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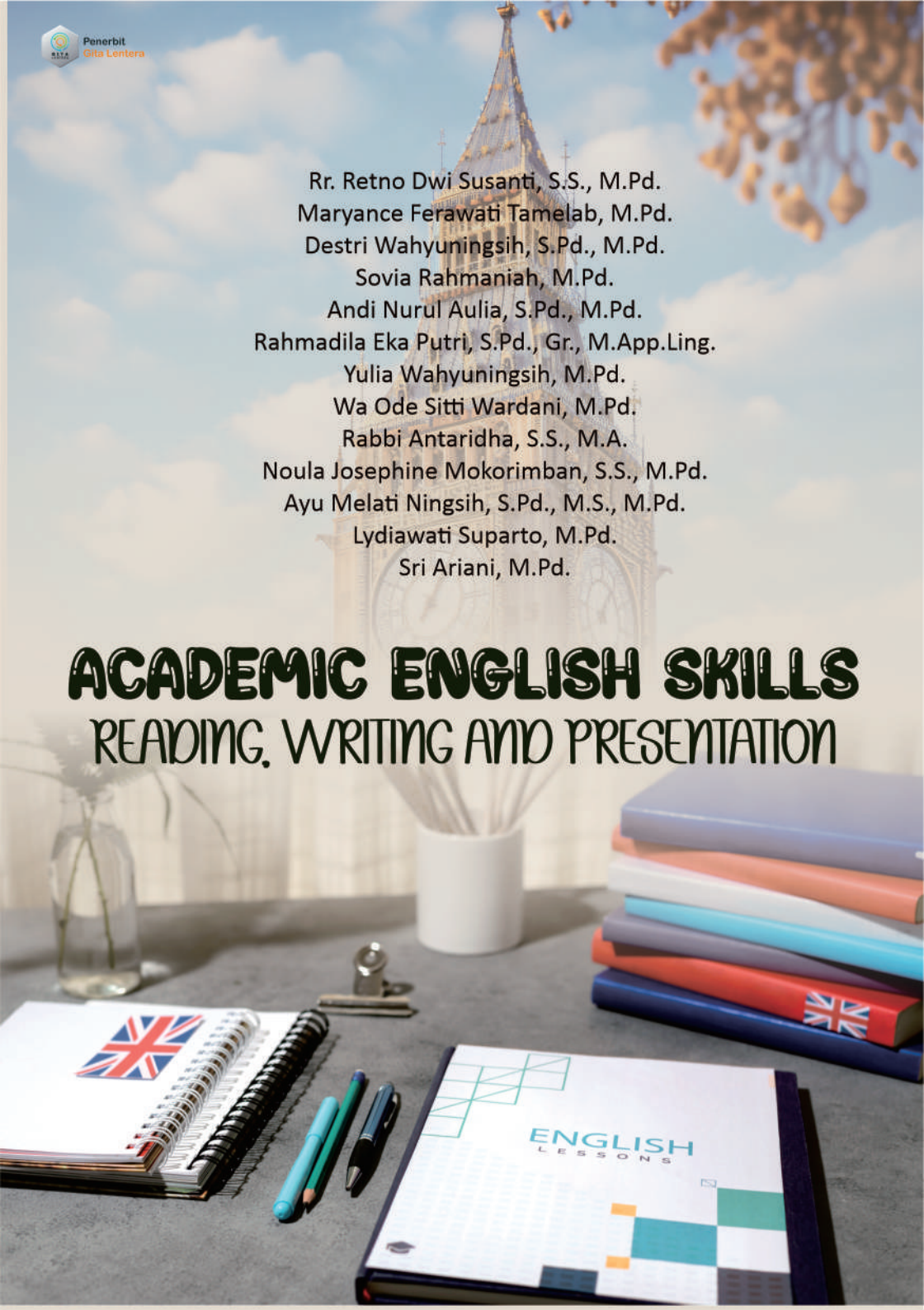
ACADEMIC ENGLISH SKILLS

READING, WRITING AND PRESENTATION



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PREFACE

Praise and gratitude are extended to the Almighty for the completion and publication of this book entitled *Academic English Skills: Reading, Writing and Presentation*. This book is prepared as a meaningful contribution to support students and learners in developing essential academic English competencies.

In today's globalized academic environment, English has become more than just a foreign language. It serves as the primary medium of scholarly communication, research dissemination, and international collaboration. University students are expected to read academic texts critically, compose well-structured papers, and present ideas confidently in English. Unfortunately, many learners still encounter difficulties in mastering these skills due to limited exposure and structured guidance.

This book is designed to address those challenges. It offers a comprehensive and practical approach to developing academic English abilities, focusing on three major areas: academic reading, academic writing, and academic presentation. Each chapter provides clear explanations, relevant examples, practical strategies, and structured exercises that help learners gradually build confidence and proficiency.

We sincerely hope that this book will become a valuable resource for students, lecturers, and anyone who wishes to enhance their academic English skills. Our deepest appreciation goes to all parties who have contributed to the writing and publication of this book.

SYNOPSIS

Academic success in higher education is closely connected to the ability to use English effectively. Students are required to understand complex academic texts, write logical and well-organized papers, and deliver presentations with clarity and confidence. These abilities, however, do not develop instantly. They require systematic learning, continuous practice, and proper guidance.

Academic English Skills: Reading, Writing and Presentation is written to provide that guidance. This book serves as a practical and comprehensive handbook for mastering essential academic English skills. It introduces readers to the characteristics of academic language, effective vocabulary building, and fundamental grammar structures used in academic contexts.

The book places strong emphasis on academic reading strategies, helping learners comprehend, analyze, and evaluate scholarly texts critically. Readers are guided to identify main ideas, recognize supporting arguments, and develop critical thinking when engaging with academic materials.

In addition, this book offers step-by-step instruction on academic writing. It explains how to organize ideas, develop coherent paragraphs, construct logical arguments, and produce various types of academic texts. Important topics such as citation techniques and plagiarism awareness are also discussed to ensure ethical and responsible academic writing.

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BAB I

INTRODUCTION TO ACADEMIC ENGLISH

By: Rr. Retno Dwi Susanti, S.S., M.Pd.

1.1. Background of Academic English

The language used in scholarly communication, especially in academic organisations like universities and research centres, is referred to as “academic English”. It is the means by which knowledge is created, shared, assessed, and conserved. Academic English is distinguished from colloquial English by its formality, objectivity, precision, and emphasis on logical order and clarity. students entering higher education must not only understand academic literature but also produce written and oral discourse that conforms to academic standards. English is becoming the primary language of education, research publications, and international collaboration. Therefore, to excel academically, students from a variety of linguistic origins need to master academic English. This need is true for all academic fields, including the humanities, social sciences, natural sciences, and professions.

English has many words from different languages. This means that an idea might be able to be expressed in more than one way. When there are different options, pick the one that best and quickest

communicates your message. Many academic publications and articles use extended, meaningful noun phrases. For instance, we can commence with the term "language" and expand upon this fundamental concept accordingly. English has become the lingua franca for scientists globally, facilitating communication regardless of their origins. Many people have recorded this event. There are many different situations where people write and speak academically. Students and professionals, researchers write many different types of works, such as essays, presentations, dissertations, theses, lectures, tutorials, conference papers, books, and articles. Despite their own formal rules, they all share a lot of grammar. Academic language, especially academic writing, is more formal and less personal than normal speech and writing. It also has attractive complicated patterns. Academic English is a kind of English that is used in research, studying, and teaching. If you happen to read an article in a scholarly journal or listen to someone making a speech or a talk about a scholarly subject in a scholarly setting, there is a good chance that academic English will be used. If you want a degree from a college where classes are taught in English, you should improve your English. This is because academic English is not the same as the everyday English of native speakers'.

1.2. Definition of Academic English

Academic English is a register of English employed for academic purposes, encompassing teaching, learning, research, and scholarly communication. It includes the linguistic competencies necessary to understand and generate academic documents such as textbooks, journal articles, research reports, essays, theses, and dissertations. Academic English has its language features, such as a formal tone, clear logical connectors, specialist vocabulary related to certain fields, and grammatical structures that make it easier to be precise and complicated. It also includes practical skills, such as knowing what

academic norms, customs, and expectations are. These principles could include not using too personal language, backing up claims with evidence, and giving credit to sources correctly. People often compare academic English to regular English. General English emphasises daily communication, while academic English focuses on analytical reasoning, critical evaluation, and structured argumentation. As a result, many students who are proficient at speaking English may have trouble in university without special instruction in academic English. Academic English is a more formal version of English that is used in schools, universities, research institutions, and academic publications. The language that is used to share information, make contemplations, consider concepts, and communicate research results in a clear, structured, and objective way. Academic English has formality, organisation, and evidence standards that differ from colloquial English. Academic English is distinguished by its formal tone and style. This publication avoids idioms, contractions, slang, and familiar terminology. Correct grammar, words, and phrases are needed. Formal language ensures clarity and professionalism, making it simpler for a wide range of academic readers to understand the issues. Academic English emphasises objectivity; thus arguments are based on facts, figures, and logic rather than personal beliefs. Academic English must also be arranged in a way that is understandable despite its complexity. Academic papers usually have an introduction, body, and conclusion. Not only does each segment have a responsibility to fulfil, but the principles are presented in a manner that is understandable. The purpose of connecting words, transitions, and other methods that writers employ to make their writing flow is to ensure that readers are able to follow along with complex arguments and successfully connect concepts.

Academic English also puts a lot of focus on being able to think critically and make arguments based on facts. Writing professionals

should read existing literature, explore alternative prespectives, and substantiate their claims with credible sources. Citing and citing sources correctly are important parts of academic English because they show respect for the work of other scholars and help you avoid plagiarism. In short, being able to paraphrase, summarise, and put together materials from many sources is very important for good academic communication.

Futhermore, academic English can only be used in certain areas. Despite each field's own rules, terms, and writing styles, some rules apply to all. For example, the language used in linguistics and education may be different from the language used in science and engineering. To understand academic English, you need to know how different subjects of study are from each other. In short, academic English is a particularly specific type of English that lets students and academics talk to each other about schoolwork. The framework is clear, the language is formal, it pushes people to think critically, and it uses materials correctly. To do well in university, you must speak and write in academic English. This is especially important for students who are studying English as a second or foreign language.

1.3. Academic English is Distinguished by the Following

Academic English differs from English in casual or convensational settings in a few key ways. One significant component is formality. Academic writing typically avoids the use of acronyms, informal language, and colloquial statements. To explain their thoughts in a manner that is both clear and professional, they make use of verbiage and sentence constructs that are more formal. One of the most important qualities is the ability to remain objective. In academic writing, the use of personal ideas and emotional language is typically minimised, with the primary focus being on arguments that are founded on factual facts. By presenting their content in an

objective manner and providing evidence, citations, or logical reasoning to back up their claims, authors are obligated to fulfill their obligations. The passive voice is sometimes used to emphasise processes or outcomes rather than the author; nonetheless, the active voice is becoming increasingly preferred when it is appropriate to do so. In university or school, the language should be clear and precise. It is imperative that authors choose their words with great care in order to avoid ambiguity and guarantee that their message is communicated in a straight forward manner. To enhance understanding of complex topics, it is common practice to make use well-structured phrases and paragraphs that have topic sentences that are clear and a consistent flow of ideas. In addition to this, academic English is distinguished by its systematic organisation that is both clear and well-organised. Research publications typically include an introduction, a literature review, methodology, findings, and an analysis. Most people universally adhere to this framework. Having this framework in place makes it easier for readers to appreciate the author's point of view and to recognise the links that exist between the various portions of the text.

1.4. Significance of Academic English for Students

Proficiency in academic English is essential for academic achievement. Students must engage with extensive academic texts, comprehend intricate topics, and articulate their understanding through written assignments, presentations, and examinations. Insufficient proficiency in academic English may hinder students from effectively showcasing their knowledge and competencies, despite their comprehension of the subject matter. Academic English facilitates the enhancement of critical thinking abilities. By engaging with academic materials, students acquire the skills to examine arguments, assess evidence, juxtapose perspectives, and formulate

their own reasoned viewpoints. These skills are vital in academic and professional as well as social environments. Moreover, mastery of academic English bolsters students' confidence and independence as learners. Students who can understand lectures, engage in debates, and articulate their thoughts effectively in writing are more inclined to participate actively in the learning process. This interaction fosters enhanced comprehension and improved academic achievement.

1. Formal method: Academic writing avoids idioms, slang, contractions, and casual language because it is more official Stephen Bailey (2028). The use of words implies elegance and seriousness. Think about these examples: Change "don't" to "do not" and "kids" to "children."
2. Goals and Terms: Academic bias. Written content ought to be objective. They should not include their thoughts or use words that are meant to make people feel a certain way. This typically means shifting the focus from the person writing to the thoughts, steps, or results. Third-person perspectives and the passive voice can be used to accomplish this.
3. The Accurate and Confirmed: When you use academic English, you need to be cautious about the words you choose so that you can communicate clearly and correctly. People talk to each other every day using words that are specific to their fields, avoiding language that is unclear or general.
4. Difficult Ways to Make Sentences: Colloquial English uses shorter, simpler words more often than academic English. To establish causal connections, subordinate clauses, embedded phrases, and nominalizations can be used. Difficulty, however, should not lead to ambiguity.
5. To avoid decision-making: It is essential to educate students in English and science to cultivate wisdom. The author posits that a crucial element of academic humility is acknowledging one's own

ignorance. "Should," "may," "look to," and "denote" exemplify words that can be used in a phrase. To communicate in academic English, one must furnish evidence. Assertions lacking support from research or evidence are unworthy of serious consideration.

6. The coherence and rationale of the ideas: Academic writing is clear-cut and simple to comprehend. Each section starts with an outline of what will be covered. Next, there is a literature review, which talks about previous research that is relevant to the topic. This portion is followed by the methodology, which explains how the research was conducted; the findings, which are the results of the research; and the discussion, which goes over the implications of the findings. Reference terms, linking words, transitions, and other parts of writing help make your ideas clear.

When communicating in academic English, it is essential for an individual to provide evidence to substantiate their assertions. Any claim devoid of empirical basis or evidence warrants no serious consideration. Precise citation improves writing quality, reduces instances of plagiarism, and promotes a deeper comprehension of sources.

1.5. Scholarly Skills in Academic English

Reading, writing, listening, and speaking are all basic skills that make up academic English. Academic reading includes methods including skimming, scanning, and critical analysis to identify main ideas, supporting details, and hidden assumptions. Students must also learn how to read books and understand statistics, numbers, and intellectual arguments. Many students consider academic writing to be quite challenging. It requires the ability to create, write, revise, and edit materials in a way that is acceptable in academia. Essays, reports, literature reviews, and research papers are all common types of academic writing tasks. Each task has its own guidelines for how to

organise, style, and cite. These skills are connected to each other and make each other better. For instance, reading a lot of academic texts helps you write well in university, and hearing and talking about intellectual topics in class helps you speak well in university.

1. Reading proficiency means being able to grasp what you read. It is best to work on this skill early in school. Students can use three reading comprehension skills when they understand what they read and connect it to what they already know. Reading is a necessary ability for doing well in many areas of life. Reading is more than just looking at words on a page; it is a process of critical thinking that involves evaluating ideas and putting them into everyday situations Jeremy Harmer (1998). Reading abilities are very important for students' progress, and many studies have shown that being good at reading is linked to doing well in college. The OECD's report on reading for change, which is part of the Programme for International Student Assessment (PISA), says, "Reading for pleasure is more important for a student's educational success than their family's socioeconomic status." Additionally, there are many other important reasons to get kids to read from a young age. Improving reading skills is very important for doing well in school or university and in life in general. Lecturers may help students learn important skills that will help them succeed in the future by getting them to read in their spare time at any age. Basic reading skills include learning new words, using pre-reading strategies, understanding texts, organising information, and responding to texts. Learning basic reading skills makes a reader faster, better at understanding what they read, and better at using words. This is especially true for people who don't know English well, since using ESL reading strategies will help them understand what they're reading better.

2. This presentation takes place in a university or academic setting, such as a seminar, guest lecture, conference, workshop, or PhD ceremony. A scientist, scholar, or student gives an academic presentation to share their knowledge or research with a group of peers, coworkers, or superiors. Usually, these discussions are just for those who work in the same field or are training to work in the same field.
3. Academic writing is different from creative writing, which is the style used in storytelling. It is not the same as personal writing, which includes letters or emails sent to family and friends. You can use slang, acronyms, and broken sentences in creative and personal writing because it is not formal. Because academic writing is official, you should not use slang or short forms. In addition, it is essential to formulate complete phrases and arrange them methodically. Writing in English for university is probably different from writing in your native language for school. The vocabulary, syntax, and structuring of ideas might differ from your familiar language.

1.6. Issues with Learning English for Students

Many students have a challenging time learning how to speak and write in academic English. Having a small vocabulary is a common concern, especially when it comes to words and phrases used primarily in certain industries. If students do not know enough vocabulary, they might not be able to understand what they read or convey their complicated views accurately. Another problem is that the grammar is tricky. Nominalisations and embedded clauses make sentences in academic writing lengthy and hard to understand. Students who cannot read and write may be afraid to do so. It can also be troublesome when people speak and act in different ways. Different societies have different academic regulations; thus, students might

not know how to correctly cite sources, build arguments, or avoid plagiarism. For instance, something that is acceptable at one university might not be acceptable at another. Students require explicit instruction, practice, and help to get over these challenges. Taking academic English classes is a crusial element of helping youngsters become used to what they have to accomplish in university or school and acquire excellent strategies to study.

1.7. The Goal and Limits of This Chapter

The goal of this chapter is to give an overview of academic English, including what it is, what it is like, why it is important, and the academic abilities that go along with it. Students can better grasp how academic English helps them do well in university and where they need to improve their skills if they know what it is. The conversation in this chapter sets the stage for the next chapters, which will focus on specific parts of academic English, like writing, reading tactics, citing sources, and giving presentations. Ultimately, this chapter aims to inspire students to perceive academic English not as an obstacle, but as a significant asset for academic and professional advancement.

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BAB II

ACADEMIC VOCABULARY AND GRAMMAR ESSENTIALS

By: Maryance Ferawati Tamelab, M.Pd.

2.1. Introduction

Academic English plays a crucial role in higher education, particularly for students who use English as a Foreign Language (EFL). Among the core components of Academic English, academic vocabulary and academic grammar are essential for effective comprehension and production of scholarly texts. Academic vocabulary enables learners to express abstract ideas, arguments, and analyses precisely, while academic grammar ensures clarity, accuracy, and coherence in written communication.

Many EFL students experience difficulties in academic writing due to limited exposure to academic lexical items and inadequate control of grammatical structures commonly used in formal texts. Therefore, understanding the nature of academic vocabulary and mastering essential grammatical features are fundamental requirements for academic success. This chapter discusses the concepts, characteristics, and pedagogical significance of academic vocabulary and grammar, emphasizing their integration in academic writing.

2.2. Academic Vocabulary

1. Definition of Academic Vocabulary

Academic vocabulary refers to words that are frequently used in academic texts across various disciplines but are less common in everyday conversation. These words are not discipline-specific technical terms; rather, they function as general academic language that supports explanation, argumentation, and evaluation.

One of the most influential frameworks for academic vocabulary is the Academic Word List (AWL), which consists of 570 word families that commonly appear in academic texts. Words such as analyze, significant, concept, method, and establish are examples of academic vocabulary that occur across fields such as education, science, social studies, and humanities.

2. Characteristics of Academic Vocabulary

Academic vocabulary has several distinctive characteristics:

a. High frequency in academic texts
   Academic words appear repeatedly in journal articles, textbooks, and research reports.
b. Low frequency in spoken English
   These words are less common in casual conversation.
c. Abstract meaning
   Academic vocabulary often represents concepts, processes, or relationships rather than concrete objects.
d. Morphological complexity
   Many academic words have multiple forms (e.g., *analyze, analysis, analytical*), requiring learners to understand word families.
e. Formal register
   Academic vocabulary contributes to the formal tone expected in scholarly writing.

3. The Role of Academic Vocabulary in Academic Writing

The use of academic vocabulary enhances the quality of academic writing in several ways. First, it allows writers to express ideas more precisely and objectively. Second, it contributes to the logical organization of arguments through the use of evaluative and connective language. Third, it improves readability and credibility, making texts more acceptable within academic communities.

Corpus-based studies on EFL students' writing indicate that learners often rely heavily on high-frequency academic words while underusing less frequent but equally important items. This pattern suggests the need for explicit instruction and sustained exposure to a wider range of academic vocabulary.

