Based on the data, four of twelve students mostly got the ideas in writing descriptive text by asking people. Besides, they often got stuck when thinking of the ideas themselves so that asking people such as teacher or friend helped them to emerge an idea.
4. There were two of twelve students who got ideas from experience. Only few students got the idea to write descriptive text from the things which influenced the students in their past like teacher's explanation or something got from somebody.

5. Based on the result of interview, there are only five of twelve students who easily get ideas to write descriptive text from within themselves. The students who get the ideas from within themselves claimed that the ideas would be easier to emerge because they could think of many objects that crossed their mind. Besides, the ideas from within themselves would easily to develop especially by using their imagination and also experience. There was no limitation in finding the ideas from within themselves.
6. The students who get the ideas from beyond themselves conveyed that they were easier to find the ideas that way than thinking themselves. The ideas that came from beyond themselves were found by asking people and also observing the things around them. Also, taking ideas from beyond themselves would save the time without getting stuck in thinking of an idea.

## **B. Suggestions**

Based on the findings, there are some suggestions that the researcher can provide, as follow:

### ***1. For The Students***

The researcher provides a suggestion for the students who deal with idea especially when they write a descriptive text. For the students who feel hard to get an idea, they can try to emerge their ideas from beyond themselves such as from observation. They can observe the things around them such as looking at the environment. Besides, they can also asking somebody like teachers or their friends

to invite their ideas. It is especially for the students who often lose their focus and need a lot of time to think of an idea.

## ***2. For The Teachers***

The researcher also gives few suggestions to the teachers especially to the English teachers who teach descriptive text. The teacher sometimes can use some appropriate methods in teaching descriptive text especially when the teacher command the students to write a descriptive text. From my thesis result, it can be learnt that there are some students who easily find ideas from within themselves and some others from beyond themselves. As the teachers, they should know about that in order to help the student in starting their writing.

The students who get the ideas from within themselves are easier to get the ideas by using their imagination and experiences. So, the teacher can command the students to write a descriptive text in the classroom because the students who use their imagination or experience will not disturb with other things because their ideas will easily come and there are a lot of ideas will cross their mind.

However, for the students who feel hard to find ideas in writing descriptive text they will get stuck. Therefore, the teacher should apply other methods such as giving them a chance to write descriptive text outside the classroom so that they can emerge their ideas by observing the things around them. Another way is the teacher can adjust a method like small group discussion which included asking and answering in order to make the students who hard to get the ideas themselves will be helped by asking their friends.



### ***3. For Other Researchers***

As the researcher only focused on the sources of student's ideas in writing descriptive text, the researcher suggests to other researchers to conduct further research related to the sources of the student's ideas in writing other types of text. Besides, the future researcher can also conduct a research related to the theory from this research such as how many students get ideas from within or beyond themselves.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B- 14762/UN.08/FTK/KP.07.6/10/2019

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-10380/UN.08/FTK/KP.07.6/10/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018
- MEMUTUSKAN**
- Menetapkan** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
- PERTAMA** : Nomor: B-10380/UN.08/FTK/KP.07.6/10/2018 tanggal 15 Oktober 2018
- KEDUA** : Menunjuk Saudara:
1. Dr. Mustafa AR, MA Sebagai Pembimbing Pertama
2. Fitriah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Amalia
- NIM : 150203089
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Resources of Student's Ideas in Writing Descriptive Text at SMAN 1 Meulaboh
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Tanggal: 10 Oktober 2019

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dinuklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.





**PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SMA NEGERI 1 MEULABOH**

NPSN : 10102505

NSS : 101060601001

Jln. Imam Bonjol No. 01 Telp/Fax : 0655-7551436, Kode Pos : 23617

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**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3 / 680/2019

Kepala SMA Negeri 1 Meulaboh Kecamatan Johan Pahlawan Kab. Aceh Barat menerangkan bahwa :

Nama : Amalia  
N I M : 150203089  
Program Studi : Pendidikan Bahasa Inggris

Benar, yang tersebut di atas telah selesai melaksanakan pengambilan data di SMA Negeri 1 Meulaboh.

