

CHAPTER IV

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this research and a number of suggestions. The conclusion discusses the quality of academic abstracts from two innovative brain-informed lenses and their integration (REA), its implementation for writing and literacy pedagogy in Indonesia, and the utilization of digital technology in a new way. The suggestions, moreover, acknowledge the limitations of the current research and suggest recommendations for further research.

4.1. Conclusion

This research emerges from the urgent need to shift writing instruction in Indonesian schools and universities, particularly in the academic writing texts. Additionally, this research sets out to examine the function of abstract sections in mini-thesis written by undergraduate students not merely as structural summaries but as reader-oriented texts that are shaped by emotional progression and aesthetics principles structuring. The researcher chose abstract sections to be analyzed because this section is often considered as a simple part that only aims to inform the readers without attentional guide consideration in reading a text. Through three-layered analysis, which includes the Reading for Emotion (RfE) model, Aesthetics Principles, and their integration within the REA (Reading for Emotion & Aesthetics) framework, the findings demonstrate that the quality of academic abstracts can be assessed based on the informational flow grounded in the coordination of emotional stages that guide readers toward relative and interpretive direction, aesthetics principles regulate attention and cognitive fluency, and the REA alignment that creates a resonant progression across the texts. The author's strategies in engaging the readers through the emotional shift and the utilization of perceptual cues, moreover, also become one of the indicators that affect abstract quality.

As the main frameworks used in this research, RfE and Aesthetics Principles serve also as learning tools that make it possible to maximize the innovative writing pedagogy which is compatible with the nature of the human brain. Relevant to the research findings that suggest a significant shift in writing pedagogy, these frameworks step beyond traditional approaches to academic literacy that have emphasized genre moves, structural and uniform templates, and linguistic accuracy. Although such components remain crucial, they do not fully cover how readers experience texts. The RfE analysis presents that emotion benefits as an organizing mechanism that signals importance and frames inquiry. The aesthetics principles analysis examines that contrast, symmetry & order, peak shift, and perceptual problem-solving principles enhance salience and coherence. Most importantly, the REA integration shows that the engagement is strongest when emotions and perceptual cues operate together.

From the pedagogical perspective, this research reframes academic writing instruction as a form of reader-oriented. Moreover, this study brings the writing pedagogy moves beyond teaching students what sections to involve toward assisting them to comprehend how texts guide attention, create imbalance, and provide resolution. Theoretically, this study extends not only for the writing studies but also to broader literacy studies by incorporating emotion and aesthetics. The findings align with the theory that sees emotion as an integral part of reasoning and learning. Similarly, aesthetics reframed as perceptual mechanism rather than only decorative style.

Beyond its pedagogical and theoretical contributions, this study also steps forward by integrating digital technologies, particularly artificial intelligence (AI) functions as a cognitive amplifier that helps the researcher detect and refine such patterns while analyzing the texts. Here, AI-assisted analytical tools serve as reflective scaffolds that support researcher in tuning the emotional progression and perceptual coherence rather than only generating content autonomously. This concept of work refers to a new way of utilizing digital technology that can be implemented in teaching and learning, namely Alternative Intelligence (AI),

combining the work of human, brain-informed analytical learning tools, and digital technology to amplify human cognitive development.

Critically, this integration must remain pedagogically guided. AI tools are able to identify patterns, but they cannot fully replace the readers lived experience of resonance, and this is because the alignment between emotion and aesthetics is ultimately a human interpretive phenomenon. Thus, the role of AI in REA-informed writing pedagogy must be framed not as automation but as augmentation. Digital technologies such as AI, when they are used thoughtfully, can improve students' awareness of how texts shape engagement and mindfulness of their reasoning and learning processes.

Finally, the REA framework not only reframes academic writing as a cognitive-affective practice but also positions digital technology not as a substitute for sharpening awareness. Literacy pedagogy, particularly writing, moves toward a future where emotional intelligence, aesthetics sensitivity, and technological support converge to develop academic authors who are more reflective and perceptually responsive.

4.2. Suggestions

The researcher has tried the best since early preparation until the final step of writing this research. However, it is possible that in it there are several things that are not perfect completely. Thus, the researcher offers the research as a reference for English educators and the future research.

4.2.1. For English Educators

This research related to the novel writing instruction that is able to be implemented by the English educators, moving beyond structural and uniform template of instruction toward a more reader-oriented literacy specifically writing pedagogy grounded in emotional and aesthetics awareness.

English educators both in schools and universities may incorporate the Reading for Emotion (RfE) framework into academic writing

instruction by teaching the students to build the emotional progression within the texts. The students can be guided to frame problems of the research in ways that mark meaningful disturbance, develop discovery with maintained cognitive orientation, and serve perceptually satisfying resolution. RfE approach assists learners comprehend that academic writing is not neutral emotionally, yet structured around relevance and interpretive direction. Additionally, the aesthetics principles can be integrated as functional cues to amplify the emotion more salient. For instance, the use of contrast principle to sharpen problem through clear oppositional framing between policy and practice. Moreover, this research also brings a new way of assessing the quality of academic texts from the informational flow grounded in the author's strategies in functioning emotion and perceptual cues of aesthetics principles.

Importantly, English educators emphasized to improve student's awareness of how academic texts guide attention and build engagement. Thus, literacy pedagogy not merely focusing on linguistic features, but more on cognitive-affective lens.

4.2.2. For Future Research

This current research is limited on the text analysis study. The data used is only thesis abstracts written by 15 undergraduate students in the same field of study. Thus, the findings gained related to abstracts quality grounded in authors' informational flow is limited not vary in terms of the field of study. Future research is expected to collect more data from different techniques to be analyzed to enrich the findings, whether from the texts written by undergraduate students that have different majors or from the interview to the readers to see their emotional engagement while reading the texts.

Another suggestion concerns the research methodology. The sampling of the analyzed texts in the current study was not conducted purposively, as it does not clearly specify criteria such as text type or

author category, nor does it provide sufficient justification for the selection of the samples. Therefore, future research is recommended to employ purposive sampling in determining both the texts to be analyzed and the participants to be interviewed, ensuring alignment with the research objectives.

In the Aesthetics Principles analysis, finally, the researcher only analyzes the text by using four principles. Thus, further research is expected to utilize all of the eight principles to reach more vary data.