2.3. Grammar Essentials

1. Introduction

Grammar is the system of rules that governs the structure of language and how words connect to form meaningful sentences. An understanding of English grammar helps speakers and writers communicate clearly, accurately, and effectively. This chapter presents grammar essentials drawn from L. Sue Baugh's guide, a concise reference to parts of speech, sentence construction, punctuation, and basic usage principles.

2. Parts of Speech

The parts of speech are the foundational categories of words that play distinct roles in sentences. They include:

Part of Speech	Definition	Main Function	Examples
Noun	Names people, places, things, or ideas	Acts as subject or object	teacher, city, freedom
Pronoun	Replaces nouns	Avoids repetition	he, she, they

Verb	Shows action or state of being	Forms the predicate	run, is, think
Adjective	Describes nouns	Adds detail to nouns	big, interesting
Adverb	Modifies verbs, adjectives, or adverbs	Adds information about manner, time, place	quickly, very
Preposition	Shows relationship between words	Links nouns/pronouns to other words	in, on, under
Conjunction	Joins words, phrases, or clauses	Connects ideas	and, but, because
Interjection	Expresses emotion or reaction	Conveys feeling	wow!, oh!, Oops!

3. Sentence Structure

Sentence structure refers to the way words are arranged to form complete and meaningful sentences. A well-structured sentence must express a complete thought and follow basic grammatical rules. Understanding sentence structure helps learners recognize how ideas are organized and how meaning is conveyed in English. For the description, can be seen at table below

Aspect	Description	Example
Sentence	A group of words that expresses a complete thought	She reads books.
Subject	Tells who or what the sentence is about	The teacher explains the lesson.
Predicate	Tells what the subject does or is	The teacher explains the lesson.
Object	Receives the action of the verb	She reads a book.
Complement	Completes the meaning of the subject or object	She is happy.
Simple	One independent clause	They play outside.

Sentence		
Compound Sentence	Two independent clauses joined by a conjunction or semicolon	They play outside, and they laugh loudly.
Complex Sentence	One independent clause and one dependent clause	They play outside because the weather is nice.
Compound–Complex Sentence	Two or more independent clauses and at least one dependent clause	They play outside, and they laugh when friends join them.
Word Order	Standard English order: Subject–Verb–Object	She opens the door.
Sentence Fragment	Incomplete sentence	Because he was late.
Run-on Sentence	Two sentences joined incorrectly	She runs she falls.
Corrected Run-on	Properly joined sentences	She runs, and she falls.

4. Punctuation and Capitalization

Punctuation and capitalization are essential elements of written English. They help readers understand meaning, show pauses and relationships between ideas, and clarify sentence structure. Correct use of punctuation and capitalization makes writing easier to read and prevents misunderstanding.

a. Punctuation

Punctuation marks signal how sentences are structured and how ideas are connected. Punctuation clarifies meaning and structure:

1) Periods (.) end statements
2) Commas (,) separate elements and clarify lists
3) Semicolons (;) link related independent clauses
4) Colons (:) introduce lists or explanations
5) Quotation marks (“ ”) enclose direct speech or titles

b. Capitalization

Capitalization helps identify proper nouns and the beginnings of sentences.

1) First words in sentences
2) Proper nouns
3) Titles and headings
4) Calendar terms and official names

5. Capitalization, Abbreviations, and Numbers

Correct capitalization, proper use of abbreviations, and accurate treatment of numbers are important conventions in written English. These elements help readers recognize meaning, identify specific information, and read texts smoothly.

Aspect	Rule	Example
Capitalization	Capitalize the first word of a sentence	*This book is useful.*
	Capitalize proper nouns	*Indonesia, Maria, English*
	Capitalize titles before names	*President Smith*
	Capitalize days, months, holidays	*Monday, July, Christmas*
	The pronoun **I** is always capitalized	*I like grammar.*
Abbreviations	Use shortened forms for titles and terms	*Mr., Dr., km*
	Acronyms are written in capital letters	*UNESCO, NATO*
	Initialisms are read letter by letter	*USA, BBC*
	Add **s** to form plurals	*DVDs, NGOs*
Numbers	Spell out numbers one to nine	*three students*
	Use numerals for 10 and above	*15 students*
	Spell out numbers at sentence beginnings	*Twenty books were sold.*

	Use numerals for dates and time	*July 17, 2025; 7:30 a.m.*

6. Spelling and Word Division

Accurate spelling and proper word division are essential for clear and effective written communication. Errors in spelling or hyphenation can confuse readers and obscure meaning.

a. Basic Spelling Rules and Common Exceptions

English spelling follows general patterns, such as adding –s for plurals and –ed for past tense verbs. However, English also contains many irregular spellings influenced by historical development and loanwords from other languages. For example, while *talked* follows a regular pattern, *bought* does not. Silent letters (e.g., *knight, write*) and inconsistent vowel sounds often present challenges for learners.

b. Prefixes and Suffixes

Prefixes and suffixes modify the meaning or grammatical function of base words. Common prefixes such as un–, re–, dis– change meaning (e.g., *unhappy, rewrite, disagree*), while suffixes like –ness, –ment, –able form nouns or adjectives (e.g., *happiness, development, readable*). Understanding these elements helps learners recognize word families and improve vocabulary accuracy.

c. Word Division and Hyphen Use

Hyphens are used to join compound words and to avoid ambiguity. Compound adjectives before nouns often require hyphens, as in *well-known author* or *full-time job*. Word division at the end of a line follows syllable boundaries and should not separate prefixes or suffixes improperly. Incorrect hyphenation may change meaning or reduce clarity.

d. Common Patterns and Pitfalls in English Orthography

English orthography includes predictable patterns, such as

consonant doubling before adding suffixes (*run* → *running*), but also frequent exceptions. Common pitfalls include confusing homophones (*their/there/they're*) and inconsistent spelling of borrowed words. Awareness of these patterns improves spelling accuracy and reading fluency.

7. Appendix: Commonly Confused Words and Irregular Verbs

The appendix serves as a practical reference to support accurate language use.

a. Commonly Confused Words

Many English words have similar forms or sounds but different meanings, such as *affect* and *effect*, *accept* and *except*, or *lose* and *loose*. Clear explanations and examples help learners distinguish correct usage in context.

b. Irregular Verbs

Irregular verbs do not follow standard tense formation patterns. Listing their principal parts (base form, past tense, past participle), such as *go – went – gone*, allows learners to use verb forms accurately in sentences.

c. Verb–Preposition Combinations

Certain verbs are commonly followed by specific prepositions, forming fixed combinations (e.g., *depend on, believe in, look for*). These combinations must be learned as units because changing the preposition often changes the meaning.

d. Common Misspellings

Frequently misspelled words, such as *definitely, separate,* and *occurrence*, are included to help learners avoid recurring errors in writing.

8. Conclusion

This chapter has discussed essential aspects of academic vocabulary and English grammar as fundamental elements in developing effective language competence, especially for learners of

English as a Foreign Language. Academic vocabulary supports learners in understanding and expressing ideas accurately, while grammar provides the structural foundation for forming clear and meaningful sentences. By exploring parts of speech, sentence structure, punctuation, capitalization, spelling, word division, and common usage references such as confused words and irregular verbs, this chapter highlights that mastery of English requires both lexical knowledge and grammatical accuracy. Overall, this chapter is intended to serve as a practical and accessible reference that helps learners and educators understand and apply essential grammar and vocabulary rules in everyday language use, thereby supporting clearer, more accurate, and more confident communication.

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BAB III

STRATEGIES FOR ACADEMIC READING

By: Destri Wahyuningsih, S.Pd., M.Pd.

3.1. Introduction

Academic reading is a fundamental component of higher levels comprehension, critical thinking, and strategic processing in education learning. It involves complex thinking processes, not just reading the words but understanding the meaning, analysis, synthesis, and critical evaluation. Academic reading requires strategies that empower learners to understand concepts, connect ideas across texts, and construct meaning in context. Academic reading strategies support learners in deep materials and improving comprehension. The readers' progress in their academic journey, the reader encounters diverse genres, research articles, theoretical texts, discipline specific literature, and critical essays that demand targeted reading skills (Grabe & Stoller, 2011; Snow, 2002).

This chapter explores effective strategies for academic reading, offering insights grounded in educational research and pedagogical practice. The purpose of this chapter is to outline practical strategies that academic readers particularly university students and the researchers can apply to enhance their reading effectiveness. We

integrate theoretical frameworks with classroom tested techniques and discussion from pre-reading to post-reading activities.

3.2. Characteristics of Academic Texts

Academic texts differ significantly from non-academic texts in terms of language use, structure, and purpose. They are generally formal, objective, explicit, cautious, and responsible, relying on evidence-based arguments rather than personal opinions (Hyland, 2004). Academic texts employ discipline specific terminology, complex grammatical structures, and precise vocabulary to convey meaning accurately (Bailey, 2018).

In addition, academic texts are carefully structured and often follow conventional organizational patterns such as introduction, literature review, methodology, results, and discussion (Swales & Feak, 2012). Understanding these characteristics enables readers to approach texts strategically and enhances comprehension efficiency (Williams, 2013).

Academic texts are distinct from general reading materials. They are characterized by:

1. Complex vocabulary and discipline-specific language
2. Dense information content
3. Logical structure (e.g., introduction, methodology, argumentation)
4. Argumentative and evidence-based claims
5. High reliance on prior knowledge

Research shows that these characteristics call for strategic interaction with text rather than passive reading (Afflerbach, Pearson, & Paris, 2008). Mastery of academic reading includes recognizing text features that guide comprehension: headings, abstracts, summaries, tables, and citations.

3.3. Pre-Reading Strategies

Pre-reading strategies are activities conducted before engaging deeply with a text. These strategies help readers activate relevant schemata, establish reading purposes, and reduce cognitive load during reading (Anderson, 2008). Effective pre-reading prepares learners cognitively and linguistically, particularly in EFL academic contexts (Hedge, 2003). Pre-reading helps prepare the cognitive framework for incoming information.

1. **Activating Prior Knowledge**
   Connecting new content with what readers already know enhances comprehension (Anderson & Pearson, 1984). Before reading, students should ask: *What do I already know about this topic* and *How will this text relate to my field.*
2. **Reviewing the Text**
   Previewing involves scanning titles, abstracts, keywords, and section headings. This gives an overview of text structure and purpose, improving focus during reading.
3. **Setting Reading Goals**
   Setting objectives such as identifying main arguments or summarizing findings directs attention selectively. Research suggests that goal setting leads to deeper processing and retention (Zimmerman, 2002).

3.4. During-Reading Strategies

During-reading strategies are applied while readers interact directly with the text. These strategies assist readers in processing information actively, maintaining focus, and monitoring comprehension (Oxford, 2011). Academic reading often requires slow, deliberate engagement with texts, especially for EFL learners (Urquhart & Weir, 2014).

While reading, strategies support active engagement and help manage complex academic content (Anderson, 2008):

1. **Annotating the Text**
   Annotation includes underlining key phrases, writing marginal notes, and highlighting evidence. Annotation turns reading into a dialogue between reader and text.
2. **Monitoring Comprehension**
   Readers should continuously ask: *Do I understand this section?* If not, pause and reread. Comprehension monitoring is a metacognitive strategy proven to improve understanding (Flavell, 1979).
3. **Summarizing Sections**
   After reading a section, students should summarize in their own words. This reinforces comprehension and prevents superficial reading.
4. **Question-Generating**
   Asking questions such as *What problem does this address?* or *What evidence supports this claim* deepens critical thinking and engagement.

3.5. Post-Reading Strategies

Post-reading strategies are applied after reading to consolidate understanding, evaluate information, and integrate new knowledge with existing frameworks. These strategies are crucial for transforming reading into meaningful learning experiences. After reading, consolidation strategies help learners integrate and apply the material (Anderson, 2008):

1. **Reflective Writing**
   Reflecting on what was learned in journals or reflective essays encourages synthesis of ideas.

2. **Concept Mapping**

   Concept maps visually organize relationships among concepts in a text, aiding memory and conceptual understanding.

3. **Discussion and Peer Collaboration**

   Discussing readings with peers helps clarify meanings, challenge interpretations, and broaden perspectives.

3.6. Teaching Academic Reading

Teaching Academic Reading in EFL contexts requires explicit instruction, modelling of strategies, and scaffolded practice (Hedge, 2003). Teachers should integrate reading with discussion and writing activities to reinforce comprehension and critical engagement. Instructors can embed reading strategies into classroom practice.

1. **Modelling the Process**

Modelling the process is an instructional strategy in which instructors explicitly demonstrate how reading strategies are applied while engaging with a text. Modelling the Process is grounded primarily in Social Learning Theory proposed by Bandura (1986), which posits that learners acquire new skills and strategies through observing expert behaviour. In the context of academic reading instruction, teachers act as expert models by explicitly demonstrating how strategic reading is performed. When teachers preview texts, annotate key ideas, and ask questions aloud while reading, students are able to observe the cognitive and metacognitive processes involved in comprehension.

2. **Scaffolded Support**

Scaffolded support is an instructional strategy in which teachers provide temporary, structured assistance to help learners successfully perform tasks that the learners cannot yet complete independently. According to Vygotsky (1978), learning occurs most effectively when learners receive support from a more knowledgeable other, such as a

teacher, who guides them through challenging tasks. In reading instruction, scaffolding may include guided questions, vocabulary support, structured worksheets, graphic organizers, and collaborative reading activities.

3. Assessing Reading Skills

Assessing reading skills refers to the systematic process of evaluating learners' ability to comprehend, interpret, and critically engage with texts. In academic reading instruction, assessment is not limited to measuring final outcomes but also focuses on monitoring learners' progress, identifying strengths and weaknesses, and informing instructional decisions. Effective assessment helps teachers determine whether students can apply reading strategies appropriately and understand complex academic texts Assessments should include not only comprehension checks but also evaluation of strategy use (e.g., annotation quality, summaries). This strategy is supported by principles of formative and summative assessment in language learning. According to Brown (2007), ongoing formative assessment provides valuable feedback that guides both teaching and learning, while summative assessment evaluates overall reading achievement. Assessment methods may include comprehension questions, summarizing tasks, annotation analysis, reflective journals, and critical response essays.

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BAB IV

UNDERSTANDING ACADEMIC TEXTS

By: Sovia Rahmaniah, M.Pd.

This chapter is designed to help students identify the key characteristics of academic texts, distinguish them from non-academic texts, recognize different text types, and understand their organizational structures and rhetorical patterns. It also guides students in finding academic texts from various sources. By the end of this chapter, students are expected to be able to identify, analyze, and locate academic texts based on their features, structures, and purposes.

4.1. The Importance of Academic Texts

Academic texts are usually needed in academic settings for academic purposes such as in Higher Education and research contexts. According to Bailey (2018), these texts are essential for universities and research contexts. Within universities, academic texts serve as both learning tools and assessment instruments. Students encounter them in every stage of study through course assignments, research papers, seminars, examinations, academic publications and conferences, and theses or dissertations. Bailey (2018) emphasizes

that students must be able to identify, assess, and read academic texts critically, since these are the foundation for essays, reports, and research projects.

In research contexts, academic texts play an important role in creating and sharing new knowledge. They record how studies are carried out, explain ideas, and show how new findings relate to previous studies. Common examples include research reports, journal articles, and literature reviews — all of which follow clear rules in how they are organized, argued, and supported with evidence. As Hyland and Jiang (2018) explain, academic writing is not just about giving information. It is a social process that happens within the academic world, where people share, discuss, and develop ideas together. In the same way, Flowerdew (2014) points out that academic writing reflects the way people in the academic community think, communicate, and agree on ideas. Without academic texts, researchers would not have a clear or reliable way to share their work, check one another's results, or build on what others have discovered.

Understanding academic texts is a key skill for success in higher education. These texts not only provide information but also teach students how knowledge is built and communicated within academic communities. According to Bailey (2018), learning to read and analyze academic texts critically helps students develop logical thinking, academic vocabulary, and effective writing strategies. Similarly, Hyland and Jiang (2018) emphasize that academic texts represent the way knowledge is constructed and shared across disciplines. By engaging with academic reading and writing, students learn to participate in academic discussions and contribute to knowledge development. Recent research by Yang and Hamid (2026) also shows that when students actively learn to understand and manage the features of academic writing, they improve their ability to express ideas clearly, meet academic standards, and achieve better academic

performance. This highlights that understanding academic texts is not only necessary but also empowering for university students.

In conclusion, academic texts are essential for both learning and research because they form the foundation of communication and knowledge building in higher education. They help students understand their subjects more deeply, think critically, and express ideas effectively in written form. By learning to read and use academic texts, students become more confident participants in academic discussions and are better prepared to produce their own research and writing. For researchers, academic texts provide a reliable way to share findings, exchange ideas, and contribute to the growth of knowledge within their fields. Without academic texts, education and research would lose the clarity, structure, and shared understanding needed for meaningful collaboration and intellectual progress.

Academic texts can be found in many different places. The most common sources are research journals, where researchers publish the results of their studies and new ideas. These journals can usually be accessed through online databases such as Google Scholar, JSTOR, ResearchGate, ScienceDirect, Sinta, and university libraries or institutional websites. Academic texts can also be found in books written by experts, academic essays, conference papers, and theses or dissertations. Today, many universities and organizations also provide open-access materials that are free to read and download. By using these sources, students can find reliable information to support their study, conduct their own research, improve their understanding, and develop better academic reading and writing skills

4.2. Differences between Academic and Non-Academic Texts

In everyday life, we encounter many kinds of texts—some are used for study and research, while others are created for general communication or entertainment. Recognizing this distinction helps

students become more aware of how language is used differently across contexts. Before exploring the specific differences, it is important to understand that academic and non-academic texts reflect different goals, audiences, and expectations. Research has shown that developing awareness of these distinctions enhances students' ability to comprehend and produce texts effectively, as they learn to adapt their language and structure according to the communicative purpose and audience (Hyland & Jiang, 2018; Tardy, 2016; Yang & Hamid, 2025). This awareness forms the basis for developing effective reading and writing strategies in academic settings.

Academic and non-academic texts can be distinguished through several key aspects, including their purpose, audience, tone, structure, and language use. The first major difference lies in their purpose. Academic texts are written to inform, explain, and argue by presenting ideas that are supported with credible evidence. Their main goal is to contribute to knowledge and promote understanding within a specific academic discipline. In contrast, non-academic texts are typically created to entertain, persuade, or share personal experiences and opinions without being supported by data. They focus on engaging readers emotionally or providing accessible information for the general public rather than developing or evaluating theoretical ideas (Bailey, 2018).

A second distinction involves the intended audience. Academic texts are directed toward a specialized audience—lecturers, researchers, or students—who are familiar with the terminology of a particular field. Readers of academic writing expect accuracy, critical thinking, and evidence-based reasoning. Non-academic texts, on the other hand, address a wider and more general audience. Because readers may not share the same background knowledge, the language

used is often simpler and more personal, and explanations are provided in everyday terms (Hyland & Jiang, 2018).

Another key difference is the tone and style. Academic writing maintains a formal and objective tone. It avoids emotional language and personal opinions, focusing instead on logical argumentation and evidence. The author's role is to analyze and interpret ideas rather than to express personal feelings. In contrast, non-academic writing tends to be more flexible and subjective. It may include the writer's opinions, emotions, or experiences and often adopts a conversational or narrative style to attract and connect with readers (Tardy, 2016).

The structure of academic and non-academic texts also varies significantly. Academic writing typically follows a clear and organized format—such as introduction, discussion, and conclusion—ensuring that ideas develop logically and coherently. Each part of the text serves a distinct function, for example, presenting background information, analyzing data, or summarizing findings. Non-academic texts, by comparison, may not follow a fixed structure. Their organization often depends on the writer's purpose and creativity. A magazine article, blog post, or opinion essay, for instance, might start with a story or personal reflection before introducing the main point.

Finally, there are differences in language use. According to Barrot and Sipacio (2016), academic texts rely on formal, technical, and discipline-specific vocabulary. Writers are careful in making claims, often using cautious expressions such as "may", "might", or "suggests" to show precision and avoid overgeneralization. They also refer to sources and include citations to support their arguments and acknowledge others' work. Non-academic texts, however, use more familiar and direct language, often including idioms or emotional expressions. They rarely cite sources formally and tend to prioritize accessibility and engagement over precision.

These differences show how ideas are presented, supported, and organized within each type of text. To make these distinctions easier to review and understand, table 1 presents a summary of the main characteristics discussed earlier. This summary highlights how academic and non-academic texts serve different communicative purposes and employ language in distinct ways.