Bedasarkan surat Wakil Dekan 1 Fakultas Tarbiyah dan Keguruan dan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor :B-14452/Un.08/FTK 1/TL.00/10//2019 tanggal 02 Oktober 2019 tentang Skripsi yang judul **"The Resources of Student' s Ideas in Writing**

**Descriptive Text at SMAN 1 Meulaboh "** yang dilaksanakan pada SMA Negeri 1 Meulaboh Kab. Aceh Barat.

Demikian Surat Keterangan ini diberikan untuk dapat digunakan seperlunya.

Meulaboh, 11 Oktober 2019

Kepala Sekolah



Mukhlis, S.Pd,SE,M.Si

Nip.196603291990031005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
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Nomor : B-14452/Un.08/FTK.1/TL.00/10/2019

Banda Aceh, 02 October 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : AMALIA  
**N I M** : 150203089  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : IX  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh  
**A l a m a t** : Jl. T. Nyak Arif Pasar Lamnyong Blok C Dusun Tunggal Kec. Syiah  
Kuala Banda Aceh

Untuk mengumpulkan data pada:

**SMA Negeri 1 Meulaboh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Resources of Student's Ideas in Writing Descriptive Text at SMAN 1 Meulaboh**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.


An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,



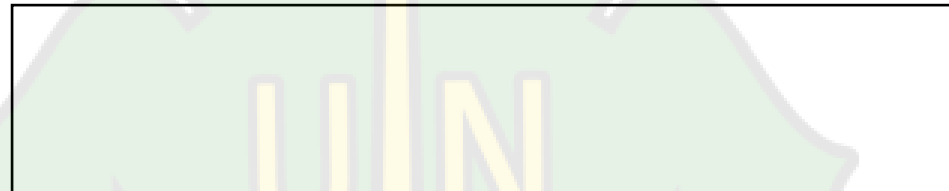


**Appendix D**  
**Questionnaire Sheet**

1. What do you know about descriptive text?



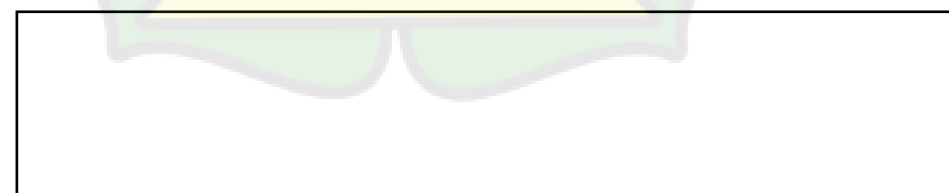
2. When writing descriptive text, what thing firstly comes to your mind?



