

**LECTURERS' PERCEPTIONS:
THE CHALLENGES IN THESIS SUPERVISION IN
FACULTY OF TEACHER TRAINING AND EDUCATION AT
WIDYA GAMA MAHAKAM SAMARINDA
THESIS**



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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF WIDYA GAMA MAHAKAM SAMARINDA
2025/2026**

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THESIS

Submitted in fulfillment of requirements for Bachelor's degree in English

Language Education Department

Faculty of Teacher Training and Education

Widya Gama Mahakam Samarinda University



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OF WIDYA GAMA MAHAKAM SAMARINDA**

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PAGE OF APPROVAL

THESIS

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Written and Submitted by

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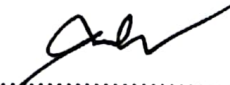
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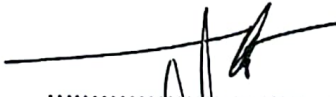
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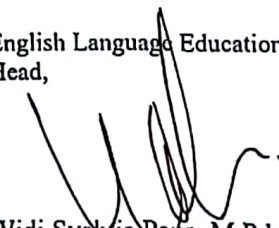


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CURRICULUM VITAE



Ivan Alvino Lembang, known to his family and friends as Ivan or Pino, was born on March 18th 2001, in Gersik, Penajam Paser Utara, East Kalimantan. He is the fourth child of his beloved parents, Mr. Marthen Tuluran and Mrs. Herlina Limbong.

Ivan completed his elementary education at SDN 035 Penajam in 2013. He then attended SMP PGRI 5 Denpasar and graduated in 2016. In 2019, he graduated from SMA PGRI 2 Denpasar. Following his high school graduation, Ivan pursued higher education at Widya Gama Mahakam Samarinda University (UWGMS), where he enrolled in the English Program for his S-1 degree.

ABSTRACT

Lembang, Ivan Alvino, 2025. Lecturers' Perceptions: The Challenges in Thesis Supervision in Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. Bachelor Thesis of Department of English Education, Faculty of Education, Widya Gama Mahakam University. this research was guided by Dr. Abdul Rohman, M.Pd as the first supervisor and Widi Syahtia Pane, MP.d as the second supervisor.

This study examines thesis supervision challenges from the lecturers' perspectives in the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. Nine lecturers from three departments were interviewed: Early Childhood Teacher Education, Primary School Teacher Education, and English Education. A qualitative approach and case study design were employed, utilizing purposive sampling and semi-structured interviews with lecturers, with data triangulated by student responses for validation. The study identifies four key challenges: (1) students' skills, including gaps in knowledge and technical issues; (2) communication barriers between students and supervisors, as well as among supervisors; (3) time management difficulties for both students and supervisors; and (4) motivational factors, influenced by both external and internal factors. The English Education Department faces challenges in research skills, writing, time management, and motivation, while the Primary School Teacher Education Department struggles with topic selection, feedback comprehension, part-time student time management, and external motivation. The Early Childhood Teacher Education Department encounters issues in applying theory, research skills, time management, and motivation, with communication affected by student engagement

Keywords: Lecturers' Perceptions, Challenges as Supervisor

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis is never been submitted to any other tertiary educational institution for any academic degree.
2. This thesis is originally the work of author and its content is never been copied from any other person's publication.
3. If this thesis found as a product of plagiarism, I am as the researcher is willing to accept any consequence in the future.

Samarinda, 09 February 2025



Ivan Alvino Lembang
NPM. 2088203020

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I am aware that this thesis is still far from perfect, and I welcome any constructive suggestions and criticisms for its improvement. I hope this work will be beneficial for further studies.

Samarinda, 09 February 2025

The writer



Ivan Alvino Lembang

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Thesis writing is a critical milestone in higher education, but it presents unique challenges for college students. Sukandi (2019) identified issues with referencing and formatting, while Solikhah (2017) highlighted problems with syntax, grammar, and sentence structure. Alyan (2022) pointed out difficulties in topic selection, research methodology, and academic writing. Additionally, students may struggle to express ideas and respond to feedback, often preferring their native language over English (Rifai et al., 2023), and experience anxiety during thesis supervision, manifesting as physical and psychological symptoms (Wakhyudin & Putri, 2020). Addressing these challenges requires a combination of institutional support, research skills, and attention to students' emotional well-being.

