

## Chapter IV

### CONCLUSIONS AND SUGGESTIONS

This chapter describes the research conclusion, brief descriptions about the answer for research question 1 and research question 2. The conclusion also leads to the suggestions and recommendation of the research

#### 4.1 Conclusion

There are two research questions in this research. The first is, what are the characteristics of guideline for generating ideas in composing English academic writing texts, and the second is the process of guideline development.

Regarding to the first question, the characteristics of guideline have been obtained from eight aspects. In the aspect of guideline, the characteristics are retrieved from six indicators such as, direction, advise, framework, it is for produce something, monitoring and reviewing. In the aspect of generating, the characteristics are obtained from five indicators such as, action, starting, developing, involve feelings, and involve opinions. In the aspect of ideas, the characteristics are obtained from three indicators, such as, product of mental activity, abstract or concrete thoughts, and conscious. In the aspect of composing, the characteristic are obtained from five indicators, such as, substance of things, physical act, organize, generate, and revise. In the aspect of academic, the characteristics are obtained from five indicators such as, relate to academy, performance outcomes, studying and reasoning, it is not a technical skill, and ceremony in high school. In the aspect of writing, the characteristics are taken from four indicators, such as effective way, it means for producing written, it involves active process, and key elements for social realities. In the aspect of academic writing, the characteristics are taken from three indicators, such as, done for academic purposes, organize in certain way, and it expresses ideas. In the aspect of texts, the characteristics are obtained from three indicators, such as main body printed or written, and form that used in university.

The components of the guideline product consist of five units. The first unit is about background of the guideline development and the reason why

academic writing should be conducted. In unit 1 there are two sub units such as, beyond reading and beyond writing. The second unit is about self's preparation that consist of four sub unit discussion, such as, preparing intention, building curiosity, listening to self, and importance of eat and sleep. The third unit is discussed about the main topic that is the phases of generating ideas. The phases are divided into three steps; pre-generating, whilst-generating, and post-generating. In the fourth unit, the content is about impacts of academic writing which divided into self impact and social general impact. And the fifth unit is about technology for generating ideas named Atlas.ti.

## **4.2 Suggestions**

According to the conclusion above mentioned, there are some suggestions addressed to the following aspects:

### **4.2.1 Product Publisher**

The main guideline product is purposed for generating ideas in composing English academic writing texts. The product development is primary inspired from the data interview from students and experts that somewhat concerning to the discussion about academic writing process. The layout of the product is also less attractive and need editing touch if it is intended to be published to the publisher. Besides, the product also does not providing checklist for the readers.

### **4.2.2 Researchers**

The finding of the study might contribute to other researchers that are interested in the study about the guideline development for generating ideas. This finding has several weaknesses such as the absence of examples in sub unit discussion, less interesting illustrations, less of tutorial in operating Atlas.ti, and absence of critical thinking discussion.

## **4.3 Recommendations**

Based on the results of this research, there are some recommendations for stakeholders:

### **4.3.1 Product Publisher**

The content about ideas generation in the guideline should be explained more detail and clear. The design of the product can be developed to be more

attractive and considering the readable content for the readers. The product publisher also can add some checklist that will assist the readers in the process of using guideline for their research.

#### 4.3.2 Researchers

The future researchers who are interested to upgrading the quality of the product is recommended to provide the clear example for each sub unit of the guideline, additional discussion about critical thinking, editing the illustration to be more fascinating, and additional Atlas.ti tutorial.

