

## Chapter 5

### Conclusion and Suggestion

#### Conclusion

The Academic Writing course syllabus was implemented in accordance with the learning objectives, in terms of the teaching materials, classroom exercises, home assignments, and final projects. The teaching materials were chosen according to the learning objectives through the content and teaching aids. The classroom exercises, home assignments, and final projects have covered the competencies stated in the learning objectives.

However, the document analyses of students' result in exercises, assignments, and final projects showed that some items evaluated were still not accomplished as what had been taught in the teaching materials such as (1) formatting proper level of heading, (2) stating research problems clearly and showing the importance of the study in introduction, and (3) identifying variables and showing relationships between them in literature review.

The interview results showed that students had lack of the sense of 'being used to' in learning the format of writing. And they also had lack of the sense of writing in learning content of writing such as introduction and literature review. Thus, to acquire both senses, it was suggested to immerse students in sustainable tasks demanding standardized format and reading exposure not only in the Academic Writing course, but also in other courses. Furthermore, the teaching materials should also be supported with the real model of good writing. Students should be required to read and analyze the model so that they were not get familiarized, but also get deeper understanding on the writing.

Those issues should also be supported by the role of both the lecturer and the students. The intervention of the lecturer is still essential in preparing the teaching materials before the class and in carrying them out during the class. The lecturer should provide sufficient

examples, feedback, and support in order to help student accomplish the expected learning objectives. And the students' preparation before the class is also required so that they had adequate background knowledge which was ready to be enriched during the class.

Hence, the implementation of the Academic Writing course syllabus did not depend on how the teaching materials, classroom exercises, and final paper were actualized in accordance with the learning objectives. But also, how the teaching materials classroom exercises, and home assignments were interrelated each other, were well-assisted by the role of the lecturer, and were well-prepared by the students.

### **Suggestion**

The result of this study might give new perspective on teaching academic writing. It was suggested that by giving more tasks demanding standardized format and reading exposure, giving clear examples, and feedback could help students accomplish the learning objectives. in sustainable

Furthermore, as the current study is a reflective one, a further study analyzing on-going implementation of the syllabus might be a completion of it. The result of both could be mutually beneficial for lecturer and students, especially because academic writing is a genre much different from other writing styles.

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