Lecturers play a crucial role in guiding and supervising students throughout the thesis writing process. Their perceptions significantly influence their approach to supervision, feedback provision, and overall support for college students. Kamil et al. (2018) underscores the importance of clear communication and a supportive relationship between students and their supervisors, particularly in the context of final project guidance. Moreover, gaining insights into lecturers' perceptions can contribute to enhancing the quality of supervision and support provided to college students. In the context of dissertation or thesis supervision, there is a complex representation of student agency and supervisor responsibilities, with a focus on

aligning work with academic standards and supporting student interests (Anderson et al., 2006).

Fhonna (2020) highlights the challenges lecturers face in supervising theses, particularly in relation to students' skills, communication, time management, and building motivation. In supervising process, college students often struggle with generating ideas and making grammatical errors, leading to repeated mistakes that need constant correction. These issues are compounded by communication gaps and the difficulty lecturers have in managing their time while balancing multiple responsibilities. Additionally, motivating students, especially those dealing with internal and external challenges, is a significant hurdle. To overcome these obstacles, lecturers should focus on building credibility through expertise, trustworthiness, and approachability, which can help improve student motivation and thesis outcomes.

The significance of this study lies in its potential to shed light on the dynamics between lecturers and students in the context of thesis preparation. With the thesis serving as a cornerstone of academic achievement, gaining insights into how lecturers perceive and interact with students during this period can inform pedagogical practices and student support initiatives. By addressing questions related to lecturers' challenges, this study aims to offer valuable insights that can inform educational practices and enhance the support provided to students during the thesis drafting process.

1.2. Research Question

What are the challenges faced by lecturers in supervising theses within the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda?

1.3. Research Objectives

To explore the challenges faced by lecturers in supervising theses within the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda.

1.4. Theoretical and Practical Significances

1.4.1. Theoretical Significance:

The theoretical significance of this research lies in its contribution to the understanding of thesis supervision in the context of teacher training education. By exploring the challenges faced by lecturers, the study aims to enhance existing theories on educational supervision and faculty roles in higher education. This research can provide insights into how various factors, such as student preparedness and communication, influence the supervision process. The findings may help refine theoretical frameworks related to academic mentorship, potentially leading to improved practices and policies in thesis supervision.

1.4.2. Practical Significance:

The practical significance of this research is its potential to inform and improve the thesis supervision process within the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. By identifying the specific challenges lecturers encounter, this study can guide faculty members and administrators in developing targeted strategies to address these issues. Enhanced

understanding of these challenges may lead to better support systems for lecturers, ultimately benefiting students by improving the quality of thesis supervision and academic guidance

1.5. Scopes and Limitation

1.5.1. Scope:

The scope of this research focuses on the perceptions of lecturers regarding the challenges they face in supervising theses within the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. It will examine various factors that may influence these challenges, including student preparedness, communication, time management, and motivation. The study will involve semi-structured interviews with lecturers and may also include input from students to validate the findings. The primary goal is to gain a comprehensive understanding of the experiences and perspectives of lecturers in this specific academic context

1.5.2. Limitations:

This research has some limitations that could affect the results. First, it focuses only on the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda, meaning the findings may not be applicable to other faculties or universities. Second, since the study relies on lecturers' self-reported experiences, their perceptions might be influenced by personal biases or differences in individual experiences, which may not fully represent the broader challenges in thesis supervision.