Table 4.1. Summary of Key Differences Between Academic and Non-Academic Texts

Aspect	Academic Texts	Non-Academic Texts
Purpose	To inform, explain, or argue based on evidence; to contribute to knowledge and support learning.	To entertain, persuade, or share opinions and personal experiences.
Audience	A specialized audience such as lecturers, researchers, or students familiar with the topic.	A general audience without specialized knowledge of the subject.
Tone and Style	Formal, objective, and impersonal; focused on facts, logic, and evidence.	Informal, personal, and emotional; may use humor, narrative, or opinion.
Structure	Follows a clear, logical format (introduction, discussion, conclusion) with coherent argumentation.	Flexible or narrative; structure depends on purpose and creativity.
Language Use	Uses formal and technical vocabulary, cautious expressions (e.g., may, might, suggests), and includes citations.	Uses everyday language, idioms, and direct statements; rarely includes formal references; relies on

	Arguments are supported by data, theories, or scholarly sources.	personal experience, general knowledge, or emotional appeal.

To see how these features appear in practice, the following examples illustrate the different ways academic and non-academic texts present ideas and use language.

Example 1 (Academic Text)

"Giant molecular clouds (GMCs) are the most important sites for star formation. The properties of the clouds are set by the large-scale environment of their host galaxies, directly linking the initial conditions of star formation to galactic-scale properties (Hughes et al. 2013; Colombo et al. 2014; Schruba, Kruijssen & Leroy 2019; Sun et al. 2018, 2020a, b). In turn, the energy, momentum, and metals deposited by stellar feedback drive the continuous evolution of the interstellar medium (ISM) in general (e.g. Krumholz 2014). The characterization of the evolutionary time-scales from molecular cloud assembly to star formation, and to young stellar regions devoid of cold gas provides important insights into which physical mechanisms regulate this multi-scale cycle, and is therefore crucial to understanding the evolution of galaxies."

(Taken from Kim et al, 2022, p. 3006)

Example 2 (Non-Academic Text)

"Clouds form from water or ice that has evaporated from Earth's surface, or from plants that give off water and oxygen as a product of photosynthesis. When it evaporates—that is, rises from Earth's surface into the atmosphere—water is in the form of a gas, water vapor. Water vapor turns into clouds when it cools and condenses—that is, turns back into liquid water or ice. In order to condense, the water vapor must have a solid to glom onto. This solid "seed" may be a speck of dust or pollen, or a drop of water or crystal of ice. Dew is

water vapor that has condensed back onto Earth's surface—on grass or a car's windshield, for example."
(Taken from https://www.nesdis.noaa.gov/about/k-12-education/atmosphere/what-makes-it-rain)

Both examples discuss the topic of clouds but differ in purpose, audience, tone and style, structure, and language use. The academic text from Kim et al. (2022) aims to inform and explain scientific findings through evidence-based reasoning, making it suitable for researchers or students in astrophysics. It maintains a formal and objective tone, avoids personal expressions, and uses discipline-specific vocabulary such as molecular clouds and interstellar medium. The structure is logical and coherent, presenting ideas that move from background information to explanation and implication, supported by multiple research citations. In contrast, the non-academic text from NOAA has the purpose of explaining a natural process in a simple, engaging way for a general audience. It adopts an informal, descriptive tone, uses straightforward vocabulary and short sentences, and follows a more flexible structure organized around observation and explanation. These differences show that academic texts emphasize precision, evidence, and disciplinary conventions, while non-academic texts focus on clarity, accessibility, and reader engagement.

4.3. Text Types in Academic Texts

Academic texts are not all the same. Even within academic writing, different texts serve different purposes depending on the writer's goals and the discipline in which they are produced. Some academic texts aim to describe facts or processes, while others explain causes, analyze data, or argue for a position. Each type follows a particular pattern of organization and reasoning that reflects how knowledge is communicated in academic contexts. Based on Barrot and Sipacio (2016) and Knapp and Watkins (2005)'s works, it can be

concluded that there are five common text types frequently used in academic settings: descriptive, expository, explanatory, analytical, and argumentative. Understanding these text types helps recognize how information is structured and how ideas function in various academic situations.

1. Descriptive Texts

Descriptive texts present factual information about people, objects, places, events, or processes. Their main purpose is to describe what something is or what it looks like without analyzing or interpreting it. These texts often answer the question "What does it look like or involve?" In academic settings, descriptive writing is used in observational report, research report, and case studies where accurate observation and detail are important.

Example:

"The representative work of this period is Figure 5 "Alien Space", created in 1985. While based on the tradition of Eastern painting, Chung Chen Sun appropriately blended the abstract elements of Western modern painting to enhance the modernity of expression. Its innovative composition uses a method of segmentation: narrating a woman's life from different angles, different times, and different spaces. From young girl to marry, to stay alone. The whole picture is divided into several regional blocks and then recombined into a new composition, breaking the familiar concept of time and space and expressing the multidimensional space and time of the universe. (Zhengyue, 2014)"

(Taken from Bowen, 2023, p.5)

This example is descriptive because it focuses on describing the visual and structural features of the artwork "Alien Space" (1985) in detail. The writer explains what the painting looks like — its composition, segmentation, and how it portrays a woman's life from different angles, times, and spaces. The paragraph also mentions how

the picture is divided into several blocks and recombined into a new composition, helping readers visualize the artwork clearly. The language used focuses on appearance, form, and artistic elements rather than giving opinions, arguments, or analysis. Its main purpose is to paint a picture with words and allow readers to imagine the artwork, which makes it a clear example of a descriptive text.

2. Expository Texts

Expository texts aim to clarify and explain ideas, concepts, or theories in a logical and organized way. They answer the question "What does this mean?". The writer's goal is to make complex information understandable by presenting definitions, classifications, or comparisons. Expository writing is commonly found in textbooks, research background sections, or informative essays. Knapp and Watkins (2005) describe expository writing as essential in academic contexts because it allows writers to demonstrate understanding of ideas and to communicate knowledge clearly and systematically.

Example:

"Speak fluently and confidently is important for academic, professional and social purposes. Without fluent and confident speaking, a person will be hard in expressing ideas, transferring information, and gaining interaction. In academic contexts, students who develop strong speaking skills are better equipped to participate in discussions, articulate their thoughts, and present their work persuasively (Hanzawa, 2024). In professional environments, fluency in speech is essential for career, particularly for job that require negotiation, leadership, and interpersonal communication (Islam & Stapa, 2021). Besides these formal settings, the ability to speak with confidence also plays a crucial role in social interactions, helping individuals build connections (Namaziandost et al., 2020). Because of its significance across multiple domains, developing speaking

proficiency through consistent practice and structured training is essential for both personal and professional growth."
(Taken from Rahmaniah et al, 2025, p. 170)

This example is categorized as an expository text because its main purpose is to inform and clarify the importance of speaking fluently and confidently across different contexts. It explains the concept of speaking proficiency and elaborates on its significance in academic, professional, and social settings, using examples and supporting evidence from research. Rather than describing a process or arguing for a particular position, the paragraph presents factual and conceptual information to enhance the reader's understanding of why speaking skills are essential. The ideas are organized logically, beginning with a general statement, followed by supporting details, and concluding with a summary that reinforces the main idea. These features—objective tone, logical structure, and focus on conceptual explanation—are characteristic of expository writing, which aims to convey clear, well-organized information to deepen understanding of an academic concept.

3. Explanatory Texts

Explanatory texts go a step further by focusing on why or how something happens. They are used to describe causes, processes, and relationships between events. These texts often appear in scientific, technical, or social science writing, where writers need to show logical connections and reasoning. As Knapp and Watkins (2005) explains, explanatory writing involves causal reasoning and helps readers understand the underlying principles or mechanisms behind phenomena. In academic contexts, this type of text is often seen in reports and research papers that explore processes.

Example:

"Speaking can be challenging for students when they experience anxiety, self-doubt, and a lack of confidence. Based on Altun (2023),

Que et al. (2024), Pratolo et al. (2024), and Salainti (2024)'s findings, these psychological factors can directly affect speech fluency, articulation, and overall communication effectiveness, often resulting in prolonged student silence in EFL classrooms. Additionally, Widiastuty and Lukman (2024) found that anxiety often leads to nervousness, avoidance behavior, and cognitive overload, which will make it difficult for the students to organize their thoughts and speak clearly. This finding is also supported by Elov et al. (2025). Similarly, self-doubt lowers self-efficacy and contributes to feelings of inadequacy, which further discourages active participation in speaking activities (Pheh et al., 2024; Awinashe et al., 2023). On the other hand, confidence is essential in overcoming these challenges, because students with higher self-esteem and a positive self-perception tend to experience lower anxiety levels and perform better in public speaking (Liando et al., 2022; Salainti, 2024). Moreover, Ayala and Acuna (2025) emphasize that mindfulness practices can enhance self-confidence and reduce speaking anxiety, offering an additional coping strategy for language learners"

(Taken from Rahmaniah et al, 2025, p. 170)

This example is classified as an explanatory text because its main purpose is to explain how and why students face difficulties in speaking English due to psychological factors such as anxiety, self-doubt, and lack of confidence. It presents a logical cause-and-effect relationship, showing that anxiety and low self-esteem lead to nervousness, avoidance, and poor fluency, while confidence and mindfulness practices help reduce these problems. The paragraph is organized systematically—from identifying the problem to explaining its causes and effects, and finally suggesting coping mechanisms—demonstrating a clear explanatory structure. Its goal is to clarify the process and reasons behind students' speaking challenges rather than

to argue, describe, or analyze, which makes it a strong example of an explanatory text.

4. Analytical Texts

Analytical texts involve examining information, breaking it down into parts, and exploring relationships between those parts. The main goal is to interpret meaning or identify patterns, causes, and effects. Analytical writing answers the question "How can this be understood?" and is common in literature reviews, data analyses, and critical essays. Knapp and Watkins (2005) note that analytical writing requires interpretation and evaluation, not just description. In academic work, this type of writing helps demonstrate critical thinking and the ability to make connections among concepts or data.

Example:

"One of the most significant findings of this study is that repetitive practice in video-based Project-Based Learning (PBL) plays a crucial role in boosting students' confidence in speaking. Unlike traditional oral presentations, where students are expected to perform live with minimal opportunity for correction, video-based projects provide greater flexibility, allowing students to record multiple takes, refine their speech, and gradually overcome nervousness. The data indicates that 75% of students reported an increase in confidence after completing video-based speaking assessments. This suggests that having greater control over the recording process helps reduce performance anxiety. Additionally, self-evaluation and reflection emerged as key factors in confidence development. The ability to watch and analyze their own recordings enabled students to identify pronunciation errors, improve fluency, and recognize their strengths and weaknesses in speaking. This finding aligns with previous research (e.g., Menggo et al., 2022; Suryani & Argawati, 2023), which emphasizes how self-assessment can enhance speaking skills and minimize fear of making mistakes."

(Taken from Rahmaniah et al, 2025, p. 196)

This example is an analytical text because it discusses and interprets research findings rather than just presenting data. The writer identifies a key result — that repetitive practice in video-based PBL increases students' speaking confidence — and then analyzes why and how this happens. The paragraph connects evidence (75% of students reported higher confidence) with explanations about flexibility, self-evaluation, and reflection, showing the cause-and-effect relationships between practice, control, and reduced anxiety. It also compares the findings with previous to strengthen the interpretation. This focus on interpreting data, connecting ideas, and explaining their meaning makes it analytical rather than expository (which would only inform), explanatory (which would only describe how the process works), or argumentative (which would try to persuade).

5. Argumentative Texts

Argumentative texts aim to persuade readers to accept a position or point of view based on evidence and reasoning. They answer the question "What should we think or do?" The writer presents a claim, supports it with credible evidence, and addresses counterarguments logically. According to Knapp and Watkins (2005), argumentation lies at the core of academic writing because it shows the writer's ability to construct knowledge through reasoning and evaluation. Argumentative writing appears in essays, journal articles, and theses, where writers engage critically with ideas to establish a justified stance on an issue.

Example:

"Collectively, these findings emphasize the important role of a carefully prepared environment in the success of Montessori language education, aligning with contemporary principles that encourage learner-centered, adaptive, and technology-integrated learning

spaces. The Montessori Method aligns with contemporary principles of early foreign language learning in the holistic approach to the child while ensuring a conducive and enticing learning environment where language is learned through various situations, with various materials, and through activities which are meaningful, familiar to children from their mother tongues such as games, songs, stories (European Commission, 2011). They necessitate providing meaningful contexts and relevant thematic areas along with the visual approach, multisensory learning which is agerelated and taking full advantage of the children's physical predispositions. Research findings by Silić (2007) indicated a positive correlation between increased exposure to a foreign language and enhanced language learning effectiveness. Therefore, content and methodology should be selected to ensure that the children retain and deepen their natural openness to what is new, and over the course of the learning process acquire sensitivity in self-perception and the perception of others (Edelenbos et al., 2006)." *(Taken from Cindrić and Klubička, 2024, p. 24)*

This example is argumentative because the writer presents a claim — that the prepared environment in Montessori language education aligns with modern, learner-centered, and adaptive teaching principles — and then supports that claim with evidence and reasoning. The argument is built through logical explanation and references to research that reinforce the idea that a meaningful, multisensory, and context-rich environment improves language learning outcomes. The use of the connector "therefore" signals a conclusion or recommendation based on evidence, which is typical of argumentative writing. The paragraph is not merely describing or explaining facts; it advocates for a specific pedagogical approach (Montessori's learner-centered and holistic method) and justifies it with data. This persuasive element — presenting a position and

defending it with supporting studies — makes the text argumentative, rather than expository or analytical.

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BAB V

CRITICAL READING AND THINKING

By: Andi Nurul Aulia, S.Pd., M.Pd.

5.1. The Role of Critical Reading and Critical Thinking in the Digital Era

In the contemporary era marked by rapid advances in science, technology, and digital communication, individuals are constantly exposed to an unprecedented volume of information. Texts in academic, professional, and public domains are produced and disseminated at an accelerating pace through books, journals, news media, and digital platforms. While this abundance of information offers significant opportunities for learning, it also presents serious challenges, particularly in distinguishing reliable knowledge from misleading, biased, or unsupported claims. Consequently, learners are required to develop not only fundamental reading skills but also higher-level cognitive abilities that enable them to critically engage with texts.

In many educational contexts, reading is still approached as a passive activity focused primarily on understanding surface-level meanings or extracting factual information. Learners often concentrate on identifying vocabulary, summarizing content, or

answering literal comprehension questions without examining the underlying assumptions, intentions, and argumentative structures of a text. Such practices limit students' intellectual engagement and hinder the development of higher-order thinking skills, including analysis, evaluation, and synthesis. Without critical reading and thinking skills, learners may struggle to assess the credibility of sources, recognize logical fallacies, or form independent and well-reasoned judgments.

Critical reading and thinking are essential competencies in higher education and lifelong learning. Critical reading involves an active and purposeful interaction with a text in which readers question the author's perspective, evaluate the coherence and strength of arguments, and analyze how evidence is used to support claims. At the same time, critical thinking enables learners to apply logical reasoning, reflect on multiple viewpoints, and make informed conclusions based on evidence rather than assumptions or personal bias. Together, these skills empower learners to move beyond passive consumption of information toward active knowledge construction.

The integration of Critical Reading and Thinking as a core learning material is therefore crucial in preparing learners to meet academic and professional demands. This material aims to equip students with the ability to analyze text organization, identify main ideas and supporting details, evaluate arguments logically and ethically, and connect textual information to broader social, cultural, and academic contexts. Through systematic instruction and practice in critical reading and thinking, learners are expected to become independent, reflective, and analytical readers who are capable of engaging thoughtfully with complex texts, making reasoned decisions, and constructing well-supported arguments. Ultimately, these skills contribute not only to academic success but also to responsible participation in society and informed decision-making in everyday life.

In the era of globalization and rapid development of information technology, the ability to engage in critical reading and critical thinking has become an essential competence that cannot be ignored (Janah, S. S., Gailea, N., & Samanhudi, U., 2024). Reading is not merely about absorbing information at the surface level of a text; rather, it involves the reader's active engagement in analyzing, evaluating, and making judgments about the content being read (Maulid, A., Manalullaili, & Desvitasari, D., 2024).

One of the greatest challenges faced by modern society is the ability to filter data and information wisely, particularly amid the widespread dissemination of misinformation and irresponsible content. The current generation, especially Generation Z, who are accustomed to digital technology, faces difficulties in internalizing critical values and maintaining a balance between digital literacy and deep textual comprehension.

5.2. Definition and Basic Concepts of Critical Reading and Critical Thinking

1. What Is Critical Reading?

Critical reading involves the reader's active engagement, requiring them to think deeply and apply various skills to identify the main ideas of a text, draw conclusions, make connections, anticipate the author's purpose, analyze arguments, consider diverse perspectives, and evaluate ideas effectively (Aulia, A. N., 2024). A skilled critical reader is able to accurately summarize arguments, identify claims, uncover stated or implied assumptions, analyze the reasoning supporting the thesis, and evaluate the implications of particular facts or sources (Ruing, F. H., Jabu, B., Baa, S., & Sakkir, G., 2025). Critical reading is not a passive activity. It requires readers to ask themselves questions such as: What is the author's purpose? Are the arguments presented valid? Is there any bias in the presentation?

What information is missing? Which alternative perspectives should be considered?

2. Understanding Critical Thinking

Critical thinking is defined as the capacity to detect and analyze information before seeking and evaluating relevant data in order to reach sound judgments. It is a cognitive process that involves reflection, careful reasoning, and a strong emphasis on decision-making regarding what to do and what to believe (Jaya, S., Hamzah, S., & Yunita, W., 2025). In the learning context, critical thinking refers to the ability to think at a higher level, enabling students to reason about what they aim to achieve and what they believe to be the best course of action. These skills include the ability to formulate relevant questions, gather appropriate data, sort information efficiently and creatively, apply logic in decision-making, and draw valid conclusions.

3. The Relationship Between Critical Reading and Critical Thinking

There is a significant positive relationship between critical thinking and critical reading comprehension. Research indicates that the higher students' levels of critical thinking, the better their achievement in critical reading (Finissha, G. D., Arifani, Y., & Asmara, C. H., 2021). Critical thinking serves as a conceptual framework that supports critical reading, while critical reading functions as a practical means of developing critical thinking skills.

5.3. Practical Strategies for Developing Critical Reading Skills

The development of critical reading skills requires a systematic approach and consistent practice. Several strategies have proven to be effective, including:

1. The SQ3R Method

The Survey, Question, Read, Recall, and Review (SQ3R) method is a structured approach that significantly enhances comprehension and long-term retention among readers (Ruing, F. H., et al., 2025).

a. Survey: Preview the text to understand its structure and general content
b. Question: Formulate questions before reading to establish clear purposes
c. Read: Read actively while noting key terms and important ideas
d. Recall: Recall important information without referring to the text
e. Review: Review the material to reinforce understanding

2. **Group Discussion and Open-Ended Questions**
   Instructional strategies such as group discussions and open-ended questions can significantly enhance students' critical thinking abilities. By sharing perspectives and debating interpretations of texts, students enrich their understanding and develop the ability to consider multiple viewpoints.
3. **Concept Mapping and Argument Analysis**
   Critical thinking mapping strategies can improve reading comprehension by helping readers visualize the relationships between concepts and arguments within a text (Finissha, G. D., Arifani, Y., & Asmara, C. H., 2021). This technique involves creating diagrams or schemas that illustrate how ideas in a text are interconnected.
4. **Identification of Reading Frameworks**
   Case-based learning approaches, such as Legal Case-Based Reading (LCbR), have demonstrated a 56% increase in critical thinking scores by requiring students to analyze jurisdictional conflicts and power imbalances in cross-border disputes. Structured frameworks help readers organize information systematically.

5.4. Challenges in Developing Critical Thinking in the Digital Era

Despite the widespread recognition of the importance of critical thinking, learners face several challenges in developing this skill:

1. **Difficulty in Understanding Implicit Meanings**
   Many students struggle to comprehend implicit meanings in texts, making it challenging to analyze the author's intentions (Jaya, S., Hamzah, S., & Yunita, W., 2025). Understanding literal meaning alone is insufficient; readers must be able to "read between the lines" and grasp broader contexts.
2. **Lack of Confidence and Motivation**
   Students often withhold their thoughts due to shyness and insecurity and exhibit low motivation to learn (Janah, S. S., Gailea, N., & Samanhudi, U., 2024). Supportive learning environments and constructive feedback are crucial for building confidence.
3. **Limited Academic Vocabulary**
   Difficulties in analyzing argumentative texts are often caused by limited academic vocabulary and poor inferencing skills. The development of strong academic vocabulary is a fundamental requirement for effective critical reading.
4. **Lack of Practice and Training**
   Some students believe they possess sufficient basic knowledge and therefore do not engage in critical thinking practice unless the topic aligns with their personal interests. Consistent and engaging practice is essential for skill development.
5. **Passive and Teacher-Centered Learning**
   Passive learning environments and the dominance of teacher-centered instruction hinder the effective development of critical thinking. Active and student-centered learning approaches are key to fostering these skills meaningfully.

