

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents three closing remarks, namely conclusion of the study; implication for pedagogy in the context of Indonesian postgraduate students and recommendation for further possible research within the similar context.

5.1 Conclusion

The findings of this study shed light on the multifaceted challenges faced by Indonesian postgraduate students during the thesis writing process, categorized into intrinsic and extrinsic difficulties. Intrinsic challenges encompass linguistic and writing knowledge barriers and the daunting task of dealing with insecurities. These challenges are deeply rooted in personal growth and development, requiring individuals to navigate linguistic nuances, express themselves effectively, and confront internal doubts. Conversely, extrinsic challenges involve external factors such as time constraints and logistical hurdles, which pose additional obstacles to completing the thesis. Despite these challenges, Indonesian postgraduate students demonstrate resilience and determination in overcoming these obstacles.

To address these challenges, Indonesian postgraduate students employ various strategies aimed at enhancing their productivity and resilience. They prioritize time management, seeking guidance from supervisors and mentors, and leveraging collaborative opportunities with peers. Additionally, they utilize available resources such as libraries, online databases, and academic workshops to bolster their research capabilities and refine their thesis writing skills. Moreover, the use of technology, such as aided tools and time reminders, facilitates efficient workflow management and promotes collaboration, contributing to the overall success of the thesis writing process.

Motivation and support emerge as crucial factors in sustaining students' efforts throughout the thesis writing journey. Internal motivation, stemming from personal aspirations, drives students to persist in the face of challenges. External support from supervisors, mentors, peers, and family members provides invaluable encouragement, feedback, and practical assistance, fostering a supportive environment conducive to academic achievement. By embracing these strategies and harnessing the collective support available to

them, Indonesian postgraduate students navigate the complexities of thesis writing with resilience, determination, and ultimately, academic success.

Furthermore, it is important to recognize that the challenges and strategies discussed in this study are not exclusive to Indonesian postgraduate students but are rather universal aspects of the academic journey. By acknowledging and addressing these challenges, institutions and educators can better support students in their thesis writing endeavors. Implementing targeted interventions, such as writing workshops, mentorship programs, and access to academic resources, can equip students with the necessary skills and support systems to navigate the thesis writing process more effectively. Additionally, fostering a culture of open communication and collaboration among students and faculty can create a supportive community where challenges are openly discussed and solutions are collectively developed. Through these collective efforts, academic institutions can empower students to overcome obstacles, cultivate resilience, and achieve success in their thesis writing endeavors.

5.2. Recommendations and Implication

Recommendations and implications arising from the obstacles and tactics faced by Indonesian postgraduate students in thesis writing use a diversified approach. Institutions should provide personalized assistance mechanisms, such as writing centers and workshops, while also encouraging departmental collaboration to provide comprehensive instruction. Postgraduate students should prioritize self-care and time management, seek mentorship, use available resources, and develop resilience. Future research should look at the cultural and environmental aspects that influence thesis writing experiences, as well as perform comparative and longitudinal studies to help design innovative interventions to improve academic success.

5.2.1. To multiple areas on campus

Institutions should consider creating extensive support mechanisms that are customized to the individual needs of postgraduate students working on their thesis. This can involve developing writing centers or workshops to provide advice on all elements of thesis writing, from research procedures to successful writing techniques. Additionally, offering access to academic resources such as databases, libraries, and research materials can help

students with their study. Collaborative efforts among departments and faculty members can also promote a supportive climate in which students feel encouraged to seek assistance and guidance throughout their thesis writing process.

5.2.2. To Postgraduate Students

To successfully traverse the hurdles of thesis writing, postgraduate students should prioritize self-care and time management skills. Setting up an organized timetable with specific time intervals for research, writing, and revising will assist manage workload and minimize burnout. Seeking advice and support from supervisors, mentors, and peers is also critical for clarifying aims, fine-tuning research procedures, and obtaining constructive comments. Furthermore, using available resources, such as academic seminars and writing assistance, can improve research abilities and thesis writing skills. Embracing resilience, persistence, and a growth mindset are important characteristics that can help students overcome hurdles and achieve academic success in their thesis writing projects.

5.2.3. Recommendation for further studies

Future research should delve deeper into understanding the nuanced problems and effective solutions used by postgraduate students from various cultural and intellectual backgrounds when writing their thesis. Comparative studies conducted across multiple nations or institutions can provide significant insights into the distinct contextual elements that influence thesis writing experiences and outcomes. Furthermore, longitudinal studies that follow students' progress and experiences throughout the thesis writing process can provide a thorough grasp of the dynamic character of this academic undertaking. Furthermore, investigating novel treatments and support mechanisms focused at addressing specific issues found during thesis writing can help postgraduate students improve their overall academic experience and success.