1.6. Definition of Key Terms

- a. **Perceptions:** Perception is the way we interpret and understand the information we receive through our senses that involves recognizing, organizing, and making sense of sensory inputs like sights, sounds, and smells.
- b. **Lecturers:** A lecturer is an educator who is responsible for teaching and guiding students in a specific subject area, often at a college or university.
- c. **Challenges:** Challenges are difficulties or obstacles that individuals or groups face while trying to achieve a goal or complete a task.
- d. **Thesis Supervising:** Thesis supervising is when a lecturer guides and supports students as they work on their thesis, it's involves helping them with research, providing feedback, and ensuring their work meets academic standards.
- e. **Faculty of Teacher Training and Education:** Faculty of Teacher Training and Education is an academic department that prepares students to become teachers by providing them with the necessary knowledge, skills, and practical experience in education.
- f. **Widya Gama Mahakam Samarinda:** Widya Gama Mahakam University is a private institution located on Jalan Wahid Hasyim I in Samarinda, East Kalimantan, Indonesia, and was established on May 8, 1985, under the auspices of the Mahakam Samarinda Education Foundation.

CHAPTER II

REVIEW OF LITERATURE

Thesis writing is a crucial component of higher education, serving as a culmination of academic studies and a demonstration of students' skills and competencies. This chapter provides a comprehensive review of the literature related to the nature of thesis, challenges faced by lecturers, and a review of previous studies.

2.1. Nature of Thesis

Thesis, as defined by Akaslan & Badur (2021), is a scientific work prepared by students or faculty members in universities and colleges, following specific rules and defended before an examination board. It is a crucial part of academic studies and research. The process encompasses various components, such as introduction and literature review, which require proper guidance and collaboration between students and supervisors (Bastola & Bhandari, 2021). Clear, precise, and brief writing is essential, along with proper citation and attention to potential plagiarism (Chandrasekhar, 2007; Cuschieri et al., 2018). Overall, thesis writing is an inevitable and desirable component of higher education (Adhikari, 2023). Ultimately, a thesis not only demonstrates the student's research capabilities but also advances scholarly understanding in the chosen area of study.

2.1.1. Significance of Thesis Writing

Thesis writing holds immense significance in higher education for several reasons. Thesis writing is a crucial academic exercise that serves as a record of a

student's research work, demonstrating their knowledge and capabilities in a particular field (Agarwal et al., 2011). It provides students with an opportunity to conduct independent research and contribute new knowledge to their field of study. The process also enhances critical thinking and scientific reasoning abilities, which are crucial for undergraduate thesis writers in fields like biology (Dowd et al., 2018). Additionally, thesis writing allows students to demonstrate their critical thinking, analytical, and writing skills. Furthermore, completing a thesis is often a requirement for obtaining a degree, making it an essential milestone in academic progression.

2.1.2. Critical Stages of Thesis Writing for College Students

The critical stages of thesis writing for college students are influenced by various factors. Setyawan et al (2020) emphasizes the importance of a process approach, which involves prewriting, drafting, editing, revising, and publishing. Lecturers and students must be prepared to have technical knowledge and skills that can accommodate learning needs (Geroda et al., 2023). Internal factors include difficulties in choosing a title, feelings of boredom, pessimism, and self-doubt, as well as struggles with grammar and vocabulary (Fitria, 2022). She also add External factors such as encompass communication problems with supervisors, limited access to resources, and technical issues.

Sundari & Febriyanti, (2022) further highlights the use of diverse writing strategies, particularly in the pre-drafting stage, with higher-level students demonstrating greater awareness and effectiveness. However, Alyan (2022) point out significant challenges, such as coherence in writing and selecting appropriate

research topics, respectively. The process of thesis writing involves several critical stages, including topic selection, literature review, methodology, analysis, and conclusion. Despite the various internal and external challenges faced by college students during the critical stages of thesis writing, the process ultimately offers invaluable academic and personal growth opportunities.

2.1.3. Role of Lecturers in Thesis Writing

The role of lecturers in thesis writing is multifaceted. Lectures can positively impact students' motivation and provide valuable insights into research interests (Nikolayeva, 2018). They are responsible for providing support, feedback, and guidance at various stages of thesis development. Lecturers themselves can benefit from professional development modules to enhance their writing skills and create a positive writing environment (Donnelly, 2014). Understanding lecturers' views on student competencies, their role in the thesis writing process, and their impact on student success is essential for improving supervisory practices and enhancing student outcomes.