5.5. The Role of Problem-Based Learning (PBL) in Developing Critical Reading

Problem-Based Learning (PBL) has emerged as a promising pedagogical alternative for developing critical reading and critical

thinking skills (Janah, S. S., Gailea, N., & Samanhudi, U., 2024). The characteristics of PBL promote investigation, collaboration, and real-world problem-solving, encouraging students to apply higher-order thinking skills in authentic contexts.

Key characteristics of PBL include:

1. Problem-Oriented Learning: Begins with real-world problems or scenarios
2. Collaborative: Involves teamwork and discussion
3. Reflective: Encourages students to reflect on their learning
4. Independent: Develops autonomous learning skills

5.6. Benefits of PBL for Critical Reading

Research indicates that PBL increases student engagement, supports independent learning, and encourages reflection—key elements in building literacy and critical reading skills (Mardhiyatuzakiyah, Sumarni, S., & Darmahusni, 2023). When students are confronted with real-world problems, they are more motivated to read and analyze texts critically. Advancements in digital technology have created new opportunities to design interactive and student-centered learning resources. PBL-based e-books can support personalized learning, provide easy access to materials, and encourage more meaningful engagement with texts.

5.7. Implementing Critical Reading and Thinking in Educational Practice

Educators play a crucial role in facilitating the development of critical reading and critical thinking by creating conducive learning environments. Teachers should establish classrooms where students feel safe expressing opinions and engaging with differing perspectives, encourage questioning and discussion through open-ended questions and group activities, and provide constructive feedback to help

students understand their strengths and areas for improvement. Professional training in promoting critical thinking is essential for teachers to enhance learning outcomes effectively.

5.8. Conclusion and Recommendations for Sustainable Development

Critical reading and critical thinking are essential skills for success in the 21st century. By understanding the core components of critical thinking, applying practical strategies for skill development, and implementing innovative instructional approaches such as PBL, individuals can significantly enhance their ability to analyze information, make sound decisions, and contribute meaningfully to society. The close relationship between critical reading and critical thinking indicates that the development of one skill supports the development of the other. Through consistent practice, supportive learning environments, and guidance from well-trained educators, students can develop the ability to think critically about the information they encounter, particularly in the challenging digital era.

Recommendations for Educational Institutions

1. Integrate Critical Thinking into the Curriculum: All subjects should be designed to foster critical thinking skills.
2. Provide Professional Development for Teachers: Investing in teachers' professional growth is an investment in student success.
3. Adopt Active Learning Approaches: Transition from passive instruction to active, student-centered learning.
4. Develop Interactive Digital Resources: PBL-based e-books and learning platforms can significantly enhance student engagement.

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BAB VI

ACADEMIC WRITING PROCESS

By: Rahmadila Eka Putri, S.Pd., Gr., M.App.Ling.

Academic writing is a complex cognitive, rhetorical, and epistemological process through which knowledge is constructed and communicated. In higher education, it serves as a central mode of learning, critical thinking, and scholarly participation rather than merely assessment. As a recursive process shaped by genre, discipline, and audience, academic writing integrates critical engagement, strategic organization, and ethical responsibility, enabling students to produce coherent, credible texts and participate confidently in academic and professional discourse.

6.1. Academic Writing as a Mode of Knowledge Construction

Academic writing is widely understood not as a purely technical skill, but as a socially situated mode of knowledge construction that is reinforced through collaborative problem-solving and feedback-mediated writing practices, enhancing learners' linguistic competence, socio-emotional development, and writing proficiency while enabling the construction, evaluation, and communication of knowledge within academic communities (Chen, Zhang, & Zheng, 2023; Howitt, Wilson,

& Higgins, 2022; Putri, 2025). It actively shapes the development and connection of ideas by requiring writers to negotiate between personal understanding and disciplinary conventions, functioning in higher education as both a cognitive and dialogic process that fosters synthesis, critical thinking, and scholarly positioning through engagement with existing literature, and ultimately extending beyond linguistic accuracy to embody an academic stance that contributes to ongoing scholarly inquiry.

6.2. Academic Writing as a Process Rather Than a Product

Traditional product-oriented writing instruction prioritizes the finished text and formal correctness, often overlooking the cognitive processes of idea development, whereas contemporary academic literacy conceptualizes writing as a recursive and developmental process of meaning-making. Within this framework, revision is understood not merely as surface correction but as a cognitively rich stage that reveals learners' developing reasoning while being effectively supported by rubric- and exemplar-based feedback, which is scalable to large classes and enhances students' writing and genre awareness (Ke & Zhou, 2024; Peltzer et al., 2024). Writing proceeds through non-linear cycles of planning, drafting, revising, and reflecting, in which arguments, claims, and evidence are continually refined, with this recursion signaling advanced academic thinking rather than inefficiency. Writing development thus emerges gradually through practice, reflection, and feedback, positioning revision as intellectual refinement and encouraging students to use writing as a site of critical engagement, conceptual exploration, and epistemic agency.

6.3. Pre-writing as Cognitive and Rhetorical Framing

Pre-writing is a crucial phase of academic writing that frames a text's purpose, scope, audience, and epistemic stance, enabling

writers to organize prior knowledge, refine key arguments, identify gaps, and anticipate audience expectations in order to produce coherent, persuasive, and credible scholarly writing.

1. Defining Purpose, Audience, and Positioning

Pre-writing centers on clarifying purpose, audience, and scholarly position. By defining clear analytical goals and identifying the expectations and knowledge of an academic readership, writers determine scope, depth, terminology, and argumentative structure. At this stage, pre-writing also encompasses preparatory strategies such as brainstorming, idea exchange, outlining, and free writing, which function to generate, refine, and organize ideas prior to drafting the final text (Ahmed, Hasan, & Ameen, 2023; Suprapto et al., 2022)**.** At the same time, pre-writing enables writers to position themselves within scholarly debates by selecting an analytical stance, foregrounding key concepts, and anticipating counterarguments. Through these strategic decisions, pre-writing establishes the foundation for focused argumentation, effective source integration, and a meaningful academic contribution.

2. Genre Awareness and Disciplinary Expectations

Academic writing is governed by genre conventions that reflect disciplinary views of knowledge, evidence, and authority, with genres functioning as socially established responses to specific scholarly purposes rather than neutral forms. Different genres prioritize distinct rhetorical demands such as critical evaluation, methodological rigor, or analytically framed personal experience, demonstrating that academic writing is inherently contextual rather than uniform. Developing critical genre awareness enables writers to understand and strategically adapt to these underlying norms, particularly in interdisciplinary and hybrid contexts. Genre awareness facilitates academic text comprehension and writing proficiency by enabling students to understand and apply genre features and variations (Deng

et al., 2024; Tardy et al., 2022; Thaksanan & Chaturongakul, 2023). When applied at the pre-writing stage, genre awareness enhances flexibility, transferability, and rhetorical effectiveness, allowing writers to produce credible and purpose-driven academic texts.

6.4. Research and Academic Reading as Critical Engagement

In academic writing, research and reading are central intellectual practices that shape scholarly credibility, as writing develops through critical engagement with sources as part of an ongoing disciplinary dialogue, enabling writers to position their arguments within evolving bodies of knowledge.

1. Research Beyond Information Gathering

In academic writing, research is not a mechanical accumulation of sources but a critical, analytical engagement with existing scholarship aimed at developing a well-informed and defensible position within scholarly dialogue. This process involves strategic selection of credible, relevant, and discipline-appropriate sources, recognition that academic fields contain competing theories and debates, and comparative engagement with these perspectives to identify convergence, tension, and points of intervention. Educational research is a systematic, methodologically rigorous inquiry into educational processes aimed at improving effectiveness while ensuring transparency, reproducibility, and relevance, emphasizing how knowledge is produced as well as what is concluded (Akudjedu et al., 2026; Hamid, 2025). Through this critical engagement, sources are used to support, challenge, or refine arguments, positioning research as a means of intellectual contribution rather than mere reproduction of existing work.

2. Critical Reading and Interpretive Literacy

Critical reading is fundamental to effective academic writing because it enables writers to engage with texts interpretively and

evaluatively rather than at the level of surface comprehension. Critical reading involves engaging with the author's perspective through analytical and evaluative thinking to support problem-solving, decision-making, and persuasion in academic contexts (Hilario et al., 2025; Royani & Arwida, 2021; van Klink, 2023). It involves analyzing how arguments are constructed, identifying underlying assumptions, examining whose perspectives are emphasized or marginalized, and questioning the framing of evidence and claims. In this way, critical reading and research function as epistemic and dialogic practices through which writers transform reading into inquiry and participate meaningfully in scholarly discourse, forming the foundation for informed, critical, and original academic writing.

6.5. Drafting as Meaning-Making and Argument Construction

Drafting is a core stage of academic writing where meaning is actively constructed through intellectual exploration. It allows writers to shape abstract ideas into structured arguments, test tentative claims against evidence and logic, and refine understanding as writing itself functions as a mode of thinking.

1. Drafting as Exploratory Writing

Drafting in academic writing is best understood as an exploratory process rather than a definitive stage, where early drafts function as working texts for clarifying analytical direction, testing claims, reorganizing arguments, and evaluating coherence. During this stage, writers transform main ideas into coherent paragraphs by developing topic, supporting, and concluding sentences, and through revisiting and revising these drafts, they enhance clarity, coherence, and overall textual quality (Subandowo, Sárdi, & Thresia, 2025; Suprapto et al., 2022). At this stage, writers should prioritize clarity of reasoning over linguistic accuracy, as excessive focus on surface-level correctness can limit intellectual risk-taking and hinder the

development of complex ideas. Coherence of ideas should take precedence over stylistic refinement, with attention directed to how arguments develop logically and cumulatively. Likewise, depth of analysis is more important than sheer quantity of content, since concise yet interpretive writing strengthens academic argumentation more effectively than information-heavy drafts.

2. Paragraphing and Logical Development

At the level of textual organization, academic paragraphs function as units of reasoning that advance specific analytical points in direct support of the overall argument. Mastery of paragraph structure is essential to writing proficiency, as paragraphs organize ideas into coherent units that sustain logical flow, academic tone, and appropriate grammatical and lexical use (Agbevivi et al., 2025; Du & Hashimoto, 2025; Putra, Rohim, & Zanzali, 2025). A well-developed paragraph is structured around a clear conceptual focus, typically signaled by a topic sentence, and integrates evidence purposefully to substantiate the claim. However, argumentation depends not on evidence alone but on explicit analytical commentary that explains the relevance, significance, and implications of that evidence. Coherence is further sustained through logical connections and transitions that clarify relationships between ideas across paragraphs. Through exploratory drafting and disciplined paragraphing, writers transform emerging ideas into structured, persuasive arguments, establishing a coherent foundation for subsequent revision and refinement.

6.6. Revision as Critical Re-seeing

Revision is the most intellectually demanding stage of academic writing because it requires writers to step back from their own text and re-examine it through a critical, reader-oriented lens, reassessing meaning, argumentation, and structure rather than merely correcting surface errors. This process involves a metacognitive shift from text

producer to evaluator, prompting writers to recalibrate their thinking by refining the thesis, strengthening the relationship between claims and evidence, deepening analysis, addressing counterarguments, and ensuring a coherent progression of ideas (Nurkhamidah, Lustyantie, & Chaeruman, 2024; Radtke & Rummel, 2025). Ultimately, revision links writing development with intellectual growth, as re-seeing the text clarifies positions, strengthens arguments, and advances responsible participation in scholarly discourse.

6.7. Editing and Proofreading: Precision and Academic Authority

Editing and proofreading constitute the final yet essential stages of the academic writing process, transforming intellectual work into linguistically precise and conventionally credible texts. Whereas revision focuses on re-examining meaning and strengthening argumentation, editing and proofreading refine how ideas are articulated at sentence and surface levels, thereby shaping academic authority and reader trust. At this stage, editing and proofreading are widely recognized as crucial to academic quality, with AI-powered tools increasingly supporting accuracy and clarity through automated editing and language assistance (Mlundi, 2024; Raitskaya & Tikhonova, 2024). Through editing, writers enhance clarity, coherence, and disciplinary appropriateness by refining sentence structure, ensuring logical relationships are clearly signposted, maintaining terminological consistency, and aligning tone and register with academic norms. Together, these stages ensure that rigorous thinking is matched by precise, consistent, and professional presentation, completing the academic writing process.

6.8. Academic Integrity as Epistemic Responsibility

Academic integrity is often reduced to procedural concerns such as avoiding plagiarism, yet this narrow view overlooks its deeper

epistemic role in academic writing as a commitment to responsible, ethical knowledge production. Academic integrity is a moral virtue in academic contexts, defined by honesty, truthful scholarship, proper authorship, and the rejection of plagiarism, fabrication, and academic dishonesty (Davis, 2023; Mejía & Garcés-Flórez, 2025). It governs not only citation practices but also how knowledge is represented, requiring writers to acknowledge intellectual influences accurately, engage critically with sources, and avoid distortion or oversimplification. Central to this commitment is critical source integration, in which multiple perspectives are synthesized into a coherent analytical framework that demonstrates intellectual agency rather than mere reproduction of authority. Ultimately, academic integrity unites ethical practice with analytical rigor, strengthening scholarly credibility and enabling meaningful participation in academic discourse beyond mere compliance with formal rules.

6.9. Reflection and Metacognitive Development

Reflection transforms academic writing from a task-focused activity into a sustained learning practice by fostering metacognitive awareness of how and why writers make rhetorical, cognitive, and strategic choices. Reflective writing goes beyond expressing critical views or themes by engaging personal experience to support professional development, reflective practice, and effective learning and decision-making (Marshall et al., 2022; Sudirman et al., 2024; Zhai et al., 2023). Through reflecting on drafting, feedback, research decisions, and revisions, writers identify recurring patterns and weaknesses, move from reactive habits to deliberate strategies, and develop targeted approaches for improvement. Reflection also enables the transfer of core writing principles such as argumentation, evidence use, and coherence across genres, disciplines, and contexts, supporting long-term academic growth. Ultimately, reflection

integrates all stages of the writing process into a coherent understanding of effective practice, strengthening both textual outcomes and the development of resilient, self-directed scholarly writers.

6.10. Academic Writing in Professional and Applied Contexts

Academic writing functions as a central mode of scholarly communication and academic assessment, requiring writers to integrate cognitive, metacognitive, linguistic–discursive, emotional, and sociocultural strategies shaped by multiple interacting contextual factors (Escorcia et al., 2025; Zubir, Ghazali, & Suryani, 2025). Its emphasis on analytical reasoning, evidence-based argumentation, and structured discourse directly supports professional tasks such as decision-making, accountability, and strategic communication in areas including policy development, corporate and public communication, journalism, research, and organizational management. Its process-oriented nature (planning, drafting, revising, and reflecting) aligns closely with high-stakes professional writing, where clarity, precision, and audience awareness are crucial. Consequently, academic writing functions not merely as an academic requirement but as a foundational, lifelong competence that bridges education and professional practice in knowledge-intensive environments.

6.11. Conclusion

The academic writing process is a recursive, intellectually demanding practice that integrates cognitive, rhetorical, and ethical dimensions, positioning writing as a mode of knowledge construction rather than mere text production. Through sustained engagement with pre-writing, research, drafting, revision, and reflection, writers refine analytical thinking, develop a clear academic voice, and cultivate critical awareness, while acquiring transferable competencies such as

evidence-based argumentation and structured communication. Viewed as an evolving practice, academic writing also fosters adaptability and lifelong learning, enabling learners to respond to shifting disciplinary boundaries and complex professional demands, and equipping them to sustain intellectual growth and communicative effectiveness across diverse academic and professional contexts.

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BAB VII

PARAGRAPH AND ESSAY WRITING

By: Yulia Wahyuningsih, M.Pd.

7.1. Introduction to Paragraph and Essay Writing

In academic settings, writing is not simply a medium for conveying ideas but a central activity through which students demonstrate understanding, critical thinking, and intellectual engagement. At the university level, particularly in English as a Foreign Language (EFL) contexts, students are required to express their knowledge through written texts that follow academic conventions. Assignments, examinations, reports, and research-based tasks all rely heavily on students' ability to organize ideas clearly and present them in an acceptable academic form.

Paragraph and essay writing occupy a fundamental position in academic writing. A paragraph serves as the basic unit of meaning, allowing writers to develop one main idea in a focused manner. An essay, on the other hand, is a more extended form of writing in which several paragraphs are organized to explore, explain, or argue a central idea. Students who find essay writing difficult often struggle not because they lack ideas, but because they have not yet developed sufficient control over paragraph structure and idea development.

In EFL classrooms, writing problems frequently arise at the level of organization. Students may produce grammatically correct sentences, yet their writing lacks clarity because ideas are not arranged logically. Topic sentences may be unclear, supporting ideas may be insufficient, and connections between sentences may be weak. These difficulties are often influenced by differences between rhetorical patterns in students' first language and those commonly expected in English academic writing. English academic texts tend to prioritize explicit structure, linear development of ideas, and logical progression, which may require adjustment for EFL learners (Oshima & Hogue, 2014).

Academic writing also demands more than grammatical accuracy. It requires students to select relevant ideas, develop them adequately, and present them in a coherent and objective manner. Writing, therefore, is closely connected to reading and critical thinking. As students engage with academic texts, they learn how arguments are constructed, how evidence is used, and how ideas are connected. This awareness gradually supports their ability to produce academic writing of their own (Bailey, 2018).

This chapter approaches paragraph and essay writing as interconnected skills that develop progressively. It begins with a discussion of academic paragraphs and their essential characteristics, followed by an explanation of paragraph structure and cohesion. The chapter then moves on to academic essay writing, including its basic structure and common types. By understanding these elements, students are expected to develop greater confidence in writing and to view academic writing as a manageable and meaningful process rather than an intimidating task.

7.2. Understanding Academic Paragraphs

An academic paragraph is a unit of writing that develops a single main idea in a clear and organized way. In academic texts, paragraphs are not written randomly; each paragraph has a specific purpose and contributes to the overall meaning of the text. Through paragraphs, writers guide readers step by step, allowing ideas to unfold logically and systematically.

One essential feature of an academic paragraph is unity. Unity means that all sentences within a paragraph are closely related to one main idea. This main idea is usually introduced through a topic sentence, which functions as a guide for both the writer and the reader. When sentences within a paragraph move away from the topic, the paragraph loses focus and becomes difficult to follow. For this reason, maintaining unity is a fundamental principle in academic writing (Oshima & Hogue, 2014).

In addition to unity, coherence plays an important role in shaping an effective academic paragraph. Coherence refers to the logical relationship between ideas and the smooth flow of meaning from one sentence to the next. A coherent paragraph allows readers to see how ideas are connected without having to guess the writer's intention. Logical sequencing, clear references, and appropriate transitions help ensure that ideas are presented in a way that is easy to understand. As Swales and Feak (2012) explain, coherence is closely related to readers' expectations in academic discourse, where clarity and logical development are highly valued.

Another important characteristic of academic paragraphs is adequate development of ideas. A paragraph should not only introduce an idea but also explain it sufficiently. This explanation may take the form of clarification, examples, or general information that supports the main point. Paragraphs that are too short often fail to provide enough support, while paragraphs that are too long may

include unnecessary information and lose focus. Learning to balance depth and clarity is therefore an important skill for academic writers.

Academic paragraphs also differ from informal writing in terms of tone and language use. They generally employ a more formal and objective style, avoiding conversational expressions and unsupported personal opinions. Although writers may express viewpoints, these viewpoints are typically presented in a careful manner and supported by logical reasoning. According to Bailey (2018), this emphasis on clarity, formality, and support distinguishes academic writing from other types of writing students may be familiar with.

For EFL learners, understanding the nature of academic paragraphs is a crucial step toward improving academic writing skills. Many students are able to write sentences in English but struggle to combine them into effective paragraphs. By recognizing the importance of unity, coherence, and development, students can begin to construct paragraphs that communicate ideas more clearly and effectively. This understanding also prepares students for writing longer academic texts, as strong paragraphs form the foundation of well-organized academic essays.

