CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION, RECOMMENDATION, AND LIMITATION

This chapter presents the conclusion, pedagogical implication, recommendation, and limitation of the study. The conclusion part covers the concluding remarks of the major discussion of the findings presented in chapter IV and the final consideration regarding the study. The pedagogical implication part includes the importance and the contribution of the study to the development of English language teaching, especially in teaching academic writing. The recommendation consists of some suggestions for English lecturer, graduates' students, and future researchers under the topic of writing research article introduction of international journal. Lastly, the limitation covers the weakness of this study.

5.1 Conclusion

This study has addressed two research questions: *(1) "How do Indonesian graduate students majoring in soft and hard sciences rhetorically organize their research article introductions?" and (2) "How are Indonesian graduate students' writing development associated with their genre knowledge in writing research article introductions?"* Five conclusive points were drawn. First, Indonesian graduate students majoring in soft and hard sciences shared similarities in organizing their research article introductions. In general, the rhetorical organization of their RAIs started with move 1 and ended with move 3. In terms of linguistic features, soft and hard sciences students mostly used present tenses, active voice, and similar signaling words. Second, Indonesian graduate students majoring in soft and hard sciences also shared differences in their RAIs rhetorical organization. Soft science students tended to put more clarification of their research topic than hard science students. Meanwhile, hard science students wrote more sentences indicating a research gap than students majoring in soft science. As soft science students employed qualitative approach, they used open ended

question in their RAIs. Meanwhile, hard science students utilized closed ended question in their RAIs as they used quantitative approach. Additionally, soft science students showed more variation in terms of tenses use than hard science students. Third, Indonesian graduate students' genre knowledge was manifested in their actual writing. Fourth, students' writing development could be associated with their genre knowledge. Fifth, some other related issues such as courses supporting students' RAI writing, students' awareness, students' motivation, self-regulated learning, and challenges for publishing articles in journals contributed in influencing students' writing development.

5.2 Pedagogical Implication

In this sub-section, pedagogical implication of the research was illustrated based on the reflection on the research findings as follows:

5.2.1 Implications for students' academic writing development

The findings show that although in general the way hard and soft science students organized research article introductions was fairly relevant to the Swales' CARS framework, there was one RAI which did not contain step 1 of move 3 (announcing present research descriptively and/or purposively) even though this move is obligatory. This RAI was written by student B in the second semester. However, in her this semester RAI, she included step 1 of move 3. The similar case happened to student C who did not include step 1A of move 2 (indicating a gap) in his RAIs written in the first and second semesters. However, he added step 1A of move 2 (indicating a gap) in his third semester RAI. This finding implies that the students' writing skills develop during their second to third semesters. Based on the interview results, the students stated that their academic writing developed due to the exposures of genre they received in the seminars and workshops. Furthermore, feedback from mentors and lecturers also helped their writing improvement. These findings are in line with Tardy (2009) who claimed that students gradually develop an understanding of disciplinary genre through repeated exposures, practice, and feedback. Thus, students as novice writers

should gain much exposures about research article introduction writing through workshops and seminars related to academic writing especially research article introduction writing, practice their RAI writing, and ask feedback to their lecturers or mentors so that their writing skills improved.

Based on the move analysis results, most of the participants wrote move 1 as the longest part in their RAIs. At the moment, they did not know the ideal portion of moves in a research article introduction. Thus, they just wrote the research article introductions, especially move 1 based on their prior knowledge about research article writing. This finding is related to several studies which claimed that students' prior knowledge of genre gives meaningful impact to the development of their writing (Artemewa & Fox, 2010; Gentil, 2011; Mein, 2012; Driscoll, et al., 2020). Therefore, novice writers should learn about research article introduction frameworks such as CARS model by Swales (2004) and Maswana (2015) model so that their prior knowledge about RAI is valid/theoretically based.

5.2.2 Implications for teachers' instruction in academic writing course

The findings suggest that courses supporting article writing impacted students' writing development. Thus, in this sub-section I highlight teachers' instruction model proposed by scholars in academic writing course. The first model suggested by Peacock (2002) who recommended some steps in teaching move structure. Some adjustment was made as follow:

1. Discuss with students what moves are, why they are necessary and what they do.
2. Inform students that awareness of discipline-specific move structure is very important.
3. Prepare a discipline-specific move structure model. For the introduction section, the teachers may use Swales' CARS model.
4. Prepare research article introduction sections from the target discipline. Teachers may use RAIs written by soft and hard sciences students in this

research as the sample since most of them are relevant to the Swales' CARS framework.