Various studies have explored the perceptions of college students and their lecturers in the context of thesis writing. Ariyanti (2020) found that students generally perceive Mendeley as a helpful tool, with 85% finding it easy to use for quoting and referencing. Boufeldja (2020) highlighted the challenges faced by Algerian EFL Master students, including socio-cultural and linguistic difficulties, and noted that students often lack the necessary skills and knowledge for conducting research and writing thesis chapters so needed more guiding from lecturer. Kazemi et al (2018) emphasized the positive perceptions of teachers and

students towards written feedback, highlighting its role in improving learning outcomes and the content, organization, and language of essays.

2.2. Challenges Faced by Lecturers

Lecturers face several challenges in supervising theses, particularly related to students' skills, communication, time management, and motivation, as noted by Fhonna (2020). In supervising, students struggle with generating ideas and frequently make grammatical errors, leading to repeated mistakes that require constant correction. Communication issues, including unclear explanations and elusive supervisors, further exacerbate these challenges, often causing student stress and frustration. Time management becomes difficult as supervisors juggle multiple responsibilities, limiting their ability to provide consistent and effective guidance. Additionally, motivating students, especially those facing intrinsic and external obstacles, is a persistent challenge. To overcome these hurdles, supervisors need to build credibility by demonstrating expertise, trustworthiness, and approachability, which can significantly enhance student motivation and improve thesis outcomes.

2.2.1. Students' Skills & Preparedness

Lecturers face significant challenges in supervising students' theses, particularly when it comes to generating idea and grammatical errors. Wahyuni & Inayati (2020) indicate that the majority of students experience problems in generating ideas for their thesis proposals. These problems include developing the topic, finding a theoretical framework, discovering new theories, locating trusted sources or links related to the research ideas, connecting research ideas with theory, evaluating sources before using them as a theoretical framework, and assessing the

problem to find an appropriate theory. To cope with these problems, students employ strategies such as discussing with supervisors and friends, looking for related sources, noting down important ideas from books or journals, and finding related readings from the list of references in the sources they read. The study done by Nanning et al. (2020) found eight kinds of grammatical errors made by students in writing undergraduate theses: Article, Verb Tense, Subject-Verb Agreement, Singular/Plural, Word Class, Sentence Structure, Spelling, and Punctuation. The most common grammatical error was in Verb Tense with 86 errors (27.65%), followed by Word Class with 55 errors (17.68%), Sentence Structure with 42 errors (13.50%), Article with 37 errors (11.89%), Punctuation with 28 errors (9%), Singular/Plural with 24 errors (7.71%), Spelling with 21 errors (6.75%), and Subject-Verb Agreement with 18 errors (5.78%)

Additionally, repeated mistakes are a common issue that supervisors encounter, as students often fail to learn from previous errors. The repeated mistakes in thesis writing identified in the study by Pasaribu et al (2021) include several key areas. Errors in the use of verbs account for 24.54% and involve incorrect verb forms or inappropriate verb usage. Errors in the application of prepositions, making up 24.39%, involve the incorrect use of prepositions in sentences. Morphological errors, which constitute 20.12%, are related to the structure of words, such as incorrect prefixes, suffixes, or word forms. Errors in using articles, at 12.58%, include the misuse or omission of definite and indefinite articles ("the," "a," "an"). Errors in writing passive voice, which account for 9.45%, involve incorrect construction of sentences in the passive voice. Lastly, errors in

tense selection, making up 8.92%, include the incorrect use of verb tenses, leading to inconsistencies in the timeline of actions described. This repetition not only consumes a considerable amount of time but also leads to frustration on the part of the lecturers, who must repeatedly correct the same mistakes.

2.2.2. Communication

Miscommunication between supervisors and students further exacerbates these challenges. The miscommunication described by Julianti & Yulia (2015) refers to the difficulties students face in effectively communicating with their thesis supervisors. The main issues include supervisors being elusive and not providing clear explanations for the corrections they make on students' work. This lack of effective communication leads to students feeling anxious, experiencing reduced appetite, frequent headaches, anxiety, and sleeplessness due to the stress of working on their thesis. The study found that 45% of the communication between students and their supervisors was not good, which significantly contributed to the stress experienced by 65% of the students.