7.3. Structure of an Academic Paragraph

An academic paragraph follows a clear internal structure that helps writers develop ideas in an organized and logical manner. This structure allows readers to identify the main idea easily and to understand how supporting information contributes to that idea. For students learning academic writing, especially in EFL contexts, understanding paragraph structure provides a practical framework for organizing thoughts in written form.

A typical academic paragraph consists of three main components: a topic sentence, supporting sentences, and a concluding sentence. Each component has a specific function in shaping the

meaning of the paragraph. When these components work together effectively, the paragraph becomes unified, coherent, and easy to follow.

1. Topic Sentence

The topic sentence introduces the main idea of a paragraph and indicates what the paragraph will discuss. In academic writing, the topic sentence is most commonly placed at the beginning of the paragraph so that readers can immediately identify the focus of the discussion. A clear topic sentence helps readers anticipate the content of the paragraph and understand its relevance within the larger text.

An effective topic sentence contains both the topic and a controlling idea. The topic identifies what is being discussed, while the controlling idea limits the scope of the discussion. If a topic sentence is too general, the paragraph may become unfocused. If it is too specific, the paragraph may lack sufficient development. For this reason, careful formulation of the topic sentence is essential in academic paragraph writing (Oshima & Hogue, 2014).

2. Supporting Sentences

Supporting sentences develop the idea introduced in the topic sentence. Their main function is to explain, clarify, or illustrate the main idea of the paragraph. Supporting sentences may include explanations, examples, general facts, or brief references to commonly accepted information. Through these sentences, writers show how and why the main idea is important.

In academic writing, supporting sentences should be logically organized and directly related to the topic sentence. Irrelevant details or unrelated ideas weaken the unity of the paragraph and may confuse readers. Bailey (2018) emphasizes that effective supporting sentences contribute directly to the development of the controlling idea rather than introducing new or unrelated topics.

3. Concluding Sentence

The concluding sentence signals the end of a paragraph and reinforces the main idea that has been discussed. It often restates the topic sentence in different words or summarizes the key point of the paragraph. A concluding sentence helps create a sense of completeness and prepares readers to move on to the next paragraph. Although not all academic paragraphs require a concluding sentence, it is particularly useful in longer or more complex paragraphs. By reminding readers of the main idea, the concluding sentence strengthens the overall coherence of the text.

4. Sample Academic Paragraph

Regular reading habits play an important role in improving university students' academic writing skills. Through exposure to academic texts, students become familiar with formal vocabulary, sentence structures, and common patterns of argumentation. Reading also helps students understand how ideas are organized and supported in academic discourse. As students encounter various writing styles and perspectives, they gradually develop greater control over their own writing. For these reasons, regular reading practice contributes significantly to the development of academic writing ability.

This sample illustrates how a topic sentence introduces the main idea, supporting sentences develop that idea, and a concluding sentence reinforces it. Together, these elements form a unified and coherent academic paragraph.

7.4. Cohesion and Coherence in Paragraph Writing

Cohesion and coherence are essential elements in effective academic paragraph writing. A paragraph may contain well-formed sentences, yet still be difficult to understand if the ideas are not clearly connected. For this reason, academic writing places strong emphasis

on how sentences relate to one another and how ideas are arranged logically within a paragraph.

Cohesion refers to the linguistic links that connect sentences and help readers follow the flow of meaning. These links are created through the use of cohesive devices such as transition signals, reference words, and repetition of key terms. When used appropriately, cohesive devices guide readers by showing relationships between ideas, such as addition, contrast, cause and effect, or sequence. Halliday and Hasan (1976) describe cohesion as a key feature that allows a text to function as a unified whole rather than as a collection of separate sentences.

One commonly used cohesive device in academic writing is the transition signal. Words and phrases such as *however*, *for example*, *therefore*, and *in addition* help readers understand how one sentence or idea relates to the next. Without these signals, readers may struggle to follow the writer's line of reasoning, especially when dealing with complex ideas. Oshima and Hogue (2014) note that effective use of transition signals contributes significantly to paragraph clarity and logical development.

Another important aspect of cohesion is reference, particularly the use of pronouns and demonstrative expressions. Pronouns allow writers to avoid unnecessary repetition, but unclear references can confuse readers if it is not obvious what the pronoun refers to. Careful use of reference helps maintain clarity while keeping the paragraph concise.

While cohesion focuses on surface-level connections between sentences, coherence concerns the overall sense and logical organization of ideas. A coherent paragraph presents ideas in an order that readers can easily follow. This order may follow patterns such as general to specific, cause and effect, or problem and solution, depending on the purpose of the paragraph. Swales and Feak (2012)

explain that coherence is closely related to readers' expectations in academic discourse, where ideas are expected to develop in a clear and logical sequence.

For EFL learners, problems with cohesion and coherence are common. Students may produce grammatically correct sentences but struggle to connect them meaningfully. By becoming more aware of cohesive devices and logical organization, students can improve the readability and effectiveness of their writing. Developing cohesion and coherence at the paragraph level also supports clearer and more persuasive writing in longer academic texts, such as essays and research papers.

7.5. Introduction to Essay Writing

An academic essay is a structured piece of writing that allows students to develop and communicate ideas in an organized manner. In higher education, essay writing is widely used as a form of academic assessment because it reflects students' understanding of a topic, their ability to organize ideas logically, and their capacity to express arguments in written form. Through essay writing, students are encouraged to think critically and to engage more deeply with academic content.

For many EFL learners, writing an academic essay can be challenging. Difficulties often arise not only from limited language proficiency but also from unfamiliarity with academic writing conventions. Students may have ideas to express, yet struggle to arrange those ideas into a coherent and focused text. Swales and Feak (2012) explain that academic writing follows recognizable patterns that guide readers through an argument or discussion. When students are unaware of these patterns, their essays may appear disorganized or lack a clear direction.

It is important to understand that an academic essay is built upon strong paragraphs. Each paragraph within an essay contributes to the development of the central idea, commonly expressed through a thesis statement. Topic sentences in body paragraphs are closely connected to the thesis, while supporting sentences provide explanation and justification. This relationship highlights the importance of mastering paragraph writing before attempting longer academic texts. Oshima and Hogue (2014) emphasize that effective essays are essentially extended forms of well-structured paragraphs.

Essay writing also plays a role in developing students' academic skills beyond language use. Through the process of planning, drafting, and revising essays, students learn to evaluate information, organize arguments, and present ideas in a formal and objective manner. Bailey (2018) notes that academic essays require writers to balance clarity, accuracy, and critical engagement with the topic. As students gain experience with essay writing, they gradually develop greater confidence in expressing ideas and participating in academic discourse.

This section introduces essay writing as a natural extension of paragraph writing skills. By understanding the purpose and nature of academic essays, students can approach essay writing more strategically and view it as a manageable and meaningful academic task rather than an intimidating requirement.

7.6. Basic Structure of an Academic Essay

An academic essay is typically organized into three main parts: an introduction, body paragraphs, and a conclusion. This structure helps writers present ideas in a logical and systematic way, while also guiding readers through the development of the discussion. For students, especially those learning English as a foreign language,

understanding this basic structure provides a practical framework for planning and writing academic essays.

The introduction paragraph serves as the opening of the essay. Its main purpose is to introduce the topic, provide brief background information, and present the thesis statement. The thesis statement expresses the central idea or main argument of the essay and functions as a guide for the entire text. A clear and focused thesis helps readers understand what the essay will discuss and how the discussion will be developed. According to Bailey (2018), the thesis statement plays a crucial role in shaping both the content and organization of an academic essay.

The body of an academic essay consists of one or more body paragraphs that develop the ideas presented in the thesis statement. Each body paragraph focuses on one main idea and begins with a topic sentence that relates directly to the thesis. The topic sentence is then developed through supporting sentences that explain, illustrate, or justify the main idea. Logical organization within and between body paragraphs is essential, as it helps readers follow the progression of ideas. Oshima and Hogue (2014) emphasize that well-developed body paragraphs are central to effective essay writing because they provide the evidence and reasoning that support the writer's main argument.

The concluding paragraph brings the essay to a close by reinforcing the main ideas discussed in the text. A conclusion typically restates the thesis statement in different words and briefly summarizes the key points presented in the body paragraphs. Rather than introducing new ideas, the conclusion reflects on the discussion and highlights the significance of the topic. Swales and Feak (2012) note that effective conclusions help readers clearly understand the writer's position and leave a lasting impression of the overall argument.

For EFL learners, understanding the basic structure of an academic essay can reduce anxiety and increase confidence in writing. By approaching essay writing as a structured process with clear stages, students can focus more effectively on developing ideas and expressing them in appropriate academic language. Mastery of essay structure also prepares students for more advanced forms of academic writing in higher education.

7.7. Types of Academic Essays

Academic essays can be classified into several types based on their purpose and the way ideas are developed. Understanding different types of essays helps students recognize what is expected in various academic writing tasks and choose appropriate strategies for organizing their ideas. For undergraduate students, particularly those in EFL contexts, familiarity with basic essay types provides a foundation for more advanced academic writing.

One common type of academic essay is the descriptive essay. The purpose of a descriptive essay is to describe a person, place, object, or situation clearly and systematically. In academic contexts, descriptive essays focus on accuracy and relevance rather than personal impressions. Ideas are usually organized logically, often moving from general descriptions to more specific details. Oshima and Hogue (2014) note that descriptive writing in academic settings requires careful selection of details so that each paragraph contributes meaningfully to the overall description.

Another widely used type is the expository essay. An expository essay aims to explain or inform readers about a particular topic. This type of essay emphasizes clarity, logical organization, and objective presentation of information. The thesis statement clearly indicates what will be explained, and each body paragraph develops one aspect of the topic. According to Bailey (2018), expository essays are central

to academic writing because they train students to present information clearly and systematically.

The argumentative essay is also an important form of academic writing, especially in higher education. In an argumentative essay, the writer takes a position on an issue and supports it with logical reasoning and relevant evidence. This type of essay requires students to think critically and engage with different viewpoints. Swales and Feak (2012) explain that argumentative writing reflects key practices in academic discourse, where ideas are examined, evaluated, and justified through structured argumentation.

Although these essay types differ in purpose, they share common structural features. Each type requires a clear thesis statement, well-organized body paragraphs, and a coherent conclusion. By understanding the basic characteristics of descriptive, expository, and argumentative essays, students can approach academic writing tasks with greater confidence and awareness of academic expectations.

7.8. Sample Paragraph and Essay

Providing examples is an important part of learning academic writing, as students often understand concepts more clearly when they can see how those concepts are applied in actual texts. Sample paragraphs and essays allow learners to observe how ideas are introduced, developed, and concluded in accordance with academic conventions. Exposure to well-structured models also helps students become familiar with the tone and organization expected in academic writing (Hyland, 2019).

1. Sample Academic Paragraph

Online learning has become an important component of higher education in recent years. One key advantage of online learning is its flexibility, which allows students to access learning materials according

to their own schedules. This flexibility is particularly helpful for students who need to balance academic responsibilities with work or family commitments. In addition, online learning platforms often provide various resources, such as recorded lectures and online discussions, that support independent learning. For these reasons, online learning can play a positive role in supporting students' access to education.

This paragraph illustrates the basic structure of an academic paragraph. The first sentence introduces the main idea, the following sentences develop the idea through explanation, and the final sentence reinforces the main point. Such organization reflects the principles of unity and coherence that are essential in academic paragraph writing (Oshima & Hogue, 2014).

2. Sample Short Academic Essay

The Importance of Time Management for University Students

Time management is an essential skill for university students, as they are required to manage academic tasks alongside personal and social responsibilities. Without effective time management, students may experience stress and difficulty in meeting academic demands. This essay discusses the importance of time management for university students and explains how it can contribute to academic success.

One reason time management is important is that it helps students organize their academic work more effectively. University students often face multiple deadlines for assignments, presentations, and examinations. By planning their schedules carefully, students can allocate sufficient time for each task and avoid last-minute work. As a result, they are more likely to complete assignments with better quality and reduced pressure.

Another benefit of effective time management is improved academic performance. Students who manage their time well tend to

study more consistently rather than relying on intensive study sessions before examinations. Regular study habits support deeper understanding of course materials and better retention of information. Research on learning strategies suggests that consistent and planned study practices are closely related to academic achievement (Zimmerman, 2002).

In conclusion, time management plays a significant role in students' academic lives. By organizing tasks and maintaining consistent study habits, university students can improve both their academic performance and overall well-being. Developing time management skills during university study can therefore support long-term academic success.

This essay demonstrates the basic structure of an academic essay, including an introduction, body paragraphs, and a conclusion. Each paragraph develops one main idea related to the thesis statement, showing how paragraph-level skills contribute to effective essay writing (Bailey, 2018; Swales & Feak, 2012).

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USING SOURCES: PARAPHRASING AND SUMMARIZING

By: Wa Ode Sitti Wardani, M.Pd.

8.1. Understanding Paraphrasing and Summarizing

Paraphrasing and summarizing are both essential techniques in academic writing that enable writers to incorporate information from sources without relying on direct quotations. However, they serve different purposes and involve different processes. Paraphrasing involves restating a specific passage or idea from a source in your own words, while maintaining the original meaning. It typically involves a similar length to the original text, and the structure and wording are altered, but the content remains intact. This technique is used to clarify, simplify, or avoid directly quoting the source. Paraphrasing helps writers present information while maintaining the integrity of the original content without plagiarism (Bailey, 2025; Dockens & Shelton, 2025). Summarizing, on the other hand, condenses a larger portion of a text or an entire work into a shorter version, focusing on the main ideas and omitting detailed information. It aims to distill essential points into a concise form, significantly reducing the amount

of information presented. Summarizing is useful for capturing the overall message of a text without delving into every detail (Schrijver, 2025; Li, 2025).

In the age of artificial intelligence (AI), summarizing and paraphrasing have undergone significant transformations, largely due to advancements in natural language processing (NLP) and deep learning. Tools like ChemDataWriter, a Python-based AI toolkit, demonstrate the power of AI in automating the process of summarizing and paraphrasing research. By using transformer-based text-generation algorithms, such tools can autonomously generate literature reviews and even entire books by suggesting content, re-ranking papers, and summarizing or paraphrasing the information (Huang & Cole, 2023).

Both paraphrasing and summarizing are vital for academic writing, ensuring clarity, effective source integration, and the avoidance of plagiarism. While paraphrasing retains the original length or structure, summarizing focuses on brevity, condensing content to its core ideas (Alsalihi, 2025).

8.2. Technique for Effective Paraphrasing

Paraphrasing is a vital skill in academic writing, allowing writers to rephrase ideas in their own words while preserving the original meaning. However, the growing use of Artificial Intelligence (AI) in academic writing, especially in paraphrasing tools, raises new challenges and opportunities for students. This chapter explores paraphrasing techniques, with a specific focus on AI-driven paraphrasing tools and their influence on academic integrity and writing quality.

Paraphrasing is essential for preventing plagiarism, a significant concern in higher education. Students are often tasked with paraphrasing sources to demonstrate comprehension, integrate

multiple ideas, and avoid direct copying. However, many students struggle with the mechanics of paraphrasing, feeling uncertain about how to transform the original text into their own words effectively. A study by Eragamreddy (2025) highlighted that graduate students recognize the importance of paraphrasing in academic writing, but many lack confidence in their ability to do so well. The study suggests that targeted instruction and feedback can enhance students' paraphrasing abilities, fostering greater academic independence.

With the rise of AI, paraphrasing has been revolutionized by tools like QuillBot and other AI-based platforms. These tools use advanced algorithms to restructure sentences, improve grammar, and enhance vocabulary, making them valuable for students seeking to refine their academic writing. However, as Chu (2025) points out, while these tools can reduce anxiety and improve writing efficiency, they also pose ethical challenges. The over-reliance on such tools can lead to reduced creativity and may compromise the originality of students' work.

A comprehensive review of AI paraphrasing tools, such as QuillBot, has shown that these tools help students improve their paraphrasing skills and enhance their academic writing. However, they also raise concerns regarding academic integrity and the authenticity of student submissions (Domingo et al., 2025). Educators must strike a balance between utilizing AI tools and encouraging independent thinking.

Key techniques for effective paraphrasing include: one approach is to focus on changing the structure of the original text. This can be done by altering the sentence order, splitting long sentences into shorter ones, or combining shorter sentences for greater clarity and coherence. Additionally, synonym substitution plays a crucial role in paraphrasing, but it must be done carefully to ensure that the meaning is not distorted. It’s also important to simplify or elaborate

on complex ideas when necessary, ensuring the paraphrase is accessible to the intended audience.

Another vital technique is to retain the original meaning while ensuring the paraphrased content sounds distinct. This requires understanding the source material deeply and reworking the language to reflect the idea in a fresh, clear, and concise manner. Writers should avoid merely swapping words for synonyms, as this can lead to unintentional plagiarism or a loss of meaning. Instead, the focus should be on capturing the essence of the idea and expressing it in a way that aligns with the writer's voice.

In addition, the effective paraphrasing technique could be seen below:

1. **Understanding the Original Text**

   To paraphrase effectively, it is crucial to fully understand the source material. This requires reading and comprehending the text before attempting to reword it. Students should focus on grasping the key ideas and concepts rather than attempting to memorize exact wording.

2. **Use of Synonyms**

   One of the simplest techniques is replacing words with synonyms, but this should be done carefully to maintain the original meaning. Overuse of this technique without understanding context can lead to misinterpretation.

3. **Sentence Restructuring**

   Paraphrasing also involves changing sentence structures. This might involve altering the sentence voice (active to passive), breaking long sentences into shorter ones, or combining shorter sentences into more complex ones. This approach ensures that the rephrased text is not only different in wording but also in structure.

4. **Summarizing**

   Sometimes, paraphrasing involves summarizing the original content, especially when the goal is to condense lengthy texts into

a more concise form. This technique involves focusing on the key points and removing extraneous details while maintaining the core message.

5. **AI-Assisted Paraphrasing**

   In the AI era, tools like QuillBot have emerged to assist students in paraphrasing. While they can significantly enhance productivity and reduce errors in grammar and syntax, students need to use them responsibly. AI tools should complement, not replace, the learning process of paraphrasing.

8.3. Common Mistakes in Paraphrasing

Effective paraphrasing is crucial in academic writing, but there are common pitfalls that writers must avoid to ensure both originality and academic integrity. One of the most significant mistakes is failing to properly cite sources. Even when paraphrasing, it is essential to give credit to the original author by providing appropriate citations. Without proper citation, paraphrasing can unintentionally lead to plagiarism, which is a serious violation of academic ethics. It is important to remember that paraphrasing doesn't mean presenting someone else's ideas as your own, but rather rephrasing them while still acknowledging the source.

Another frequent mistake is over-reliance on synonyms or close rewording. Simply swapping out words for synonyms or making only minor changes to sentence structure does not constitute true paraphrasing. This approach can lead to a paraphrase that is too similar to the original text, which still risks plagiarism. Effective paraphrasing requires a deeper understanding of the material, with the focus on conveying the same meaning in a completely new way. Writers should avoid using identical sentence structures or overly familiar phrases, instead aiming to transform the content into their own voice, with a clear, distinct rephrasing.

By addressing these common mistakes, writers can improve their paraphrasing skills and produce work that is both original and ethically sound, contributing to the credibility and integrity of their academic writing.

8.4. Summarizing: Key Skills and Approaches

Summarizing is an essential skill in academic writing, allowing writers to distill complex information into a concise and clear form. This chapter focuses on key skills and approaches for effective summarizing, emphasizing how to identify main ideas and supporting details and condense complex information without losing essential meaning.

The first step in summarizing is to identify the main ideas of a text. It requires careful reading and analysis to pinpoint the core concepts that the author is conveying. Once the main ideas are identified, it is important to distinguish supporting details that elaborate or provide evidence for these ideas. These details, while important, should be condensed or omitted in a summary to focus on the essential message without overloading the reader with unnecessary information.

The next challenge in summarizing is condensing complex information into a shorter form. Writers should be able to synthesize large amounts of information, eliminating redundancies and focusing only on the most important points. It involves using clear and precise language to convey the essence of the original content while shortening its length. Effective summarizing not only requires the ability to identify the key points but also the skill to express them succinctly, ensuring that the summary captures the core meaning in a way that is accessible and understandable.

By mastering these skills, writers can create summaries that provide a clear, accurate, and concise representation of the original

text, enabling readers to quickly grasp essential ideas without getting bogged down in excessive details.

