CHAPTER V
CONCLUSION

This chapter presents the conclusions drawn from the instructional support conducted in the academic writing class. It summarizes the key findings regarding the lecturer's feedback mechanisms, classroom dynamics, and the instructional strategies used to support students in developing their academic writing skills. The conclusions also highlight the challenges encountered during the observation and suggest how these insights can inform future teaching practices in similar contexts.

5.1. Conclusion

The findings from the research suggests several important implications for the teaching of academic writing, particularly at the undergraduate level. The findings indicate that the lecturer provided instructional support through continuous guidance, feedback, and collaboration throughout the academic writing process. This support included recommending and refining research topics, guiding students in developing ideas and selecting appropriate research methods, teaching writing strategies, and providing detailed feedback on various sections of students' manuscripts. The lecturer also utilized digital documents and classroom discussions to deliver suggestions and revisions, helping students improve the quality, organization, and academic rigor of their writing. In addition, the lecturer encouraged the responsible use of digital tools and fostered a supportive learning environment where students could develop their academic writing skills through expert guidance and ongoing revision.

The findings indicate that instructional support in the Academic Writing Class was manifested through two interconnected cycles: the collaborative title development cycle and the feedback-revision cycle. In the collaborative title development cycle, students began with their initial research ideas, which were subsequently refined through AI-assisted paraphrasing and idea development before being submitted to the lecturer for evaluation and revision, resulting in a finalized research title. Meanwhile, in the feedback-revision cycle, students developed their drafts with the assistance of AI tools, received feedback and guidance from the lecturer, and then revised their work accordingly to produce

improved drafts. These cycles occurred repeatedly throughout the writing process, demonstrating that academic writing development was not an individual activity but a collaborative process involving students, lecturers, and digital tools. Therefore, students perceived instructional support as continuous guidance, feedback, and scaffolding that helped them overcome writing difficulties, refine their ideas, and progressively improve the quality of their academic writing.

Lastly, the classroom environment itself, including how feedback is delivered, time issues, and how distractions are managed, directly affects the effectiveness of instruction. While collaborative review sessions offer valuable learning opportunities, they must be balanced with individual engagement strategies, especially in large classes.

5.2. Suggestions for Future Practice

Based on the challenges observed and the strategies that proved effective, several recommendations can be made to enhance future academic writing instruction. First, time management should be addressed by either extending the duration of the course or restructuring class sessions to ensure all student groups receive adequate feedback. Incorporating asynchronous feedback tools, such as recorded video feedback or annotation-based platforms, may also help maximize limited classroom time. Second, promoting greater student engagement during class can be achieved by incorporating more interactive activities, such as real-time editing sessions or small-group discussions during manuscript reviews. These activities could help reduce distractions and keep students focused throughout the session.