2.2.3. Time Management

One of the significant challenges faced by thesis supervisors is the need to manage their time effectively. Bayona-Oré (2020) indicates that one of the critical factors affecting students' ability to finish their theses is the lack of supervision during the thesis development process. This lack of supervision implies that supervisors may not be dedicating enough time to support and guide their students effectively, which is essential for successful thesis completion. Opesemowo et al. (2024) explains that lecturers struggle with time management due to the need to

balance multiple responsibilities, including student interactions, feedback, and administrative tasks. Supervisors are often responsible for overseeing a large number of students while also fulfilling their duties as lecturers. As a result, supervisors may find it challenging to coordinate with students, making it difficult to maintain consistent progress and ensure that the thesis meets the required academic standards.

2.2.4. Building Motivation

Supervisors often face the challenge of dealing with students who are less motivated to complete their thesis. Ariani & Jesni (2017) identifies both intrinsic and external factors affecting students' motivation in finishing their thesis. Intrinsic factors include the students' own motivation to invest in themselves and their eagerness to work on the thesis. However, students face difficulties in maintaining this motivation when encountering obstacles such as finding reference books and processing data, which can lead to laziness. External factors involve the ease with which students receive encouragement and enthusiasm from various parties. These combined factors contribute to some students showing a lack of seriousness in completing their thesis

The study by Laksana et al. (2022) suggest to motivate students effectively, supervisors should focus on enhancing their credibility, which includes three key dimensions: Expertise, Trustworthiness, and Attractiveness. Demonstrating a high level of knowledge and skill in their field (Expertise) helps students feel confident in the guidance they receive. Building a reliable and honest relationship (Trustworthiness) encourages students to stay committed to their work.

Additionally, being approachable and supportive (Attractiveness) makes students feel comfortable seeking help and advice. By improving these aspects of credibility, supervisors can significantly boost student motivation to complete their theses, as evidenced by the study's finding of a 21.2% positive effect on motivation.

2.3. Review of Previous Studies

Mafa & Mapolisa (2012) conducted a qualitative study using a case study design complemented by document analysis to explore supervisors' experiences at the Zimbabwe Open University (ZOU). The study used convenient sampling and instruments such as interviews and document analysis. Data were analysed using grounded theory. The study highlighted challenges such as distance and communication issues, time constraints, student difficulties in crafting researchable topics and developing proposals, and ethical issues like plagiarism.

Ghadirian et al. (2014) explored the challenges in thesis supervision from both students' and faculty members' perspectives at Tehran University of Medical Sciences. This qualitative study used individual in-depth interviews and Focus Group Discussions (FGD) with purposive sampling. Instruments included face-to-face interviews, focus group discussions, audio recordings, field notes, and transcriptions. Data were analysed using content analysis. The study identified issues such as lack of supervisory skills and knowledge, poor communication, administrative challenges, and lack of motivation and research climate.

Zaheer & Munir (2020) examined the issues and challenges faced by research supervisors in distance/online learning mode at the Virtual University of

Pakistan. This qualitative study used a cross-sectional design with grounded theory (Gioia methodology) and purposive sampling. Interviews, audio recordings, and transcriptions were used as instruments. Data were analysed using the Gioia methodology, involving first-order categories, second-order themes, and aggregate dimensions. The study found that time constraints, irregular contact, technological issues, and challenges in student-supervisor interaction were significant.

Fhonna (2020) investigated the experiences of lecturers supervising students' theses at the English Education Department of UIN Ar-Raniry. This qualitative study used open-ended interviews with random sampling. Instruments included open-ended interview questions and note-taking during interviews. Data were analyzed through in-depth analysis of interview responses. The study highlighted challenges related to students' writing skills, time management, motivation, and ethical issues like plagiarism.

Djarmika et al. (2022) explored the challenges of online EFL undergraduate thesis supervision during the COVID-19 pandemic from the perspective of lecturer supervisors in Central Java and Papua. This qualitative study used a constructivist epistemology with purposive sampling. In-depth interviews were used as instruments, and data were analysed using an interactive model of analysis. The study identified issues such as adjusting to online supervision, ineffective communication, lack of time, difficulties in data collection, decreased student motivation, and internet connectivity problems.