In other hand, in the era of artificial intelligence (AI), summarizing has evolved significantly with the development of advanced natural-language-processing (NLP) models and deep learning techniques. AI-driven summarization tools, such as transformer-based text-generation algorithms, now play a crucial role in efficiently summarizing large volumes of text, particularly in academic writing and research. One such tool, ChemDataWriter, uses AI to autonomously generate literature reviews and summarize research topics by retrieving, re-ranking, and paraphrasing content. This innovation helps researchers manage the growing volume of scientific papers and produce accurate, concise summaries automatically (Huang & Cole, 2023).

Additionally, AI has improved the summarization process by offering extractive and abstractive methods. Extractive summarization selects verbatim sentences from the original text, while abstractive summarization generates new text to capture the key ideas, providing more flexibility and depth (Saiyyad & Patil, 2023). Deep learning models have significantly advanced these methods, enabling more nuanced text understanding, which is crucial for summarizing complex materials.

In the educational context, effective summarizing remains a key skill for EFL (English as a Foreign Language) learners. Studies show that explicit teaching of summarizing rules significantly improves students' ability to paraphrase, identify main ideas, and integrate supporting details from source texts (Ahn, 2022). Furthermore, genre-specific instruction is essential, as the type of text—whether argumentative or expository—affects students' summarizing strategies and patterns of text borrowing (Rezaei & Sotoudehnama, 2020). Therefore, in both academic and educational settings, the integration of AI tools and

traditional summarizing instruction will likely continue to enhance the accuracy, efficiency, and comprehensiveness of summaries.

The development of AI-powered summarization tools highlights the increasing reliance on technology in academic writing, allowing researchers and students to navigate large amounts of information more effectively while also enhancing their summarization skills through targeted instruction.

8.5. Practical Tips for Paraphrasing and Summarizing

In this chapter, we will explore practical tips for improving paraphrasing and summarizing skills, focusing on tools and resources that can aid in the process, as well as exercises and examples to enhance proficiency.

One of the most effective ways to improve paraphrasing and summarizing is by utilizing tools and resources designed for efficient paraphrasing. Online tools like thesauruses, paraphrasing generators, and academic databases can help you find synonyms and alternative expressions. However, it's important to use these tools judiciously to avoid relying too heavily on them, as they may not always capture the context or nuances of the original material. Resources such as citation guides and paraphrasing checklists can also ensure that your work adheres to academic standards and avoids plagiarism.

In addition to utilizing tools, engaging in exercises and examples can significantly improve your paraphrasing and summarizing skills. Practical exercises, such as paraphrasing short paragraphs or summarizing research articles, can help reinforce the techniques learned. Practicing with a variety of texts, from scholarly articles to news stories, will allow you to adapt your skills to different writing styles and complexities. Example-driven approaches, where you break down a passage and compare various paraphrasing techniques, can

also demonstrate how to effectively capture the meaning without altering the original intent.

By integrating these practical tips into your writing routine, you will enhance your ability to paraphrase and summarize accurately and efficiently, ultimately contributing to stronger, more original academic work.

Let's practice:

Original Text (Example):

"Collaborative governance has become an essential model in addressing complex public issues. It emphasizes shared responsibility among various stakeholders, including government agencies, private organizations, and civil society. This approach requires active participation, cooperation, and mutual accountability to develop solutions that are both effective and sustainable. The effectiveness of collaborative governance largely depends on the capacity of the participants to work together, share resources, and align their goals towards common objectives."

Paraphrased Version:

Collaborative governance is increasingly recognized as a key strategy for solving complex public challenges. It involves a collective effort among different parties, such as governmental bodies, businesses, and non-governmental organizations. For this model to succeed, it requires the active involvement, collaboration, and shared responsibility of all participants to create solutions that are not only efficient but also sustainable. The success of collaborative governance hinges on the ability of participants to cooperate, pool resources, and synchronize their objectives toward a common goal.

Summary:

Collaborative governance is crucial for solving complex societal problems, involving joint efforts from government, the private sector, and civil society. Success in this model depends on cooperation,

resource-sharing, and aligning goals for sustainable solutions.

Practical Tips for Paraphrasing and Summarizing:

1. **Thoroughly Comprehend the Original Content**
   Before rephrasing, ensure you grasp the meaning and context of the text.
2. **Restate the Ideas Using Your Own Words**
   Avoid direct substitution of words; instead, rephrase ideas and structure sentences differently.
3. **Avoid Word-for-Word Paraphrasing**
   If your paraphrase closely mirrors the original text, it might still be considered plagiarism. Aim to substantially alter the sentence structure.
4. **Use Citation Appropriately**
   Always cite the source, even when paraphrasing, to ensure academic integrity.
5. **Keep the Summary Brief**
   Summaries should condense the main points of the text into a much shorter version, leaving out specific details and examples.

By following these steps, you can effectively paraphrase and summarize academic texts while maintaining both clarity and proper attribution. Here are examples of paraphrasing and summarizing using QuillBot and SummarizeBot:

1. Paraphrasing with QuillBot

Original Text:

"AI tools are becoming an indispensable part of modern education, especially in the fields of writing and research. These tools can help students and professionals in rephrasing, summarizing, and even generating content. Paraphrasing tools allow for the transformation of an original piece of text into new, unique content while maintaining the core meaning. Similarly, summarization tools reduce lengthy texts into concise versions, focusing only on the most important points."

Paraphrased Version Using QuillBot:

AI tools are now essential in contemporary education, particularly in writing and research. These tools assist students and professionals with tasks like rewording, summarizing, and content creation. Paraphrasing tools help rewrite original texts into unique forms while keeping the primary meaning intact. Likewise, summarization tools condense long texts, emphasizing only the key points.

How to do it in QuillBot:

a. Go to QuillBot.
b. Paste the original text into the input box.
c. Click on "Paraphrase" and choose your preferred mode (Standard, Fluency, etc.).
d. Review the paraphrased text generated by the tool.

2. Summarizing with SummarizeBot

Original Text:

"AI tools are becoming an indispensable part of modern education, especially in the fields of writing and research. These tools can help students and professionals in rephrasing, summarizing, and even generating content. Paraphrasing tools allow for the transformation of an original piece of text into new, unique content while maintaining the core meaning. Similarly, summarization tools reduce lengthy texts into concise versions, focusing only on the most important points. The use of AI in this domain not only increases productivity but also enhances learning and comprehension by making complex ideas more accessible to a wider audience."

Summary Using SummarizeBot:

AI tools are essential in modern education, helping with paraphrasing, summarizing, and content generation. Paraphrasing tools reword the original text, while summarization tools condense lengthy content to focus on key points. These tools boost productivity and make complex ideas more accessible.

How to do it in SummarizeBot:

a. Go to SummarizeBot.
b. Paste the original text into the input box.
c. Click on "Summarize" and let the tool generate the summary.
d. Review the summary and adjust as needed.

By using QuillBot for paraphrasing, you can reword original content in a way that maintains its core meaning, while SummarizeBot condenses the text to highlight key ideas, making it easier to understand and more concise. Both tools enhance academic writing by improving productivity, ensuring originality, and simplifying complex information.

In summary, using AI tools for summarizing and paraphrasing offers several benefits. First, the tools enhance efficiency by significantly reducing the time and effort needed for these tasks. Second, AI tools ensure accuracy by helping students reword content properly, thereby avoiding plagiarism. Third, the tools improve accessibility by making complex information easier to understand, particularly when summarizing lengthy academic papers or articles. In the educational context, these tools not only assist with writing tasks but also enhance comprehension and learning by providing simplified versions of intricate texts.

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CITATION AND REFERENCING IN ACADEMIC WRITING

By: Rabbi Antaridha, S.S., M.A.

9.1. Introduction

Aside from having to be methodologically thorough and argumentatively robust, academic writing is also required to adhere to the tradition of integrity, responsibility, accountability, clarity, and transparency. Since an academic text is mostly an argumentative text that draws from previous expert ideas/opinions and often references facts documented from other sources such as news reports, blog posts, articles, as well as books, it is compulsory for the writer of an academic text to provide clear information about the sources that they feature in their writing. Any ideas, opinion, or facts that are improperly cited, referenced, and documented could fall into plagiarism territory in that the writer falsely implies that the included ideas, opinions, or facts are theirs. This could potentially damage the reliability and trustworthiness of the text and the writer themselves.

To preserve an academic reputation and integrity, a writer must possess a comprehensive understanding of the appropriate academic

methods of citing and referencing ideas and information coming from outside sources. An inexperienced writer could inadvertently commit plagiarism without any malicious intention of claiming other people's works as theirs because they lack understanding of how to properly credit information or ideas taken from outside sources. Furthermore, even a seasoned writer has fallen victim to a similar situation due to haphazard practice in the editing process. There are academic articles published in reputable academic journals that have to be retracted because of this mishap. Thus, it is without a doubt that being able to properly cite and reference other people's work is an essential skill in producing a good academic text.

Aside from avoiding plagiarism, Cuschieri (2022) said that proper documentation of references can also give one's writing academic validity. By documenting outside sources, the writer also shows that they are engaged in scientific discussion within their discipline. Additionally, the readers are provided with a list of sources that they can delve deeper into should they are interested in building an understanding of a specific idea presented in the writing.

To embark on building an understanding of proper citation and referencing techniques and methods, one should know that there are several styles of citation and referencing with their own rules and guidelines that are commonly used in academic writing. Different disciplines traditionally prefer different citation and referencing styles. According to Neville (2016), in Britain, there are approximately 14 citation and referencing styles that are used in schools and universities. Some of the most popular styles employed in academic writing are APA, MLA, Chicago, Harvard, IEEE, and Vancouver. APA (American Psychological Association) is an author-date system. It is commonly used in social sciences, education, psychology, humanities, literature, and languages. MLA (Modern Language Association) is an author-page system. This style is quite common in humanities,

literature, and languages. The Chicago Manual of Style offers two systems: (1) Notes-Bibliography (footnotes/endnotes) for humanities, and; (2) Author-Date for sciences/social sciences. Harvard is an author-date system. This style is popular in various fields. IEEE (Institute of Electrical and Electronics Engineers) is a numeric system. This particular style is popular in engineering and Information Technology. Similar to IEEE, Vancouver is also a numeric system. It is often used in medicine and science.

Moreover, these different styles do not only cover citation and referencing techniques and methods. They also provide their own standards and guidelines in formatting, the use of generic pronouns, punctuation, capitalization, spelling, abbreviation, as well as number usage. Hence, acquiring a guideline book of a particular style popular in one's discipline is of significant importance. However, some of the styles also provide free comprehensive online versions of their guideline books that can be advantageous for people or students who are unable to secure the physical or digital version of the books.

In this chapter, proper techniques and methods of citation and referencing will be discussed with some examples and templates. Based on the target audience (people in the humanities and social sciences), this chapter will discuss APA style exclusively. However, due to the introductory nature of this book, there are some aspects about the techniques of citing and referencing in APA styles that are not covered. For instance, in *Publication Manual of the American Psychological Association,* there are manuals on how to reference retracted journal article, reports and gray literature, as well as unpublished and informally published works. In this chapter, the discussion will be kept on a basic level, covering mostly citing and referencing works published through traditional commercial publishing.

9.2. In-Text Citation

Based on its format and how it is represented in a text, in-text citation is classified into two; direct and indirect citation. A direct citation or a quote is when you copy a part of other people's writing and paste it into your own writing verbatim. In literature and language research and analyses, this type of citation is frequently used and a requirement because the writer is obligated to present the actual words, phrases, and sentences that are being analyzed. In APA style, a quote is organized in two ways based on the number of words that are included. If the quote is less than 40 words, the quote must be integrated within a paragraph in the text with quotation marks and the information about the author's last name, year of publication, and the page number of the quoted section (American Psychological Association, 2020).

> The paradoxy of the ghost is "embedded in the very thing that we call literature, inscribed in multiple and haunting ways, in novels, poems and plays" (Royle & Bennet, 2004, p.133).

Figure 9.1. An Example of Direct Citation

You can also choose to mention the last name(s) of the quoted author(s) before the quotation. In this case, the quotation may look like this:

> Royle & Bennet (2004) claim that the paradoxy of the ghost is "embedded in the very thing that we call literature, inscribed in multiple and haunting ways, in novels, poems and plays" (p.133).

Figure 9.2. An Example of Direct Citation

As can be seen in Figure 1 and Figure 2, the exact page of the quoted part(s) must be provided. Furthermore, in the examples, it is shown that in quoting a source material written by two people, the quoting writer must put both of the authors' last names, starting from the first author and then the second author. Use the symbol "&" between the first and the second author. If there is only one author, you just put the last name of that author. If there are three or more authors, you put "et al." after the last name of the first author.

> The paradoxy of the ghost is "embedded in the very thing that we call literature, inscribed in multiple and haunting ways, in novels, poems and plays" (Royle et al., 2004, p.133).

Figure 9.3. An Example of Direct Citation with Three or More Authors

> Royle et al. (2004) claim that the paradoxy of the ghost is "embedded in the very thing that we call literature, inscribed in multiple and haunting ways, in novels, poems and plays" (p.133).

Figure 9.4. An Example of Direct Citation with Three or More Authors

On the other hand, a direct citation that contains more than 40 words has to be separated from the paragraph in a text. This is called Block Quotation. The quotation must be indented to the right, which makes it visibly separated from the actual paragraph.

Imagery is among the most potent literary devices. It commands attention and provides readers with a vehicle to immersion. When used strategically, imagery can erase the words on the page and turn it into a clear window. Take a look at how Conrad (2007) demonstrated the effective usage of imagery in *Heart of Darkness*:

> "The sea–reach of the Thames stretched before us like the beginning of an interminable waterway. In the offing the sea and the sky were welded together without a joint, and in the luminous space the tanned sails of the barges drifting up with the tide seemed to stand still in red clusters of canvas sharply peaked, with gleams of varnished sprits." (p.1)

Figure 9.5. An Example of Block Quotation

Different from direct citation, an indirect citation does not require you to provide a dedicated block format even if you are citing more than 40 words long. However, an indirect citation, as implied by its name, necessitates you to paraphrase and/or summarize the original source. Thus, it is essential that you convey the idea(s) in the original source truthfully and accurately. Failing to do so will result in a distorted representation of the original idea. At best, you are spreading misinformation. At worst, your credibility and trustworthiness will be questioned, which will lead to more concrete consequences, such as bad marks, article retraction, or losing a research grant, to name a few.

Generally, an indirect citation is more preferable than a direct quote when citing ideas or facts from other sources. Unless the exact wording of a cited idea is crucial for the argument presented in a text, it is recommended to paraphrase or summarize the idea (American

Psychological Association, 2020). You can tailor the ideas you are citing to fit the context or style of your writing by paraphrasing and/or summarizing. In addition, for student authors, paraphrasing and summarizing forces them to engage with the idea they are trying to incorporate in their own writing in a more substantial manner.

Similar to direct citation, an indirect citation requires you to give information about the author's last name and year of publication (American Psychological Association, 2020). However, putting the information of the page number(s) of the cited section is not a requirement. Here are two examples of an indirect citation:

> The paradoxy of the ghost dwells in the human creation called literature, hiding in various forms and calling with many voices from unsuspected places in the works (Royle & Bennet, 2004, p.133).

Figure 9.6. An Example of Indirect Citation

> Royle & Bennet (2004) explained that the paradoxy of the ghost dwells in the human creation called literature, hiding in various forms and calling with many voices from unsuspected places in the works (p.133).

Figure 9.7. An Example of Indirect Citation

9.3. Referencing

When you cite a source in your writing, you have to document it in your reference list. In APA Style, a reference list is organized alphabetically based on the first letter of the authors' last names. In the case of referencing different sources from the same author or first author, the earliest publication of the author should be put first.

Meanwhile, for sources with up to 20 authors, it is recommended that you include the names of all authors separated by a comma after every author and connected with "&" before the name of the last author (American Psychological Association, 2020).

In making a reference list, use these four simple guidelines: (1) italicize book titles and journal names; (2) use sentence case for article and chapter titles; (3) use hanging indentation in the reference list, and; (4) use DOI whenever available. Here are several templates and examples of reference in APA style (7th edition) for commonly cited sources:

Printed Book
Template:
Author, A. A. (Year). *Title of the Book*. Publisher.
Examples:
Eagleton, T. (2008). *Literary Theory: An Introduction*. Blackwell Publishing.
Barry, P. (2017). *Beginning theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
Electronic Book (E-book)
Template:
Author, A. A. (Year). *Title of the Book*. Publisher. DOI or URL
Examples:
Tyson, L. (2015). *Critical Theory Today: A User-Friendly Guide* (3rd ed.). Routledge. https://doi.org/10.4324/9781315768824
Storey, J. (2021). Cultural Theory and Popular Culture. Routledge. https://www.routledge.com
Book Chapter
Template:
Author, A. A. (Year). Title of chapter. In E. E. Editor (Ed.), *Title of Book* (pp. xx–xx). Publisher.

Examples:
Foucault, M. (1980). Truth and power. In C. Gordon (Ed.), *Power/Knowledge* (pp. 109–133). Pantheon Books.
Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the Interpretation of Culture* (pp. 271–313). University of Illinois Press.
Journal Article (Print)
Template:
Author, A. A. (Year). Title of article. *Title of Journal*, volume(issue), xx–xx.
Examples:
Hall, S. (1997). Representation, meaning, and language. *Cultural Studies*, 11(3), 45–60.
Jameson, F. (1981). Postmodernism and consumer society. *Theory, Culture & Society*, 2(3), 1–15.
Journal Article (Online)
Template:
Author, A. A. (Year). Title of article. *Title of Journal*, volume(issue), xx–xx. DOI or URL
Examples:
Butler, J. (1990). Performative acts and gender constitution. *Theatre Journal*, 40(4), 519–531. https://doi.org/10.2307/3207893
Bhabha, H. K. (1994). The other question. *Screen*, 24(6), 18–36. https://doi.org/10.1093/screen/24.6.18
Website Article
Template:
Author, A. A. (Year, Month Day). Title of article. *Website Name*. URL
Examples:

McLeod, S. (2023, March 15). Post-structuralism. *Simply Psychology*. https://www.simplypsychology.org/post-structuralism.html
Mambrol, N. (2022, June 10). Feminist literary criticism. *Literary Theory and Criticism*. https://literariness.org
Encyclopedia (Print)
Template:
Author, A. A. (Year). Entry title. In *Title of Encyclopedia* (pp. xx–xx). Publisher.
Examples:
Baldick, C. (2015). Feminism. In *The Oxford Dictionary of Literary Terms* (pp. 134–136). Oxford University Press.
Cuddon, J. A. (2013). Structuralism. In *A Dictionary of Literary Terms and Literary Theory* (pp. 660–662). Wiley-Blackwell.
Encyclopedia (Online)
Template:
Author, A. A. (Year). Entry title. In *Title of Encyclopedia*. URL
Examples:
Mambrol, N. (2021). Structuralism. In *Literary Theory and Criticism*. https://literariness.org/2021/03/20/structuralism/
Editors of Encyclopedia Britannica. (2023). Postmodernism. In *Encyclopedia Britannica*. https://www.britannica.com
Dictionary (Print)
Template:
Author/Organization. (Year). Entry title. In *Title of Dictionary*. Publisher.
Examples:
Oxford University Press. (2010). Discourse. In *Oxford Advanced Learner's Dictionary*. Oxford University Press.

Longman. (2009). Ideology. In *Longman Dictionary of Contemporary English*. Pearson Education.
Dictionary (Online)
Template:
Author/Organization. (Year). Entry title. In *Title of Dictionary*. URL
Examples:
Merriam-Webster. (n.d.). Ideology. In *Merriam-Webster.com Dictionary*. https://www.merriam-webster.com/dictionary/ideology
Cambridge Dictionary. (n.d.). Discourse. In Cambridge Dictionary. https://dictionary.cambridge.org
Newspaper (Print)
Template:
Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*, p. xx.
Examples:
Smith, J. (2022, July 10). Literature in the digital age. *The New York Times*, p. A5.
Brown, L. (2021, May 2). Reading habits decline. *The Guardian*, p. 12.
Newspaper (Online)
Template:
Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. URL
Examples:
Kristof, N. (2023, October 2). Why reading still matters. *The New York Times*. https://www.nytimes.com
Flood, A. (2022, August 8). Why classics still matter. *The Guardian*. https://www.theguardian.com
Magazine Article (Print)

Template:
Author, A. A. (Year, Month). Title of article. *Title of Magazine*, volume(issue), xx–xx.
Examples:
Jones, M. (2021, June). The future of humanities. *Time*, 197(12), 34–38.
Green, R. (2020, April). Why literature survives. *The New Yorker*, 96(8), 44–50.
Magazine Article (Online)
Template:
Author, A. A. (Year, Month Day). Title of article. *Title of Magazine*. URL
Examples:
Alter, A. (2024, January 18). Why classic novels endure. *The Atlantic*. https://www.theatlantic.com
Wood, J. (2022, September 5). The power of close reading. *The New York Review of Books*. https://www.nybooks.com

It is important to point out that reference list only contains sources that are cited in the text. Make sure to check whether sources documented in your reference list are actually used explicitly in your writing. Otherwise, you run the risk of fabricating your reference list.

