

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

This chapter offers a final summary and conclusions drawn from the study's results. It delivers a thorough examination of the essential findings, discoveries, and results obtained through the research methodology. The chapter starts by outlining the primary results, emphasizing important patterns, developments, and connections found in the gathered information. It subsequently explores the significance and value of these research outcomes, covering both theoretical knowledge and real-world applications. The chapter might also discuss any constraints or difficulties faced throughout the research. Through this complete summary and conclusion, the chapter seeks to deliver a full grasp of what the research accomplished and why it matters, while simultaneously setting the foundation for future studies and possible new areas to investigate.

#### **5.1 Conclusion**

Doctoral students are required to write dissertations as their primary task and the key prerequisite for being awarded a doctoral degree. This obligatory task is to make a research contribution to the respective discipline, which is documented in the doctoral dissertation. Yet, the dissertation writing practices must be effectively evaluated and reported to enhance academic writing skills in doctoral education. Aside from doctoral students' practices in writing their dissertations, the students' readiness and academic writing support are also a main factor in the system's effectiveness. However, there are restrictions to practice its dissertation writing in EFL contexts, such as SEA and CE countries.

The research findings provide insights into academic writing program for doctoral students in a South East Asia and Centre European countries (Indonesia and Hungary). The findings indicate that the students generally practiced their dissertations writing in different starting times. In SEA context, they began to write the dissertations (dissertation proposals) when they were at the end of the third semester (after completing all compulsory courses). On the other hand, the students in CE setting started to write their dissertations (dissertation proposals) at the first semester and they reported the research progress orally at the end of each

semester. As the EFL students, they experienced some difficulties in writing the dissertations namely writer's block, procrastination, perfectionism, knowledge transforming, productivity, displaying expertise, pressure to publish, and lack of knowledge of writing literature review. Moreover, the content and genre analysis results found that only one student either from SEA or CE EFL contexts wrote research articles resulted on their dissertation research data. The SEA student published a systematic literature review of his dissertation part on an international accredited journal publisher, another research article was under review status, and the third research article was accepted position. Conversely, the CE EFL student presented her three research articles at the international conferences and published them on the international conference proceedings. Some strategies, furthermore, were applied by the students to facilitate them writing their dissertations practically such as social networking, time management, supervisor's feedback, and using technologies. This suggests a need for doctoral program policies and institutional supports to help the students maximize their dissertation writing practices.

According to the findings revealed that:

1. The dissertation practices is valuable in improving doctoral students' academic writing skills, metacognitive knowledge (declarative knowledge, conditional knowledge, procedural knowledge) and metacognitive strategies (planning, monitoring, evaluating, Information Management Strategies, and Debugging Strategies)
2. When it comes to the dissertation structures made by the two selected countries, the findings from the content and genre analysis went beyond to those available dissertation structures. There are three dissertation structures found namely Traditional-simple dissertation, Hybrid (simple/manuscript) dissertation, and Hybrid (topic/manuscript) dissertation.
3. This research investigated the challenges faced by Southeast Asian and Chinese English as a Foreign Language (EFL) doctoral students when composing their dissertations. The data analysis findings showed that students experienced several writing difficulties, including writer's block, procrastination, perfectionist tendencies, transforming knowledge into written

form, maintaining productivity, demonstrating their expertise, the burden of publication expectations, and insufficient understanding of how to write literature reviews.

4. The result of interview analysis, particularly for strategies were applied by the students to facilitate them writing their dissertations practically such as social networking, time management, supervisor's feedback, and using technologies.

In summary, the understanding of the doctoral dissertation practices could improve the quality in the process of writing dissertations, and allow the students to master academic writing skills during their doctoral program. In addition, the findings promote and encourage the dissertation writing practice as an academic literacy skills for doctoral students to be mastered in order to compete in their future job vacancies.

## **5.2 Implications**

The following elaboration below, the researcher specifically describes theoretical implications and practical implications.