Mali (2023) presented narratives of two Indonesian EFL lecturers about the challenges their students face in writing undergraduate theses. This qualitative study used a narrative inquiry design with self-selection and collaboration between the researcher and participant. Instruments included reflective essays, Google Docs for comments and responses, and an online synchronous meeting via Zoom. Data were analysed through comparison of reflective essays and thematic analysis. The study identified challenges such as finding research topics, writing literature reviews, using academic vocabulary, and student motivation.

While many studies have explored challenges in thesis supervision, there is a gap in understanding how lecturers specifically perceive these challenges in the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. Previous research has highlighted issues like communication problems, time constraints, and student motivation, but it often looks at different universities or educational settings. This research aims to address that gap by examining how lecturers perceive and experience these challenges in their specific context, using a case study design with semi-structured interviews and purposive sampling.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Creswell (2018) said qualitative research approach is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. He also stated qualitative research designs include narrative research, phenomenology, grounded theory, ethnography, and case studies. By utilizing a qualitative approach, the research aims to gain in-depth insights into the experiences and viewpoints of lecturers who supervise college students. Qualitative research, as discussed by Chai et al. (2021), Nassaji (2020), Cadena (2019), and Smith et al. (2015), is a flexible, repetitive process that explores human behaviour and experiences through non-numerical data collection methods such as interviews, observations, and field notes.

This study adopts a qualitative research method with a case study design, focusing on exploring and understanding the perceptions of lecturers regarding college students in drafting their thesis. Case studies can focus on concrete entities like organizations or individuals, or more abstract concepts such as management decisions (Shuttleworth, 2014). The case study design allows for a detailed examination of specific instances and interactions, providing a rich and nuanced understanding of the challenges and dynamics involved in the thesis supervision process. The methodology involves systematic data collection, analysis, and reporting, often using multiple data sources to provide a multi-faceted exploration (Crowe et al., 2011). Through this exploration, the study seeks to highlight the

unique difficulties faced by lecturers, and to identify strategies that can enhance the effectiveness of thesis supervision in this context.

3.2. Research Setting

A research setting refers to the specific location or environment where the research is conducted, this typically involves collecting data in the field at the site where participants experience the issue or problem under study (Creswell, 2018). The research setting for this study is the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda, a private university located in Samarinda, East Kalimantan, Indonesia. Specifically focusing on the Early Childhood Teacher Education Department, Primary School Teacher Education Department, and English Education Department.

3.3. Research Subjects

In qualitative research, the research subject typically refers to the individuals, groups, organizations, or communities that being studied to understand their experiences, behaviours, or social phenomena (Creswell, 2018). It is often used in qualitative research to improve the match between the sample and the research objectives, enhancing the study's rigor and trustworthiness (Campbell et al., 2020a). This study will use small sample size as Young & Casey (2019) said, qualitative studies can achieve rich findings with relatively small sample sizes, often 6-10 interviews. The research subjects for this study will be lecturers from the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda, specifically those teaching in the Early Childhood Teacher Education Department,

Primary School Teacher Education Department, and English Education Department. These lecturers will provide insights into their experiences and perceptions regarding the challenges they face in supervising theses.

This researcher will conduct purposive sampling to choose the appropriate subject. Purposive sampling is a method that involves the intentional selection of participants who possess specific characteristics or knowledge relevant to the research topic (Campbell et al., 2020b). This approach is chosen to better match the sample to the aims and objectives of the research, thereby enhancing the rigour and trustworthiness of the data and results. For this study, the following criteria will be used to select participants through purposive sampling:

1. Experience in Thesis Supervision: Lecturers must have supervised at least one thesis or research project to ensure they have relevant experience and insights.
2. Department Affiliation: Participants should be affiliated with one of the following departments: Early Childhood Teacher Education Department, Primary School Teacher Education Department, and English Education Department, to align with the focus of the study.
3. Willingness to Participate: Lecturers must express a willingness to participate in the study and share their experiences openly during interviews.