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ACADEMIC STYLE AND TONE

By: Noula Josephine Mokorimban, S.S., M.Pd.

10.1. Introduction

Academic English differs fundamentally from everyday English. While general communication prioritizes speed, personal expression, and social connection, academic communication emphasizes clarity, precision, objectivity, and accountability. For university students, especially those studying in English as a foreign language (EFL), mastering academic English requires more than grammatical accuracy. One of the most critical yet often overlooked aspects is the ability to apply appropriate academic style and tone.

Academic style refers to the conventional patterns of language use that characterize scholarly texts, including vocabulary choice, sentence structure, and textual organization. Academic tone, on the other hand, reflects the writer's attitude toward the subject, the reader, and the claims being made. Together, style and tone shape how a text is interpreted, evaluated, and accepted within academic communities.

Students frequently struggle with academic style and tone because they transfer habits from informal writing, spoken language, or digital communication into academic contexts. As a result, their writing may sound overly personal, emotional, vague, or assertive.

Such issues can weaken arguments, reduce credibility, and obscure meaning, even when the underlying ideas are strong.

This chapter aims to provide a comprehensive explanation of academic style and tone by discussing their theoretical foundations, core characteristics, linguistic features, disciplinary variations, and common problems. Practical examples and guided exercises are included to help students develop greater awareness and control of their academic writing. By the end of this chapter, students are expected to understand not only what academic style and tone are, but also how and why they should be applied consistently in academic texts.

10.2. Academic Writing as a Social and Discursive Practice

Academic writing is not merely a technical skill; it is a form of social practice shaped by the norms, values, and expectations of academic communities. Every discipline—such as engineering, linguistics, education, or sociology—develops its own conventions regarding how knowledge is presented and evaluated.

Scholars argue that academic texts function within discourse communities, groups of individuals who share common goals, terminology, genres, and standards of evidence. Within these communities, writing is used to persuade readers that claims are valid, logical, and supported by evidence. Consequently, academic style and tone are not optional features; they are essential tools for participating in scholarly communication.

For students, this means that academic writing involves learning a new "language culture." Even students who are fluent in everyday English may struggle to adopt academic conventions because these conventions require different rhetorical choices. Understanding academic style and tone, therefore, involves learning how to align

one's writing with disciplinary expectations while maintaining clarity and integrity.

10.3. Core Characteristic of Academic Style

1. Formality

Formality is one of the most visible features of academic style. Academic writing avoids casual expressions, slang, contractions, and conversational markers that are common in spoken or informal written English.

Examples:

a. Informal: *A lot of students don't really care about citations.*
b. Academic: *Many students demonstrate limited awareness of the importance of citation practices.*

Formality does not mean complexity for its own sake. Instead, it involves selecting language that is appropriate for an academic audience and purpose.

2. Precision and Specificity

Academic writing values precision. Writers are expected to choose words carefully and avoid vague or ambiguous expressions. General statements are replaced with specific, measurable, or clearly defined terms.

Examples:

a. Vague: *Many things influence learning.*
b. Precise: *Several factors, including motivation, instructional design, and assessment methods, influence learning outcomes.*

Precision enhances clarity and reduces the risk of misinterpretation.

3. Explicit Logical Organization

Academic texts are logically structured. Paragraphs are organized around clear topic sentences, followed by supporting evidence and explanation. Transitions between ideas are made explicit using

cohesive devices such as *however, therefore, in contrast,* and *as a result*.

Clear organization allows readers to follow complex arguments and evaluate the strength of the evidence presented.

4. Evidence-Based Argumentation

Academic writing relies on evidence rather than personal opinion. Claims must be supported by data, references to previous studies, or logical reasoning.

Examples:

a. Weak: *I believe online learning is effective.*
b. Strong: *Previous studies indicate that online learning can enhance learner autonomy and flexibility.*

Evidence-based writing strengthens credibility and aligns the text with scholarly standards.

10.4. Understanding Academic Tone

Tone refers to the writer's stance toward the subject and the reader. In academic writing, tone is typically objective, cautious, and respectful.

1. Objectivity

Objectivity involves minimizing personal bias and emotional language. Academic writers focus on what can be demonstrated rather than what they personally feel.

Examples:

a. Emotional: *This result is shocking and disappointing.*
b. Objective: *This result differs significantly from previous findings.*

Objectivity allows readers to focus on the evidence rather than the writer's emotions.

2. Hedging and Cautious Claims

Academic writers rarely make absolute claims. Instead, they use hedging devices to express uncertainty and acknowledge limitations.

Common hedging expressions include:

a. Modal verbs (*may, might, could*)
b. Reporting verbs (*suggests, indicates, appears*)
c. Adverbs (*partially, relatively, potentially*)

Example:

The findings suggest that peer feedback may contribute to improved writing accuracy.

Hedging demonstrates intellectual honesty and awareness of the complexity of research phenomena.

3. Respectful Engagement with Sources

Academic tone requires respectful engagement with previous research. Even when disagreeing, writers avoid dismissive or confrontational language.

Examples:

a. Inappropriate: *Smith's theory is wrong.*
b. Appropriate: *Smith's theory may not fully account for contextual variables.*

Respectful tone maintains professionalism and scholarly dialogue.

10.5. Linguistic Features of Academic Style

1. Impersonal Language and Authorial Presence

Academic writing often reduces personal reference to emphasize processes, data, and findings.

Examples:

a. Personal: *I analyzed the data using statistical software.*
b. Impersonal: *The data were analyzed using statistical software.*

However, controlled use of first-person pronouns is increasingly accepted, particularly when clarifying authorial responsibility.

2. Passive Voice

The passive voice is commonly used to foreground actions and results rather than the researcher.

Examples:

a. Active: *The researcher conducted the experiment.*
b. Passive: *The experiment was conducted.*

Excessive use of passive voice can reduce clarity, so balance is important.

3. Nominalization

Nominalization involves turning verbs into nouns to create a more formal and abstract style.

Examples:

a. Verb-based: *Researchers examined how students learn.*
b. Nominalized: *The examination of student learning…*

Nominalization contributes to density and formality but should be used carefully to avoid obscurity.

10.6. Academic Style Across Diciplines

Academic style varies across disciplines due to different epistemological traditions.

1. Engineering and Natural Sciences

a. Emphasis on objectivity and precision
b. Frequent use of passive voice
c. Focus on methods and results

2. Social Sciences

a. Balance between data presentation and interpretation
b. Moderate use of first-person pronouns
c. Explicit engagement with theory

3. Humanities

a. Greater authorial voice
b. Interpretive and argumentative tone
c. Less reliance on passive constructions

Understanding these differences helps students adapt their writing to specific disciplinary contexts.

10.7. Academic Writing versus Professional Writing

Although both academic and professional writing value clarity, they differ in purpose, tone, and audience:

Aspect	Academic Writing	Professional Writing
Purpose	Knowledge construction	Decision-making
Tone	Cautious, analytical	Direct, persuasive
Evidence	Scholarly sources	Reports, experience
Audience	Scholars, students	Practitioners

Recognizing these distinctions helps writers select appropriate style and tone for different contexts.

10.8. Extended Examples: Revising for Academic Style

1. Informal Version

Students hate academic writing because it is boring and too complicated. They only care about grammar and not ideas.

2. Academic Version

Many students perceive academic writing as challenging due to its structural and linguistic complexity. This perception often results in an excessive focus on grammatical accuracy at the expense of idea development.

This example illustrates how academic style emphasizes neutrality, precision, and clarity.

10.9. Common Problems in Academic Style and Tone

1. Excessive informality

What it is

Using overly casual, conversational language typical of everyday speech or social media. This includes slang, chatty expressions, vague words (*stuff, things*), fillers (*kind of, sort of*), informal quantifiers (*a lot*

of), and contractions (*don't, can't*) in contexts where formal tone is expected.

Why it is a problem

It reduces credibility and makes the text sound less scholarly.

Academic readers expect a professional register and precise wording.

Example

a. Non-academic: *A lot of students don't really get this stuff*.
b. Academic: *Many students demonstrate limited understanding of this concept.*

How to fix it

a. Replace casual phrases with academic alternatives: *a lot of → many/aconsiderable number of stuff → factors/issues/concepts get → understand/demonstrate understanding of*
b. Avoid contractions in formal academic writing: *don't → do not*.

2. Emotional or Persuasive Language

What it is

Language that relies on emotion, exaggeration, or rhetorical persuasion rather than evidence. Common markers include strongly evaluative adjectives/adverbs (*shocking, terrible, amazing, obviously, clearly*) and dramatic claims that "sell" an argument.

Why it is a problem

Academic writing persuades through evidence and reasoning, not emotional appeal. Emotional wording can signal bias and weaken objectivity.

Example

a. Non-academic: *This shocking result proves the method is amazing.*
b. Academic: *The results indicate a substantial improvement compared with the baseline condition.*

How to fix it

a. Remove judgmental words unless they are supported by clear criteria.
b. Describe findings in evidence-based terms (e.g., *substantial, significant, limited under X conditions*).
c. Let the data and citations do the persuasive work.

3. Absolute Claims Without Evidence

What it is

Making statements that sound 100% certain or universally true without sufficient support. Typical words include *always, never, all, none, proves, guarantees*.

Why it is a problem

Most academic claims are context-dependent (sample, setting, method). Absolute statements are easy to challenge and often appear careless.

Example

a. Non-academic: *This method always works for all students.*
b. Academic: *This method appears to be effective for the participants in this study under the observed conditions.*

How to fix it

a. Use hedging to show appropriate caution: *may, might, tends to, appears to, suggests*.
b. Add scope limits: *in this study, for this sample, in this context*.
c. Provide evidence (data or citations) that matches the strength of your claim.

4. Overgeneralization

What it is

Drawing broad conclusions from limited evidence (e.g., one class, one institution, a small sample) and applying them to a wider population. This often happens when writers use sweeping statements like “students” or “people” without specifying who they mean.

Why it is a problem

It weakens validity and invites criticism about representativeness.

Academic readers ask: *Who exactly does this result apply to?*

Example

a. Overgeneralized: *Students in Indonesia have poor academic writing skills.*
b. More accurate: *Some students in the observed cohort demonstrated difficulties in academic argumentation.*

How to fix it

a. Specify the population: *first-year engineering students at X institution*.
b. Separate findings from implications:
    1) Finding = what happened in your sample
    2) Implication = what might be relevant elsewhere (stated cautiously)
c. Use qualifiers: *some, many, a subset of, in this context*.

5. Poor Paraphrasing and Plagiarism

What it is

a. Poor paraphrasing (patchwriting): changing a few words but keeping the original structure and phrasing too closely.
b. Plagiarism: using someone else's words or ideas without proper citation.

Why it is a problem

It violates academic integrity and can lead to serious academic penalties. It also damages the credibility of the writer and the work.

Example

a. Source idea: *Academic writing requires evidence and logical structure.*
b. Weak paraphrase: *Academic writing needs evidence and logical structure.* (too similar)

c. Improved paraphrase: *Scholarly texts typically justify claims through supporting sources and coherent reasoning (Author, Year).*

How to fix it

a. Read → understand → close the source → write in your own structure and wording.
b. Cite the source even when paraphrasing.
c. Use direct quotation sparingly and only when the exact wording is essential.

These problems are common among EFL students and require explicit instruction and practice.

10.10.Strategies for Developing Academic Style and Tone

Students can improve their academic writing by:

1. Reading journal articles and academic books
2. Analyzing model texts
3. Revising drafts critically
4. Using academic phrase banks
5. Seeking feedback from peers and instructors

Consistent practice is essential for long-term improvement.

10.11.Conclusion

Academic style and tone are central to effective scholarly communication. They enable writers to present ideas clearly, engage critically with existing research, and participate meaningfully in academic discourse. Developing these skills requires sustained practice, disciplinary awareness, and reflective learning. By mastering academic style and tone, students strengthen not only their writing competence but also their academic identity as emerging scholars.

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BAB XI

INTRODUCTION OF ACADEMIC PRESENTATION

By: Ayu Melati Ningsih, S.Pd., M.S., M.Pd.

11.1. Definition and Purpose of Academic Presentation

1. Definition of Academic Presentation

An academic presentation is a form of formal oral communication conducted within educational or scholarly contexts to convey research findings, theoretical consepts, or analytical arguments to an academic audience. Academic presentations are characterized by structured organization, formal language, evidence-based arguments, and clear objectives. (Reinhart, 2013) an academic presentation is a scholarly communicative act that requires presenters to balance content mastery, audience awareness, and rhetorical clarity. An academic presentation is not merely the oral reading of a written academic text, but rather a strategically designed communicative process. Similarly (Weissberg, 2006) said that academic presentations demand careful attention to audience needs and clarity of delivery, noting that spoken academic discourse must be structured differently from written texts to ensure listener comprehension. From this perspective, academic presentations function not only as a medium for delivering information but also as a

distinc academic genre that facilities intellectual exchange and scholarly evalution.

2. Purpose of Academic Presentation

The purposes of academic presentations are closely aligned with the fundamental goals of higher education and academic research. ("Visual Aids," 2003) academic and scientific presentations aim to communicate complex ideas in a clear and accessible manner, emphasizing understanding rather that textual density. Another important purpose is academic assessment. (Reinhart, 2013) notes that academic presentations are frequently used to evaluate presenters' mastery of subject matter, logical organization of ideas, and ability to communicate effectively in academic settings. In addition, academic presentations serve to encourage critical discussion and scholarly interaction. (Weissberg, 2006) highligts that presentations provide opportunities for feedback, questioning, and dialogue, which contribute to the refinement of ideas and the development of academic thinking.

Finally, academic presentations support professional and academic skill development, particularly in academic speaking, rhetorical organization, and audience awareness skills that are essential for syudents, research, and academics. There are characteristics and purposes of academic prsentations according to the expert above;

Aspect	Description
Form	Formal and Structured oral communication
context	Educational and scholarly settings
Primary Purpose	Dissemination of academic knowledge
Secondary Purpose	Assessment of academic competence
Audience	Lecturers, students, researchs, scholars
Language Use	Formal, objective, and evidence based

11.2. The Importance of a Strong Opening in Academic Persentation

A strong opening is a fundamental component of an effective academic presentation because it establishes the direction, relevance, and credibility of the talk from the very beginning. In academic contexts, audiences expect presenters to clearly signal what the presentation is about, why topic is important, and how the impormation will be organized. (Reinhart, 2013) emphasizes that the opening an academic presentation fucyions as a rhetorical foundation that guides listeners' understanding and expectations, arguing that listeners rely heavily on the introduction to determine the purpose and significance of the presentation. Similarly ("Visual Aids," 2003) explains that a clear opening reduces cognitive load by helping audiences process complex academic information more effectively, particularly when presenters explicity state the topic and structure at the outset.

(Munz et al., 2024) highlights that an effective opening draws audience attention and prepares listeners for what follows by clearly establishing the topic and puspose of the presentation. In academic settings, this attention is achieved not through entertainment, but through intellectual relevance and clarity. (Anderson, 2018) argues that the opening moments of a presentation are critical because they frame how the audience assigns meaning and value to the information presented. (Weissberg, 2006) and (Goh & Burns, 2012) stress that academic audiences depend on explicit organizational signals at the beginning of spoken discourse to follow complex arguments. This is particularly important in English for Academic Purpose context, where clear openings support listener comprehension and engagement. (Hyland, 2009) also notes that openings play a crucial role in positioning speaker within academic communities, allowing presenters to demonstrate their scholarly stance, establish credibility, and signal the contribution of their work. Therefore, a storng opening

is not merely a formal requirement, but a strategic academic practice that enhances comprehension, ceribility, and critical engangement throughout the presentation. Following function of a strong opening in academic presentation by the experts;

Function	Description
Topic orientation	Introduces the topic and its academic relevance
Purpose Clarification	States the aim and focus of the presentation
Structural Guidance	Provides an overview of the presentation structure
Audience Engagement	Encourage attention and intellectual interest
Academic positioning	Establishes the presenter's credibility and stance

Demonstrate that a strong opening in an academic presentation serves multiple interconnected functions that collectively shape the success of the presentation. By orienting the topic, clarifying the purpose, and providing structural guidance, the opening helps audiences understanding the relevance, objective, and organization of the presentation from the outset. At the same time, it fosters audience engagement and enables presenters to establish academic credibility and positioning within the scholarly community. The function confirm that the opening is not merely a formal introduction, but a strategic academic element that enhances comprehension, sustains attention, and supports effective scholarly communication throughout the presentation.

11.3. Audience Awareness in Academic Presentation Openings

Audience awareness is a crucial element in the opening of an academic presentation because it determines how information should be framed, structured, and delivered. Academic audiences may consist of lecturers, researchers, students, or mixed scholarly communities, each with different levels of background knowledge and expectations. By demonstrating awareness of the audience in the opening, presenters can adjust terminology, depth of explanation, and rhetorical style to ensure clarity and relevance. (Reinhart, 2013) emphasizes that effective academic presentations require speakers to consciously adapt their message to the needs and expectations of their listeners. Similarly, (Hyland, 2009) argues that audience awareness enables presenters to position themselves appropriately within academic communities and to establish credibility from the outset. A well-designed opening therefore acknowledges the audience's academic context and prepares listeners to engage meaningfully with the presentation(Goh & Burns, 2012).

Aspect	Description	Academic Function
Audience Type	Identifying whether the audience consists of students, lecturers, or researchers	Adjusts level of complexity and terminology
Background Knowledge	Estimating audience familiarity with the topic	Prevents over-explanation or ambiguity
Expectations	Recognizing academic goals and interests	Enhances relevance and engagement
Communication Style	Selecting appropriate tone and delivery	Supports clarity and professionalism

11.4. Contextualizing the Topic

Contextualizing the topic involves situating the subject of the presentation within a broader academic, social, or disciplinary framework. In academic presentations, topics are rarely presented in isolation; instead, they are connected to existing research, theories, or current issues. (Swales & Post, 2018) note that providing context at the beginning of a presentation helps audiences understand how the topic relates to prior studies and ongoing scholarly discussions. By offering such contextual framing, presenters clarify the relevance and significance of their topic, allowing listeners to recognize its academic value ("Visual Aids," 2003). This process supports comprehension and situates the presentation within established knowledge structures (Hyland, 2009)

Aspect	Description	Academic Function
Disciplinary Context	Linking topic to a specific academic field	Establishes scholarly relevance
Theoretical Context	Referring to relevant theories or concepts	Anchors discussion in academic literature
Social or Academic Issues	Connecting topic to current problems	Highlights significance
Research Trends	Situating topic within ongoing debates	Demonstrates awareness of the field

11.5. Stating the Research Background or Rationale

Stating the research background or rationale in the opening allows presenters to explain the underlying reasons for conducting the study or selecting a particular topic. This includes identifying gaps in

previous research, unresolved issues, or emerging problems within the field. (Swales & Post, 2018) explains that academic communication typically requires speakers to justify their work by showing how it responds to limitations or needs in existing research. By clearly presenting the background or rationale, presenters help audiences understand the motivation behind the study and the significance of the contribution being offered (Hyland, 2016). In this way, the opening functions as a bridge between established scholarship and new academic insights (Paltridge, 2016).

Aspect	Description	Academic Function
Research Gap	Identifying limitations in prior studies	Justifies the need for the presentation
Problem Statement	Explaining unresolved issues	Clarifies motivation
Relevance	Demonstrating importance of the topic	Supports academic value
Contribution	Indicating what the study offers	Positions presenter's work

11.6. Formulating the Aim and Scope of the Presentation

Formulating the aim and scope of the presentation is essential for guiding audience expectations and ensuring focused communication. The aim defines what the presentation seeks to achieve, while the scope clarifies its boundaries and limitations. (Reinhart, 2013) emphasizes that explicitly stating aims helps audiences understand the intended outcomes of the presentation. (Weissberg, 2006) further argues that clearly defined scope prevents information overload and supports logical development of ideas. By articulating these elements early, presenters demonstrate academic

discipline and purposeful organization, enabling listeners to follow the presentation more effectively ("Visual Aids," 2003)

Aspect	Description	Academic Function
Aim	Stating the main objective	Guides audience expectations
Research Focus	Defining key variables or issues	Maintains coherence
Scope	Setting boundaries and limitations	Prevents overgeneralization
Outcomes	Indicating expected results or insights	Clarifies purpose

11.7. Outlining the Structure of the Presentation

Outlining the structure of the presentation provides listeners with a clear roadmap of how the presentation will unfold. In academic contexts, where information is often complex and abstract, audiences rely on organizational previews to follow arguments effectively. (Weissberg, 2006) notes that explicit structural guidance is particularly important in spoken academic discourse, as listeners cannot easily revisit information. Similarly, (Munz et al., 2024) explains that previewing main points helps audiences anticipate content and retain key ideas. By briefly outlining the structure in the opening, presenters reduce cognitive load and enhance overall comprehension (Reinhart, 2013).

