CHAPTER V
CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS

5.1 Conclusions

The conclusion of this current research is enlisted based on the four-types design ranging from narrative literature review, interview study, scale construction and development, and a survey.

1. Several previous studies have focused on identifying and understanding the barriers in writing an English article. The studies draw from various disciplines, including psychology, education, linguistics, and communication studies. Identifying barriers helps researchers and educators develop strategies and interventions to improve article writing skills. By understanding what challenges authors face, educators design more effective writing instruction. Recognizing the barriers authors encounter leads to the development of support systems and resources to overcome these obstacles, potentially increasing the output of high-quality research. Understanding the barriers in article writing informs the development of L2 writing curricula and pedagogical approaches. Educational institutions design writing programs that address these challenges and better prepare EFL students for research writing. This interdisciplinary approach provides a holistic understanding of the challenges and potential solutions. In short, previous studies on barriers in writing academic articles serve a paramount role in improving the quality and quantity of article writing, advancing knowledge, supporting authors' well-being, and promoting diversity and inclusion. These studies contribute to a more effective and efficient scholarly writing process.

2. The EFL students encounter various barriers when writing research articles in English due to the challenges associated with writing in a foreign language. These barriers are categorized into linguistic, cultural, and academic factors. Those who have limited exposure to English outside of academic contexts struggle to develop natural language skills and a feel for

idiomatic expressions, which are essential for article writing fluently. They struggle with vocabulary, grammar, and syntax, which can make it difficult to express complex ideas accurately and coherently in English. This results in articles with language errors that distract from the content. Furthermore, article writing often requires a specific set of language skills, including the ability to cite sources, use formal language, and employ academic conventions. Those who are not familiar with these norms and conventions lead to difficulties in crafting appropriate academic discourse. Meanwhile, cultural differences in communication styles and rhetorical strategies lead to misunderstandings or misinterpretations in article writing. The students are not aware of the expectations regarding tone, formality, and argumentation style in English-language academic discourse. Understanding and appropriately addressing the cultural context of the academic discourse can be challenging for EFL students. This includes understanding the cultural implications of various academic arguments and viewpoints.

3. Developing BERAW scale to measure EFL students' article writing barriers can be valuable. A well-constructed scale allows researchers and educators to systematically assess and diagnose the specific barriers that students face when working on foreign language writing tasks. This assessment provides valuable insights into the challenges students, researchers, or authors encounter, helping them pinpoint areas for improvement. BERAW scale is a valuable tool for assessing the professional development needs of educators and writing instructors. Understanding the barriers faced by their students help instructors tailor their teaching methods and strategies. BERAW scale is proposed to conduct empirical studies on foreign language writing barriers. By collecting data from a diverse group of students, trends, patterns, and correlations related to these barriers can be analyzed. This research informs pedagogical approaches, interventions, and support systems. In short, the development and use of BERAW scale to measure article writing

barriers provide a structured and systematic way to assess, understand, and address the challenges that EFL students encounter. These tools play a crucial role in improving writing education and support services, fostering research in the field, and enhancing the overall quality of foreign language writing.

4. It is paramount to measure EFL students' article writing barriers using an instrument like BERAW scale. Identifying and understanding the specific barriers that EFL students face when writing articles tailor instruction that address these challenges more effectively and lead to more successful learning outcomes. Not all EFL students face the same writing barriers. Some may struggle with grammar and syntax, while others may have difficulty with organization or academic vocabulary. Assessing these barriers allows educators to provide individualized support, helping students overcome their specific challenges since the students, in general, have Middle Order Thinking Skills (MOTS). It helps institutions provide appropriate support and accommodations to promote inclusivity. Recognizing the writing barriers of the students foster cultural sensitivity and inclusivity in educational settings. It encourages educators to take into account the cultural and linguistic backgrounds of their students. In short, measuring article writing barriers of EFL students is essential for improving instruction, enhancing student performance, and ensuring that educational institutions provide the necessary support and resources. It contributes to the development of effective teaching strategies and helps the students succeed in foreign language writing.

5.2 Suggestions

Several related suggestions are issued as a positive impact of the research results, as follows:

a) It is suggested that further applied linguistic researchers should focus on exploring and determining strategies or enablers in writing an English

research article for EFL authors (e.g. university teachers, students, school teachers, or researchers).

b) A more comprehensive population is suggested to be increased for a more detailed identification and measurement of the writing barriers.

c) As this research focused on undergraduate EFL students' barriers in writing national accredited journals (e.g. Sinta 3 – 6), it is approved that researching graduate and postgraduate EFL students' barriers in writing an international journal article can be an interesting upcoming issue for further researchers.

d) To meet the objective and obtain relevant results, it is strongly suggested that BERAW scale is only used in a context where English is a foreign language, but not a second or first language.

e) There is no strict condition attached to BERAW scale, so it is suggested that a further researcher, under researchers' permission, can adapt the scale to fit a conditional environment such as non-English student participation.

5.3 Recommendations

The results of this current research encourage consideration on educational policy recommendations. First, it is recommended that the research results may induce stakeholders in higher education level to adapt an existing structure of EFL curriculum. Several related courses on English article writing need to be redeveloped regarding syllabus, materials, and evaluation process. Second, scientific atmospheres in a university should be overwhelmed with training, workshop, seminar, forum, or individual practice on research article writing to prevent such barriers. It is also recommended that university EFL teachers intensify educational technology for article writing improvement and apply appropriate strategies or proper materials to develop students' article writing skills. In addition, a recommendation is needed to encourage both university EFL teachers and stakeholders to use BERAW scale as an instrument to identify and measure students' article writing barriers. The scale may be used in a diagnostic assessment and the results will impact on material

development, course or syllabus adaptation, or instructional design enhancement.