

CHAPTER VI

CONCLUSION AND RECOMMENDATION

This chapter indicates the last part of the thesis which covers some points on restatement of the findings, theoretical and pedagogical implications, and recommendation for further research and ELT practitioners.

A. Conclusion

Conducting the present study on students' experiences in thesis writing shows the dynamic changes in the experiences. This study opens any ups and downs of engaging with thesis writing. It is strongly believed that undeveloped students' who have graduated on time and are not engaged with thesis writing provide very rich pedagogical information about the complexities of thesis writing. This also allows the researcher to critically reflect on undergraduate students' process experiences with thesis writing. Therefore, it is the best time to give them space to share their voice to be heard by other ELT practitioners, especially undergraduate students. Their voices would be meaningful intellectual resources for real thesis writing practices.

The first finding reveals that undergraduate students shared the perception of thesis writing followed by the challenges they faced during their first engagement with thesis writing. In facing thesis writing, undergraduate students found that thesis writing allowed them to learn more. Although they are confused for the first time, it is common and natural in the selection of topics and the collection of thesis titles. The second finding informs students' experiences in managing thesis writing. It is found that undergraduate students face challenges in managing their time which make them unable to accomplish their thesis on time. The grammatical problem was found as well in this narrative. It was also found that in the supervision of their thesis they had experienced differences of opinion. This was revealed by the two students who did not graduate on time. However, one of the students who was on time also revealed a difference of opinion, but between the supervisors. There it became a challenge for him to stay focused on completing his thesis.

A common challenge is in the process of encryption itself, such as in data retrieval. Here is the psychological factor of undergraduate students who complete their thesis on time to be challenged. Moods and boring thoughts that make them lazy are expressed. Of each of the problems above, some challenges make undergraduate students have no choice but to face them by choosing not to work on their thesis. When life happens, where an emergency occurs. Students must prioritize people who must be prioritized over their thesis. In the narrative, this student revealed that this was the biggest factor that made him not graduate on time.

Another challenge that was found was the difference between student topics and specializations in the English Department. The thing that started with this accident made students who graduated on time challenged in working on their thesis. He still managed to finish his thesis on time and did not change the topic.

The third finding tells the strategies used by undergraduate students in thesis writing. Time management is a matter of great concern to students who can complete their thesis on time. He always works on the thesis according to the deadline set by the supervisor. Students who do not graduate on time pay attention to the time, it was just that they do it when they are at the end of the semester.

The fourth finding in students' experiencing the strategies in facing thesis writing challenges was about how to motivate themselves. All undergraduate students revealed that they often reminded themselves to think positively on every challenge that occurred. "Loves a Challenge" is a word expressed by one of the students. but it is not just words, of course, it is also found that every action was taken also shows that the word is not just their positive thinking.

The next finding exposes people who are behind the scenes. Supporters that are very influential in completing the thesis are from supervisors, friends, to family. As an expert in academic writing, the supervisor has to help his students. Three out of four students that I studied revealed that the supervisor was very helpful in writing a thesis. While the remaining one is friends who are the most helpful in completing the thesis. But from all of that, the four students said that their families also help them.

Families help undergraduate students to motivate them. Motivate for enthusiasm in working on the thesis. For students who do not complete their thesis on time, their families encourage them to finish quickly. One student who graduated on time revealed that prayers from his family greatly influenced his enthusiasm. Meanwhile, one of the students who did not graduate on time revealed that actually, the biggest motivation came from himself. Even though everyone gives motivation but if we are not motivated to do it, then the thesis will not be completed. That is why the biggest motivation is ourselves who must be motivated to finish.

The sixth finding reveals that thesis writing gave instructional and nurturing benefits. Thesis writing provides great opportunities for students to have grammatical and lexical accuracy, organization and coherence, content, and idea generation. In terms of nurturing benefits, supervisors shared that thesis writing was a 'non-threatening process' that creates fear in students. The existence of guidance from a supervisor and assistance from friends makes the thesis writing process confident to write. Furthermore, undergraduate students became more open and spirit to accomplish the thesis.

Based on the undergraduate students' reflection, it was found that a thesis is an exciting and challenging process that makes them learn more. It was found that SGO1 and SGO2 always think positively which makes them able to find solutions to every challenge that occurs in the thesis writing process. Meanwhile, students also shared important experiences in thesis writing. They felt confused at the first time assigned to write the title of their thesis.

The last findings on students' experiences were about their evaluation and hopes. They evaluated that they should take advantage of every time and not extend time. They reflected on their roles during the process which made them realized the importance of positive thinking in facing every challenge. They had the aspiration that supervisors must have clear guidelines for thesis writing supervision. Realizing the power of thesis writing, students viewed that thesis writing should be built based on their positive thinking and how to set the time or deadline in finishing the writing.

B. Implication of the Study

Conducting narrative study results in two contributions. Several theoretical and pedagogical implications are derived from the findings of the study. The main theoretical implication is to incorporate previous efforts to confirm the challenges and strategies theory as strong support in the thesis writing process. It also strengthens how the process approach pedagogy closely relates to thesis writing. The findings show that thesis writing opens up students' social skills such as being open to people they have just met and have good skills to negotiate and discuss.

From a pedagogical point of view, the findings of the study provide supplementary empirical evidence of the advantages of thesis writing in EFL. The social context in thesis writing facilitated the students to learn from others. In this case, it is the supervisors, friends, and new people who undergraduates know, such as their participants. The interaction during the process provided rich language for better grammatical and lexical accuracy that can be carried out with supervision. It has been widely revealed that students' hard skills in terms of writing performance gains improvement because of thesis writing. The findings of the present research fill the gap in how thesis writing improves students' soft skills.

. Thesis writing constructs undergraduate students to make good use of their time. Do not spend time on things that are not important which impacts the incomplete thesis writing. Supervisors' supervision in doing thesis writing gives students a meaningful space to build their soft skills. Thesis writing builds students' character as a social being. The interaction and negotiation during the supervision train them to be more open and respectful to any different argumentation. Students have great opportunities to create networks, have cultural interactions, and have a sense of friendship. Thesis writing provides formal harmony in learning which leads to a positive association with collectiveness in society. It has been clear thesis writing escalates the essence of character education for students.

C. Recommendation

After revealing the undergraduate students' experiences in thesis writing, some recommendations have been made for supervisors, undergraduate students, and future researchers. For supervisors, one point worth noting about the study is that educational needs and approaches are changing, and supervisors need to explore various approaches, methods, and pedagogies to address these changing needs in their supervising. Supervisors should be aware that the thesis writing process is not without its challenges. Factors such as motivation, time management, students' attitudes, and supervisors' ability to facilitate and supervise students in the process of thesis writing are some important issues to be taken into account.

By looking at the success and the failure in the narratives, undergraduate students of EFL writing are recommended to do these several points to maximize results and writing achievements through thesis writing. Students should have a great willingness to face every challenge. They should also be active during the process, although they get problems that are challenges in writing their thesis, they still have to solve them by doing various ways so that the thesis can be completed on time.

Finally to future Researchers on the thesis writing, it is recommended that an issue worth considering is involving students from all levels of proficiency to share the narratives will be essential areas to do. Besides, to get a better picture of how patterns of the challenges and the strategies existing during thesis writing, will be also worth investigating. There is also an urgent need to conduct research addressing to make thesis supervision which relates to supervisors better.