

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research already carried out and suggestions for further research.

5.1 Conclusion

Academic writing is a general skill that must be mastered by every college graduate, especially those majoring in English Education in Indonesia. The challenges in studying academic writing in Indonesia are largely due to the pedagogy of the academic writing discipline, which focuses too much on language and grammar while failing to teach academics a critical disposition. Bumela, L., (2021) has mentioned the characteristics of the differences between traditional pedagogy and postmodern pedagogy, especially in the pedagogy for academic writing, as discussed in Chapter I. The researcher made three research questions for this research. First, How is academic writing generally taught by lecturers in English Language Teaching Department and Indonesian Language Teaching Department?. Second, How do lecturers in both departments view the evaluation of academic writing pedagogy?. Third, How do the lecturers view the links between their research practice and academic writing publications?.

The first question concerns how academic writing is generally taught by lecturers in the English Teaching Department (ELTD) and the Indonesian Language Teaching Department (ILTD). There is no perfect pedagogy. However, it would be better if the pedagogy applied in universities, especially in the English Language Teaching Department (ELTD) and Indonesian Language Teaching Department (ILTD), uses the pedagogy that is closest to the ideal pedagogical criteria. But unfortunately, the academic writing courses taught at ELTD and ILTD generally have not achieved that. The most ideal pedagogy that can be used in 21st-century learning is a pedagogy that leads to a multisensory and multidimensional approach. As explained in the previous

chapter that pedagogy should encourage language learning as a multisensory experience by activating the auditory and vestibular sensory systems in the human body, because when a writer is writing, and a reader is reading, they will experience auditory images of intonation, accent, pause, rhythm, and certain sound quality, even if the writing itself may exhibit these features poorly, if at all. This “covert prosody” of written language is definitely something quite obvious to a reflective writer or reader.

The second question concerns how the views of lecturers in both departments on the evaluation of academic writing pedagogy. In addition to traditional pedagogy, evaluations conducted at the English Teaching Department (ELTD) and the Indonesian Language Teaching Department (ILTD) are still in the form of summative assessments. Lecturers who teach academic writing courses at ELTD and ILTD still use summative assessment. Where the lecturers in the two majors said that the assessment was carried out based on the final results of student assignments, using an assessment in the form of scores from the rubric which was used as a form of evaluation in academic writing classes. Summative assessment cannot help students accelerate understanding. While formative assessment can help students accelerate understanding and can provide a wider space to see the learning process more comprehensively. Summative assessment is still needed, but it would be better if the assessment process shifted to formative assessment, because students had to bring their understanding slowly. On the other hand, both ELTD and ILTD do not have uniform rubrics, and at the same time, lecturers do not develop their respective rubrics.

The third question concerns how lecturers view the relationship between their research practice and academic writing publications. Lecturers' views related to their research practices with academic writing publications include; some of the views that the practice of lecturer research related to the publication of academic writings is a lecturer's obligation because it is included in the Tri Dharma of Higher Education. Unfortunately, this obligation is not synergized to upgrade the pedagogical ability of lecturers' academic writing,

especially in the classroom. With experience in research, writing, and publication, lecturers should be able to pursue new pedagogies, especially for academic writing classes. Such as the implementation of double-blind peer review for student writings, which is usually carried out by reputable journals like those indexed by Scopus.

5.2 Suggestion

From the findings presented in the previous chapter, there are several suggestions that can be considered for subsequent student, teacher/lecturers and researchers.

5.2.1 Teachers and Lecturers

Academic writing is a topic that is still rarely discussed. Some of the topics that can be seen such as; (1) innovation in academic writing should strengthen the strengthening of bilingual academic literacy, (2) The pedagogy used must be able to activate the non-verbal components of the brain (rhythm, intonation, movement, emotion, and aesthetics), and (3) Assessments in academic writing classes should be approached differently.

5.2.2 Students

Bilingual academic literacy skills are needed. As it is certain that foreign languages (especially English) are used as tools for the research and development of modern knowledge, international relations, and linguistic sources to enrich the Indonesian itself.

5.2.3 Future Researchers

This research can be used as a reference for future research. As for other aspects that have not been discussed in this study, namely (1) deepening the conceptualization of the notion of bilingual academic literacy in the context of Indonesian higher education, (2) Perceptions of lecturers other than English lecturers and Indonesian about academic writing, (3) Perceptions of lecturers other than English lecturers and Indonesian about strengthening academic literacy, and (4) assessments in

academic writing that must be approached differently. Some of these aspects may expand the limitations of future research.

