

Chapter Five

Conclusion and Recommendation

This fifth chapter comprise two main parts namely conclusion and recommendation. Firstly, the researcher elaborates and summarizes the findings of this study. Secondly, the researcher recommends some suggestions regarding the main issues of this study.

Conclusion

Having ability to write academically well is perceived as the key success for language learners in both English learning and future career, including for EED students of UMY. Consequently, in addition to students' writing competency, teachers' strategies in teaching academic writing are considered as the influencing factor that also determine students' academic writing development. To acquire the framework of the issues, this study encloses two main discussions. First, it talks about EED teachers of UMY strategies in teaching academic writing. Second, it discusses the obstacles that were faced by them together with techniques to overcome those obstacles in teaching academic writing. The data was obtained by interviewing deeply some EED teachers of UMY who have fulfilled the recruitment criteria. This study adopted qualitative research design and employed case study as a research method. The researcher conducted this study since October of 2015 to June of 2016. The findings of this study have addressed two research questions, and it will be described in the following paragraph.

First, this study revealed that the strategies that were used by some EED teachers of UMY were teaching strategies that tend focusing on students'

awareness and understanding on some linguistic features (including text type, rhetorical convention, academic register, and linguistic accuracy) and students' writing process (including pre-writing, planning, drafting, reviewing, and refinement). So, it indicates that the strategies used by some EED teachers of UMY refer to *focus on text* and *focus on process* strategies since they paid close attention on students' knowledge on some linguistic features and students' writing process during teaching academic writing. They stated that both focusing on text and process strategies were done in response to facilitating students in the writing process so that their weaknesses and needs regarding academic writing can be coped well.

Second, the findings talks about the confronted obstacles together with the techniques to overcome it. The findings showed that the obstacles that were faced by some EED teachers of UMY encompass five major problems. First, it was on students' linguistic development which can be coped with giving feedback, involving brainstorming, and motivating students. Second, it was on students' linguistic needs' diversity which can be handled by giving feedback. Third, it was on the physical setting of ELT classroom which can be deal with involving quiz and discussion. Fourth, it came from teachers' time availability which can be coped with managing time better by teachers. Fifth, it came from the teaching focus division which also can be handled by managing time better by teachers.

In conclusion, this study confirms that the teaching strategies that were used by some EED teachers of UMY who had been teaching academic writing were teaching strategies that tend focusing on students' awareness and understanding on some linguistic features and on students' writing process. This

indicate that the teaching strategies that were used by some EED teachers of UMY refer to *focus on text* and *focus on process* strategies since they paid close attention to students' knowledge on some linguistic features and on students' writing process. This study also presents the obstacles that were faced by them together with the solutions that might be fruitful for readers who confront similar difficulties in teaching academic writing.

Recommendation

This study proposes some recommendations regarding the strategies and techniques in dealing with some obstacles in teaching academic writing. The recommendations are intended to novice and prospective teachers, students, and further researchers. Thus, those suggestions are described as follow:

Novice and prospective teachers. Having capability to write academic writing well are perceived as the difficult skills to be mastered by language students, including EED students of UMY who consider that academic writing is the frustrating one to be done. Moreover, they still face some difficulties on using academic writing requirements properly and on the writing process. Therefore, teachers need to facilitate and assist students through more focusing on students' knowledge on some important linguistic aspects and students' writing process since it is perceived can help teachers in catching students' weaknesses and needs regarding academic writing. It could be done through some ways. First, teachers can provide a clear explanation on text type, rhetorical convention, academic register, and linguistic accuracy. Second, they may also ask students to do brainstorming, mind-mapping, outlining, drafting, self-check and peer review, and refining their work in order to get the good final version of the work. Third, to

facilitate students, teachers essentially have to provide feedback to students' writing, and the feedback given should be based on students' weaknesses and needs. Fourth, teachers who face similar obstacles in teaching academic writing may adopt some techniques offered in this study; it might become the solutions for dealing with those faced difficulties. Thus, it can be an evaluation and consideration for novice and prospective teachers to integrate *focus on text* and *focus on process* strategies in teaching academic writing.

Students. This study has some suggestions for students. First, students who still face some difficulties regarding academic writing may adopt some stages to do in the writing process that are discussed in this study. It might help them to assist their selves independently during writing an academic writing. Second, students have to consider learning more on some linguistic aspects that closely relate to academic writing requirements since it narrowly determines their work quality. Those linguistic aspects encompass text type and its structure and communicative purpose, mechanics, grammar, spelling, sentence structure, paragraph coherence and cohesion, proper referencing, logical reasoning, and proper synthesizing and summarizing. Third, students may ask feedback from teachers when their teachers did not offer it to them. It needs to be done since it can help them refining their work and being aware with their mistakes and errors so they can deal with their weaknesses and needs regarding academic writing. Fourth, students who have lack of linguistic developments may autonomously employ some techniques offered in this study to overcome it without waiting their teachers ask them to do it.

Further researchers. This study suggests some recommendations for further researchers who have willingness to conduct a study relating the strategies and the obstacles in teaching academic writing. First, they are recommended to explore more on the effect of integrating *focus on text* and *focus process* strategies in teaching academic writing. Second, they may conduct a study that is dealing with students' perceptions regarding the strategies and the obstacles during learning academic writing to broaden the discussions relating academic writing. So, by seeing from both teachers' and students' perspectives on the strategies and the obstacles regarding academic writing, both teachers and students may propose some strategies and techniques that could be more fruitful and effective to be applied. Third, further researchers hopefully find out more detail and enlarge toward the strategies and the obstacles together with the solutions in teaching academic writing.

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