

CHAPTER V

CONCLUSIONS

This chapter presents four sections namely conclusions, implications of the study, limitations of the study, and suggestions. The first section covers the conclusions of this study. The second section presents the implications of this study. The third section discloses how this study is limited from several aspects. The last section presents the suggestions for lecturers, postgraduate students, and scholars.

5.1. Conclusions

As what has been presented in Chapter I, this study aimed to explore the writing process and stages that postgraduate students went through during the journal article composition. Four postgraduate students participated in this study. Two master students named Koko and Ari participated this study for their article publications in Q1 journals. Two doctoral students named Melati and Retno participated in this study for their article publications in Q1 and Q3 journals.

This study was based on two research questions focusing on what the writing process stages that students went through are, and what benefits and challenges in every writing stage are. Employing qualitative paradigm, this case study collected data through document analysis and interview. The documents included the drafts, the revisions, the final version of manuscript, and correspondences with journal editors. The interview focused on exploring activities that students did in each stage of writing.

From the data collected, three big themes of findings were found. The first finding indicated that all students went through each writing process stage such as prewriting, drafting, revising, editing, and publishing. All students showed that they did similar effort in every stage. However, the differences were found in activities that each student did. Several prewriting activities such as joining webinar, reading journal articles, creating reading journal report, discussing with experts and lecturers, and planning the writing were found. During the drafting, all students were found to have multiple drafts with changes and revisions. After the drafting, all students revised their manuscripts with the feedback from various parties such as lecturer, experts, reviewers, and peers. In the next stage, after the revision, all

students edited their manuscripts with the focus on layout, template, and reference of the articles. After going through all the stages, finally the manuscripts got published in the journals.

Each activity in writing process stage was found to be beneficial for the students. Reading journals and creating reading journal report in prewriting stage helped students understand academic writing style, and understand the topic they were about to write. Discussing and joining webinar helped students crosscheck and prepare topic of their manuscripts. Multiple drafts during the drafting were beneficial because students could revise and improve the quality of their writing. The feedback from experts, peers, reviewers, and lecturers that students got in revision was beneficial as students could find the errors in their writing and revise it to improve the quality of their writing. Editing process was beneficial to increase the professional look of the manuscript with credible reference list and suitable template. Publishing the manuscripts in international journals brought benefits for students' career, writing skills, and study.

Although each activity in every stage was beneficial, each stage was found to have challenges. In prewriting stage, the students had challenges to write their manuscripts due to their work load and their family matters. Therefore, often times the students had to delay their writing and procrastinated their writing. During the drafting, the students had different opinion of challenging section of the article. Some students mentioned introduction as the most challenging section, while the other found findings and discussion, literature review, and conclusions as the most challenging sections. Revising the drafts was found to be challenging due to the reviewers' comments which were difficult to understand and to accommodate. In the editing stage, the students had difficulties to find the most updated references in the past five years. For the last stage, the challenge was the delay of the publication that students had.

The results of this study confirmed the conceptions of writing from process and genre approach that writing is a long and recursive which cannot be done only in one session. Writing also involves many parties to help and scaffold writers to successfully produce the quality writing. The issue that postgraduate students are skillful enough to produce writing without guidance is misleading. This study found

that master students and doctoral students did not show much difference in the writing process. Therefore, feedback throughout the stages of writing needs to be catered by lecturers, experts, and peers. From the aspects of journal article writing, this study found that international journal article writing is different from other academic writing task as it puts heavy emphasis on accurate, updated, and credible reference list.

5.2. Implications of the Study

The results of this study potentially bring the insight on the writing process topics informed by the theories of the process approach and genre approach in tertiary education level which has not been well observed. Moreover, the result of this study could be used as the reference on how postgraduate as novice researchers could employ and apply more effective writing process.

5.3. Limitations of the Study

This study is limited in several aspects. First, the scope of this study is limited to postgraduate students majoring in English education in one university. Second, this study is limited in data collection and number of participants. The data collection methods are limited to document analysis and interview, while the number of participants is limited to only four students. Beside that, the documents were only analyzed by the researcher without any confirmation from another person to validate the finding. Third, this study is limited from the underpinning theories on process approach and genre approach. These two aforementioned approaches need to be explored more. Therefore, the result of this study might not be generalized to all major and field of studies in university level.

5.4. Suggestions

Based on the results of this study, it is suggested that postgraduate students prepared their writing and employed effective writing process to produce quality journal article which meet the standards of international journals. It is also suggested for the students to select the targeted journal before writing process begun to meet the requirements of the journals which can enhance the possibility of manuscript

acceptance. For the university, the results of this study suggest the extensive writing course to be provided by the faculties. The writing course could integrate and combine process approach and genre approach for its writing instruction and teaching. The integration of two approaches aims to complement the weakness from each approach and to gain the utmost benefits contributed by each approach. Through the implementation of both approaches, the focus could be shifted to build students' writing skills, writing strategies, independence, and awareness of social context.