5. For teaching move structure, discipline-specific introduction sections and the move structure model will act as models and input.

6. Provide students with introduction section with all the moves marked. Teacher may use the inter-coder analysis results stated in the appendices of this research as the samples.

7. Ask students to describe the function of all the marked moves.

8. Ask students to mark all the moves in another (unmarked) text.

9. Ask students to write a research article introduction section.

The second model was adapted from Genre Based Approach (GBA) procedure provided by Lubis (2018) which consist of four stages namely Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. Building Knowledge of the Field stage aims to raise the students' knowledge on the definition and principal elements of rhetorical moves (Lubis, 2018). Thus, in teaching research article introduction section, teachers provide RAI framework such as Swales' CARS model. Some RAI sections based on students' discipline are also provided. Next, Modeling of the Text stage aims to provide clear portrait on the shared application of rhetorical moves and their fundamental steps in RAI section. Therefore, in this stage teachers provide discipline-specific RAIs with all the moves marked and ask students to have a group-based discussion about the transparency of each realization provided by the teachers. In Joint Construction of the Text stage, the students with the same group can have a collaborative exercise in which group gets different RAI section from the learner corpus (unpublished RAs). They can be encouraged to make a report about the description of the application of rhetorical moves in the given text. The report also includes their argumentation on their own description. Lastly, in Independent Construction of the Text stage, the students can have individual exercise with another text different from the samples used in the two previous stages with no clues or marks about the moves and steps. Teachers can ask students

to analyze the text, put label on each sentence, determine the moves from the classes, highlight the linguistic realization that makes the moves differ one another, and write simple reports related to their works. Additionally, teachers can ask students to construct their own RAI section from the sample data given by the teachers as the final product.

5.3 Recommendation

There are some recommendations for English lecturer, graduates' students, and future researcher related to research article introduction writing as mentioned in the following:

5.3.1 English Lecturers

Based on the findings, courses supporting article writing and students' experiences and training impacted their writing development. Unfortunately, only hard science students who received adequate courses that supported their writing development. Therefore, I strongly recommend the lecturer to teach supporting courses related to research article introduction writing especially to soft science students. Additionally, although hard science students received sufficient courses related to research article writing, they still didn't know how to write ideal research article introduction based on the framework. Thus, it is expected that the lecturer could give comprehensive explanation about the research article introduction framework. Furthermore, the lecturer could also give feedback and assessment on students' writing so that their writing skills will improve.

5.3.2 Graduates' Students

The findings show that the way soft and hard science students organized their research article introduction was relatively relevant to the Swales' CARS framework. Thus, the participants' RAI could add the references needed for soft and hard science students in RAI writing besides reading the RAI examples from reputable journals. Graduate students also could learn from the participants experience in writing RAI especially the problems faced by the participants and how they solved them. Additionally, the students also suggested to follow some

conferences and training related to writing for publication to enhance their writing skills and have a lot of practice.

5.3.3 Future Researcher

This study focused on analyzing the way Indonesian graduate students majoring in soft and hard sciences rhetorically organize their research article introduction and how Indonesian graduate students' writing development associated with their genre knowledge in writing research article introductions. Thus, the further research can be carried out in other aspects such as conducting a similar study using different theory such as Maswana's theory, or conducting a similar study using different participant, instrument, and data analysis. Additionally, as the present study only focused on formal knowledge, future researcher could analyze other knowledge such as rhetorical knowledge, process knowledge, and subject-matter knowledge. The findings of this research are also expected to serve as supporting data, reference, and comparison in conducting an expanded study about research article introduction evaluation or analysis.

5.4 Limitation

There are some limitations identified from the present study. First, the data sources of this study were only taken from four graduates' students majoring in English Education (soft science) and Mathematic Education (hard science), so, it could not give complete understanding on how students coming from other majors rhetorically organize their research article introduction. Second, all participants of this study are master students, so, the present study could not give explanation about doctoral students' perspective in writing research article introduction. Third, this study only focused on formal knowledge, so, it could not give comprehensive understanding about how other knowledge such as rhetorical knowledge, process knowledge, and subject-matter knowledge affect students' writing development.