3. When the teacher tells you to write descriptive text and you find it difficult to find an idea, what will you do?



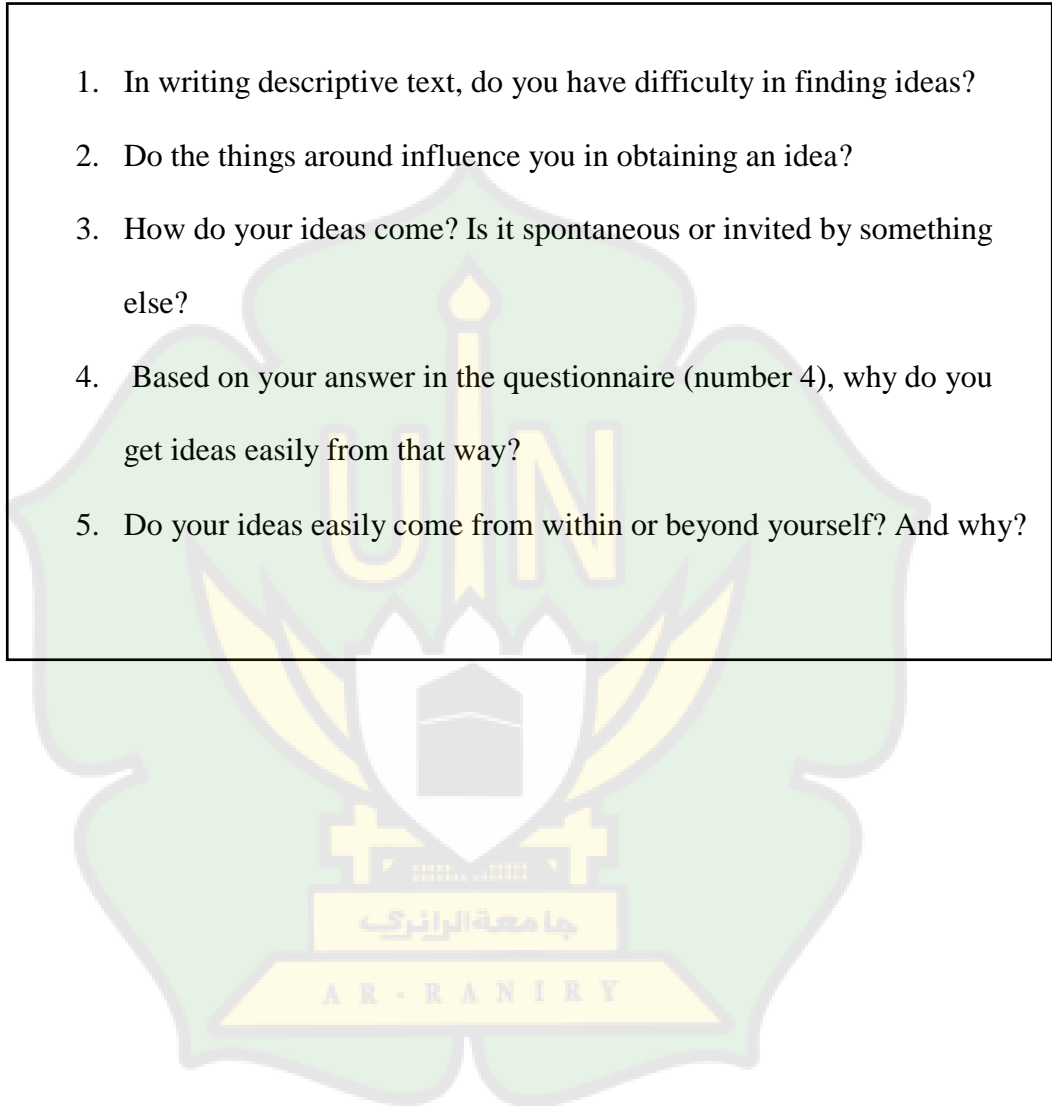
4. Where do the idea you use in writing descriptive text easily emerge?



## **Appendix E**

### **Interview Questions**

1. In writing descriptive text, do you have difficulty in finding ideas?
2. Do the things around influence you in obtaining an idea?
3. How do your ideas come? Is it spontaneous or invited by something else?
4. Based on your answer in the questionnaire (number 4), why do you get ideas easily from that way?
5. Do your ideas easily come from within or beyond yourself? And why?



## AUTOBIOGRAPHY

1. Full Name : Amalia
2. Registration Number : 150203089
3. Place/Date of Birth : Meulaboh/ 20 September 1997
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesia/Aceh
7. The Parents
- a. Father's Name : Alm. Baihaqi Husen  
Occupation : -
  - b. Mother's Name : Mastuti Aidar  
Occupation : Teacher
8. Education Background
- a. Elementary School : MIS NURUL FALAH, 2003-2009
  - b. Junior High School : MTsN Model Meulaboh 1, 2009-2012
  - c. Senior High School : SMAN 1 Meulaboh 2012-2015
  - d. University : Universitas Islam Negeri Ar-Raniry, Banda Aceh  
2015-2020

Banda Aceh, 26 November 2019

Amalia