### **5.2.1 Theoretical Implication**

In terms of theoretical implications, this current study aims to fill the gap identified in previous studies by integrating a model to explain the practice of doctoral dissertations in SEA and CE EFL contexts. In the knowledge aspect, this research analyses both metacognitive knowledge and metacognitive skills that could be conducted in writing doctoral dissertation. The results indicated that the students should not only consider the knowledge and skills of dissertation writing, but also the students' readiness toward the dissertation writing should also be emphasized.

Thus, the integrated metacognitive knowledge and metacognitive skills examined in this study can be applied to research conducted in developing countries such as in SEA and CE EFL contexts. Furthermore, the model used in this study to integrate aspects of student knowledge and skills can be serve as a basic model that can be implemented as a guide and framework for further

research on academic writing practices especially for thesis writing, not only among EFL postgraduate students, but also at other educational levels, such as undergraduate students.

### **5.2.2 Practical Implication**

The findings from this research could serve as the foundation for developing standards that guide successful doctoral dissertation approaches. It is hoped that the results of this research can provide guidelines for designing and developing effective doctoral dissertation practices for English learning, as well as encouraging students' academic writing skills. Developers must design and develop a system that is simple and flexible for supervisors and students as they transition from a supervisor-centered learning to student-centered learning. The system used must encourage students to experience learning that contributes to self-directed language learning. Providing adequate infrastructures will also increase the practice of dissertation among EFL doctoral students.

Finally, this study can serve as a guide for educational institutions in EFL settings to develop educational strategies in order to encourage implementation both metacognitive knowledge and skills. The development and implementation of dissertation practices requires a large budget and investment. Dissertation practices in ESL context have sufficient capital to invest in accessing online libraries connected to international accredited journals and universities' libraries all over the world. Technology infrastructures, for instance Research software application and devices are also invested to support research activities in the ESL contexts. Therefore, investment in technology must be analyzed carefully and concurrently, both in the technological context and in relation to students' acceptance and readiness towards the use of technology for dissertation writing. In the context of higher education, universities and policy makers must build a positive attitude towards dissertation writing practices.

### **5.2.3 Suggestions**

This study has limitations that need to be considered. First, the current sample group consists of doctoral students from a doctoral school in SEA and CE

EFL contexts, in which the number of the students, writing facilities, and students' competency may be different from other universities in similar settings. Therefore, this study may not be able to accommodate all aspects of the research subject and location. Additional research should be conducted to examine dissertation practices across other doctoral programs with comparable contexts and include a broader participant group. It would be beneficial to collect samples from individual countries not just in Southeast Asia but also in Central Europe to enable broader generalization of the findings. Second, the scope of the research questions only doctoral students' dissertation practices, dissertation structure, problems, and strategies, thus, these research questions do not cover other factors that can also contribute to students' metacognitive knowledge and skills. Future studies need to investigate other aspects such as motivation, perceived enjoyment, and gender among student groups from different SEA and CE EFL countries with different major, such science, technology, engineering, and mathematics.

There are several suggestions put forward regarding the doctoral dissertation practices in both SEA and CE EFL contexts. First, in general, researcher suggests that the practice of metacognitive knowledge and skills should be implemented by doctoral students and understood by supervisors in the two selected settings. Second, the policymakers and/or universities must provide support in the form of providing academic writing infrastructures that can be used in dissertation writing process, such as international online journal access, internet access, online research sources and policies that accustomed and encouraged students to write dissertation writing. Third, researcher discovered that students believe supervisors play significant role in in facilitating their students' dissertation writing, including assisting them in managing the dissertation writing process, advising them on dissertation writing strategies, creating dissertation writing atmosphere that encourages and supports autonomous learning, recommending and encouraging active use of international accredited journal resources. Further studies should look at other factors such as motivation, perceived enjoyment, and gender among student groups from different regions.