Aspect	Description	Academic Function
Organizational Preview	Indicating major sections	Provides a presentation roadmap
Logical Sequencing	Ordering ideas coherently	Enhances comprehension

Signposting Expressions	Using verbal cues (e.g., *first*, *next*)	Supports listener navigation
Time Allocation	Indicating focus of each section	Manages audience attention

11.8. Language Features of Academic Presentation

The opening of an academic presentation is characterized by specific language features, including formal tone, precise vocabulary, and the use of signposting expressions. Academic presenters typically employ cautious and objective language to reflect scholarly stance and credibility. (Hyland, 2009) highlights that such language features signal membership within academic discourse communities. In addition, (Goh & Burns, 2012) note that clear signposting and explicit statements of purpose support listener comprehension, particularly in academic and EAP contexts. Appropriate language choices in the opening therefore ensure coherence, professionalism, and alignment with academic conventions (Biber et al., 2021).

Category	Description	Examples
Formal Academic Tone	Objective and cautious language use	*This presentation aims to…*
Signposting Language	Explicit signals of organization	*First, I will discuss…*
Referential Language	Referring to prior research or theory	*Previous studies suggest that…*
Data-Based Opening	Starting with facts or statistics	*Recent studies indicate that…*
Definition-Based Opening	Clarifying key terms	*In this presentation, the term…*
Issue-Based Opening	Highlighting current academic problems	*One major challenge in this field is…*

Table 4 highlights the linguistic characteristics and common strategies used in academic presentation openings. These features help presenters maintain academic credibility while ensuring clarity and coherence. The use of signposting and referential language is particularly important in spoken academic discourse, where listeners rely on verbal cues to follow complex ideas.

11.9. Common Opening Strategies in Academic Presentation

Common opening strategies in academic presentations include defining key terms, presenting relevant facts or data, referring to previous studies, posing rhetorical questions, or highlighting current issues related to the topic. (Hyland, 2016) explain that such strategies help presenters establish relevance and situate their work within scholarly discourse. (Munz et al., 2024) adds that effective openings prepare audiences intellectually rather than emotionally, emphasizing clarity and purpose. When used appropriately, these strategies foster engagement and guide listeners toward the central focus of the presentation (Anderson, 2018).

11.10. Common Mistakes in Academic Presentation

Despite their importance, openings in academic presentations often contain common mistakes. These include providing excessive or unfocused background information, using overly informal language, failing to clearly state the purpose, or neglecting audience needs. (Reinhart, 2013) warns that reading directly from written texts can weaken audience engagement and obscure key messages. (“Visual Aids,” 2003) similarly notes that poorly designed openings increase cognitive load and reduce clarity. Recognizing and avoiding these common mistakes enables presenters to design openings that are more effective, audience-centered, and academically appropriate (Munz et al., 2024).

Common Mistakes	Recommended Academic Practices
Reading directly from written text	Adapting written content into spoken form
Excessive background information	Selecting only relevant contextual details
Unclear or missing purpose statement	Explicitly stating aims and scope
Informal or conversational language	Using appropriate academic tone
Ignoring audience background	Adjusting content to audience needs

Based on table 5 contrast frequent problems found in academic presentation openings with recommended practices based on expert guidance. This comparison helps learners recognize ineffective opening behaviors and replace them with strategis that align with academic communication standards.

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BAB XII

DESIGNING AN EFFECTIVE ACADEMIC PRESENTATION

By: Lydiawati Suparto, M.Pd.

12.1. Introduction

Academic communication is a key aspect of higher education. Among the various forms of scholarly communication, oral presentations supported by visual media play a central role. These presentations are frequently used in lectures, seminars, group discussions, proposal evaluations, thesis defenses, academic conferences, and professional development activities. In each of these contexts, presenters are expected to communicate complex ideas clearly, logically, and persuasively.

However, the effectiveness of academic presentations is often hindered by poor planning, weak organization, an over-reliance on text-heavy slides, and limited awareness of audience needs. Many presenters mistakenly believe that academic rigor alone is sufficient, overlooking the importance of effective communication in their delivery. As a result, valuable scholarly content may fail to engage or resonate with the intended audience.

This chapter asserts that academic presentation skills should be considered essential competencies in academia rather than mere

peripheral skills. Successful presentations require thoughtful design choices, the integration of visual and verbal elements, and alignment with specific learning outcomes. Consequently, this chapter offers a systematic discussion on how academic presentations can be effectively designed, delivered, assessed, and integrated into higher education curricula, with a particular focus on the context of higher education in Indonesia.

12.2. Conceptual Framework of Academic Presentations

1. Definition of Academic Presentation

An academic presentation is a structured oral presentation of scholarly content delivered in a formal educational setting. These presentations are often accompanied by visual aids such as slides, charts, or diagrams. The content typically stems from theoretical research, empirical studies, or systematic academic reflection.

Academic presentations differ from non-academic presentations in several important ways. First, they emphasize intellectual rigor and evidence-based arguments. Second, they follow disciplinary conventions related to terminology, citation, and ethical standards. Third, they are assessed not only on delivery style but also on the quality and credibility of the academic content presented.

2. Characteristics of Academic Presentations

a. Academic presentations are characterized by:
b. Logical and systematic organization
c. Use of academic language and terminology
d. Reliance on credible sources and data
e. Formal tone and professional demeanor
f. Clear articulation of arguments and conclusions

These characteristics underscore the dual nature of academic presentations as both communicative and scholarly activities.

3. Functions of Academic Presentations in Higher Education

Academic presentations serve several important functions, including:

a. Knowledge dissemination
b. Assessment of learning outcomes
c. Development of critical thinking skills
d. Professional socialization into academic culture
e. Facilitation of scholarly dialogue

Through presentations, students and academics learn not only what to communicate, but also how to communicate within academic communities.

12.3. Principles of Effective Academic Presentations

1. Clarity and Coherence

Clarity is essential for effective academic presentations. Ideas should be presented in a coherent order, with clear connections between sections. Using signposting language and smooth transitions aids audiences in following the presenter's reasoning.

2. Accuracy and Scholarly Integrity

Accuracy is an essential principle in academic presentations. Presenters must ensure that all information, data, and interpretations are correct and backed by credible sources. Misrepresenting data or oversimplifying complex theories undermines academic integrity.

3. Concise and Focus

While academic content can be complex, presentations must stay focused. Effective presenters choose key points that directly support the presentation's objectives. Excessive detail is better suited for written papers or supplementary materials.

4. Audience-Centered Communication

Effective academic presentations are tailored to the audience's needs. Presenters must consider the audience's background

knowledge, familiarity with the discipline, and expectations when determining the depth of the content and the presentation style.

12.4. Planning Academic Presentation Content

1. **Identifying Presentation Objectives**

   The planning process starts by establishing clear objectives. Objectives should clarify what the audience is expected to understand, learn, or reflect on after the presentation.

2. **Developing Key Messages**

   Key messages are the central ideas that the presenter wants to communicate. These messages should be stated clearly and reinforced throughout the presentation.

3. **Structuring the Presentation**

   A standard academic presentation structure includes:

   a. Introduction and rationale
   b. Background and problem formulation
   c. Theoretical framework or literature review
   d. Methodology or approach
   e. Findings or main arguments
   f. Discussion and interpretation
   g. Conclusion and implications

   This structure supports logical progression and academic transparency.

4. **4.4 Managing Time Constraints**

   Effective time management is essential for planning academic presentations. Presenters should strive to balance depth and breadth, providing adequate explanations of key concepts while adhering to the given time constraints.

12.5. Visual Design of Academic Presentation Slides

1. Role of Slides in Academic Presentations

Slides serve as visual aids for oral presentations. They should emphasize key points, illustrate connections, and enhance audience understanding instead of merely duplicating spoken words.

2. Design Principles

a. Effective slide design includes:
b. Clear font selection (e.g., sans-serif fonts for readability)
c. Adequate font size (minimum 24 pt)
d. Consistent layout and alignment
e. Limited color palettes with high contrast
f. Appropriate use of white space

3. Use of Tables and Figures

Table 12.1. Standard Academic Presentation Slide Types

Slide Type	Function	Key Components
Title	Identification	Title, presenter, affiliation
Introduction	Contextualization	Background, objectives
Literature Review	Literature Review	Literature Review
Methodology	Methodology	Methodology
Results	Results	Results
Conclusion	Conclusion	Conclusion

Tables and figures should be clearly readable and accompanied by verbal explanations to prevent any misinterpretations.

4. **Visualizing Complex Information**
   Conceptual diagrams, flowcharts, and models effectively explain complex processes, theoretical relationships, or research frameworks.

12.6. Academic Language Use in Presentations

1. **Characteristics of Spoken Academic English**
   Spoken academic language is different from written academic language. While maintaining formality, spoken language should be clear, concise, and accessible to the audience.
2. **Managing Terminology and Jargon**
   Specialized terminology should be introduced with caution and should be explained when needed, especially for audiences from different disciplines.
3. **Discourse Markers and Signposting**
   Discourse markers help guide listeners during presentations and improve coherence. The strategic use of signposting enhances audience comprehension.
4. **Pronunciation, Stress, and Intonation**
   Effective vocal delivery improves clarity and engagement. Presenters should focus on proper pronunciation and intonation patterns, especially in international academic contexts.

12.7. Delivery Techniques for Academic Presentations

1. **Non-Verbal Communication**
   Non-verbal cues such as posture, gestures, and facial expressions influence audience perception. Professional and natural body language reinforces credibility.

2. **Managing Anxiety and Building Confidence**
   Presentation anxiety is common. Confidence can be developed through preparation, rehearsal, and familiarity with content and technology.
3. **Engaging Academic Audiences**
   Audience engagement strategies include asking reflective questions, inviting brief comments, or incorporating short discussion segments.

12.8. Classroom Applications of Academic Presentation Skills

1. **Guided Presentation Tasks**
   Students present academic articles or research proposals following structured guidelines. This activity develops both content mastery and communication skills.
2. **Collaborative Presentation Projects**
   Group presentations encourage teamwork, peer learning, and shared responsibility for academic communication.
3. **Reflective Presentation Practice**
   Reflection activities encourage students to evaluate their presentation performance and identify areas for improvement.

12.9. Assessment of Academic Presentations

1. **Principles of Presentation Assessment**
   Assessment should be transparent, fair, and aligned with learning outcomes. Rubrics support consistent evaluation and constructive feedback.

2. Academic Presentation Assessment Rubric

Table 12.2. Academic Presentation Assessment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content accuracy	Highly accurate	Mostly accurate	Some inaccuracies	Inaccurate
Organiza-tion	Logical and coherent	Mostly clear	Some disorganiza-tion	Unclear
Slide design	Clear and professional	Adequate	Overcrow-ded	Poor
Language use	Fluent and academic	Minor errors	Frequent errors	Inappropri-ate
Delivery	Confident and engaging	Adequate	Limited	Ineffective

12.10.Alignment with Indonesian Higher Education Frameworks

1. **Outcome-Based Education (OBE)**
   Academic presentation skills align with OBE by emphasizing measurable learning outcomes related to communication, critical thinking, and professionalism.
2. **Indonesian National Qualification Framework (KKNI)**
   At KKNI Level 6, students demonstrate structured and responsible communication. At KKNI Level 8, students exhibit critical analysis and scholarly argumentation through presentations.
3. **Merdeka Belajar–Kampus Merdeka (MBKM)**
   Presentation competence supports MBKM activities such as research internships, teaching assistance, and community engagement.

12.11.Conclusion

Designing effective academic presentations requires deliberate integration of academic content, visual design, language use, and delivery techniques. Academic presentations function not only as tools for knowledge dissemination but also as instruments for assessing and developing higher-order academic competencies. Through alignment with OBE, KKNI, and MBKM frameworks, academic presentation skills contribute meaningfully to holistic student development in higher education.

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DELIVERING ACADEMIC PRESENTATION

By: Sri Ariani, M.Pd.

The success of a presentation is influenced not only by how well the presenter understands the topic, but also by how the message is delivered and how the audience is engaged.

To deliver an effective presentation, a presenter needs to pay attention to these three main aspects. The first is communication strategies referring to how the presenter chooses words and organizes ideas clearly. The second is delivery techniques including proper voice intonation, clear and logical structure as well as suitable and interesting examples or media. The last aspect is audience interaction such as asking questions, encouraging discussion and responding appropriately to audience comments or feedback. When these three elements are combined, a presentation becomes more engaging, easier to understand and encourages the audience to actively listen, think and participate throughout the session.

Below are several practical steps that can help fulfil these aspects during a presentation:

13.1. Begin with an Engaging Opening

Starting a presentation with interesting opening is essential to capture the audience's attention from the beginning. There are several ways to do this however not all of them need to be used at the same time.

1. Start with a Leading Question

Asking a leading question at the beginning helps activate the audience's thinking and makes them feel involved rather than just listening. This kind of question should be simple and not require deep thinking. The goal is to spark curiosity, not to test knowledge. The audience can respond with short answers such as yes/no or agree/disagree. For Example: "Do you think technology mostly helps learning, or does it actually distract us?"

Tips for using guiding questions:

a. Use open-ended questions
b. Make sure the question is relevant to the audience
c. Avoid questions that are too difficult
d. Pause for 2–3 seconds after the question to give the audience time to think

2. Sharing an Interesting Fact with Brief Data

Sharing an interesting fact with brief data can make the audience curious and help us to show why the topic is important.

Tips for sharing an interesting fact with brief data:

a. Use only one strong and clear fact
b. Ensure the data is easy to understand
c. Briefly explain what the data means

Example: "Did you know that phone notifications can significantly reduce learning focus? Research from University of California shows that it takes about 23 minutes to fully regain focus after a single notification interruption."

3. Use a Real-Life Case or Current Issue

Choosing a real or current issue that relates to the audience's daily experience helps them feel that the topic is relevant and worth paying attention to.

Tips for choosing a real or current issue:

a. Choose a case related to the audience's background
b. Explain it briefly, around one to two minutes
c. Focus on the main problem rather than technical details

Example: "When we are working on an assignment and receive a social media notification, we often check the notification. However, many of us end up scrolling longer than our intention. When we try to return to the task, it takes extra time to regain full concentration."

4. Explain the Benefits of the Presentation

The audiences will be more focus if they understand what they will gain from the presentation. Use this pattern: "After this presentation, you will be able to…"

Example: "After this presentation, you will understand how to manage digital distractions so your study time becomes more focused, efficient, and meaningful."

13.2. Use an Energetic and Engaging Delivery Style

To keep the audience interested, presenters should avoid speaking in a dull or monotonous way.

There are several ways to do that:

1. **Vary your voice intonation**
   Changing your tone helps highlight important points and keeps the audience engaged**.**
2. **Maintain an appropriate speaking pace**
   Speaking too fast can confuse the audience, while speaking too slowly can reduce interest. A balanced pace helps ensure clarity and attention.

3. **Use natural body language**
   Hand gestures and an open posture can help explain ideas more clearly and show confidence.
4. **Maintain eye contact**
   Looking at different parts of the audience makes them feel included and respected, rather than feeling ignored or intimidated.

13.3. Present the Topic Clearly and Concisely

Clear and concise topic helps the audience understand it more easily.

1. **Focus on One Main Idea per Slide**
   Each slide should present only one key idea. Too much information on a single slide can confuse the audience.
   Example:
   a. Slide 1: Creating a Study Schedule (give some reasons and examples)
   b. Slide 2: Getting Enough Rest (give some experts' recommendations)
   c. Slide 3: Exercising Regularly (give suitable examples)
2. **Use Concrete Examples or Simple Analogies**
   Complex ideas become easier to understand when they are explained using real-life examples.
   Example: light jogging for 15–30 minutes can improve concentration because it increases blood flow to the brain and helps release endorphins, which support focus and memory.
3. **Avoid Reading Slides Word for Word**
   Slides should support the explanation, not replace it. Do not read the slide but use your own words to explain the content.
4. **Emphasize Key Points**
   Here are some ways we can use to emphasize the key points:
   a. Repeat important ideas briefly
      Not all audiences can fully grasp the message the first time it is

delivered. So, repeating key ideas helps clarify the main points, minimizes misunderstanding, and ensures that the core message is clearly received. In addition, repetition helps maintain the audience's attention.

b. Use voice emphasis

   By changing the tone, volume or speed of the voice, the audience's attention can be directed back to the main point. Moreover, vocal emphasis makes the message sound more engaging and convincing so that the important ideas are easier to understand, remember, and leave a strong impression on the audience.

c. Use visuals such as charts or diagrams

   Diagrams or charts help simplify complex information so the main idea can be understood more quickly. These visuals also capture the audience's attention, show clear relationships between data, and make the key message easier to remember than spoken explanations alone.

13.4. Involve the Audience

Involving audiences in presentation can prevent passive listening and it can also help improving understanding and memory.

Here are some ways to involve the audience:

1. Ask open-ended questions

   Example: "What do you think is the impact of this finding?"
2. Ask for brief opinions.

   Example: "Has anyone tried this method before?"
3. Use simple polls, such as raising hands

   Example: "Raise your hand if you agree that morning exercise helps learning focus."

4. Encourage imagination and reflection
   Example: “Imagine if this learning method was applied in your school. What might happen?”

13.5. Create Two-Way Interaction

A good presentation should feel like a dialogue, not a one-way speech. Here are some ways to create two-way interaction during presentation:

1. Pause after explaining key points
   Pausing allows the audience to process information and ask questions.
2. Respond positively to audience input
   Always appreciate questions or feedback to encourage participation.
3. Accept criticism openly
   When the audiences give different opinions, we should treat them as the opportunities for discussion, do not see them as personal attacks.

13.6. Show Enthusiasm and Confidence

A confident and enthusiastic presenter makes the presentation more engaging. Here are some ways to show your enthusiasm and confidence:

1. Show genuine interest in the topic
   Positive energy like showing that you are interested to the topic will also make the audiences feel interested and motivated.
2. Appear confident and prepared
   You will feel confident if you have prepared everything well and understood about the topic.

3. Stay calm when small mistakes happen
   Minor mistakes are normal. Handling them calmly shows professionalism.

13.7. End with a Strong Closing

Closing is the part that the audience remembers most, so you need to make a strong closing. Here are some ways to end your presentation with a strong closing:

1. Summarize the key points
   Restate the main problem, key findings, and conclusion without adding new information.
2. Explain the practical implications
   Show how the findings or ideas can be applied in real life.
3. Invite further discussion
   For example, ask the audience whether they want to share their ideas on how to manage stress during exams?"

13.8. Manage the Question-and-Answer Session Effectively

Question-and answer session should be managed effectively. Here are some ways to manage Question-and answer session:

1. Listen carefully to each question
   You should listen carefully to each question in order to show that you respect them.
2. Restate the question
   Restating the question will helps you ensure that everyone understand it.
3. Answer clearly and briefly
   Keep answers focused and easy to understand.
4. Be honest if you do not know the answer
   If you don't know the answer, you should admit it professionally and offer to discuss it further later.

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ACADEMIC ENGLISH SKILLS
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Academic success in higher education is closely connected to the ability to use English effectively. Students are required to understand complex academic texts, write logical and well-organized papers, and deliver presentations with clarity and confidence. These abilities, however, do not develop instantly. They require systematic learning, continuous practice, and proper guidance. *Academic English Skills: Reading, Writing and Presentation* is written to provide that guidance. This book serves as a practical and comprehensive handbook for mastering essential academic English skills. It introduces readers to the characteristics of academic language, effective vocabulary building, and fundamental grammar structures used in academic contexts. The book places strong emphasis on academic reading strategies, helping learners comprehend, analyze, and evaluate scholarly texts critically. Readers are guided to identify main ideas, recognize supporting arguments, and develop critical thinking when engaging with academic materials. In addition, this book offers step-by-step instruction on academic writing. It explains how to organize ideas, develop coherent paragraphs, construct logical arguments, and produce various types of academic texts. Important topics such as citation techniques and plagiarism awareness are also discussed to ensure ethical and responsible academic writing.

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