4. Length of Employment: Lecturers should have been employed at the university for a minimum of one academic year to provide a comprehensive understanding of the thesis supervision process within the institution.
5. Diverse Backgrounds: To capture a range of perspectives, participants should vary in their teaching experience, academic qualifications, and supervisory styles.

The lecturers participating in the research are coded systematically to ensure clarity, maintain confidentiality, and facilitate data analysis. Each lecturer is assigned a unique identifier, while departments are categorized using specific codes. Each lecturer is labelled sequentially from L1 to L9, ensuring anonymity while allowing for individual analysis:

- **L1** = Lecture 1
- **L2** = Lecture 2
- **L3** = Lecture 3
- **L4** = Lecture 4
- **L5** = Lecture 5
- **L6** = Lecture 6
- **L7** = Lecture 7
- **L8** = Lecture 8
- **L9** = Lecture 9

To distinguish the different academic disciplines, each department is assigned a corresponding code:

- **A** = English Education Department.
- **B** = Primary School Teacher Education Department
- **C** = Early Childhood Teacher Education Department

This coding system enables a structured approach to analysing lecturers' perspectives across different departments while maintaining a level of abstraction necessary for academic research. The assigned codes will be used throughout the study to present findings concisely and systematically.

3.4. Research Instruments

Research instruments in qualitative research represent the researcher himself as the tools used to collect and analyse data, ensuring its validity and reliability (Sukmawati et al., 2023). In this study, the researcher will utilize an interview guide, a recording device, and stationery as essential tools for conducting and documenting the interviews. Semi-structured interviews will be conducted to explore the lecturers' perceptions. An interview guide with open-ended questions will be used to facilitate the discussions, allowing flexibility for respondents to express their views freely.

The following interviews questions are adapted from Fhonna (2020) :

- 1 How long have you been supervising students' theses at Widya Gama Mahakam Samarinda?

- 2 Could you describe the methods and approaches you employ in supervising and guiding students through the thesis writing process?
- 3 What common challenges or difficulties do you encounter while supervising students in their thesis writing? How do you typically address and resolve these issues?
- 4 Do you implement any specific strategies to assist students in producing a well-structured and academically sound thesis?
- 5 What challenges do you experience in maintaining effective communication with students during the supervision process?
- 6 How do you encourage and motivate students when they appear to lose motivation or enthusiasm for their thesis work?
- 7 How do you manage your time effectively when supervising multiple students while balancing other professional and personal responsibilities?
- 8 Is there anything else you would like to add about your experiences or strategies in supervising students' theses?

The interviews, which cover topics ranging from challenges in supervision to strategies for enhancing students' skills, communication, time management, and motivation, are designed to provide a comprehensive understanding of the supervisory experience.

3.5. Data Collection Techniques

The researcher will conduct the data collection technique with semi-structured interview, as follows:

1. First, the researcher will identify specific themes regarding the challenges in thesis supervision, focusing on students' skills, communication, time management, and building motivation.
2. Next, a purposive sampling method will be used to select participants. This method will ensure that the sample includes lecturers from the Early Childhood Teacher Education, Primary School Teacher Education, and English Education Departments who have experience supervising theses, thereby providing relevant and insightful data.
3. Preparing interview guideline will then be developed based on Fhonna (2020)
4. The interviews will be conducted in a conversational style, allowing for flexibility and encouraging lecturers to share detailed and nuanced information. While focusing on the predefined themes, the researcher will remain open to exploring new topics that may arise during the conversation, providing additional valuable insights.
5. To ensure accuracy, the interviews will be recorded with the participants' consent and subsequently transcribed for detailed analysis.
6. Finally, the transcribed interviews will be systematically analysed to identify common themes, patterns, and unique insights related to the challenges in thesis supervision towards EFL students.

3.6. Data Analysis Techniques

Qualitative data analysis is a complex and ongoing process, involving the transcription of data, the identification of codes and categories, and the emergence of themes (Paul, 2018). Despite the diversity of qualitative methods, there is a basic core to data analysis, which includes steps such as identification and categorization (Kanter, 2019). The choice of analysis technique should be guided by the research question and the study's philosophical assumptions (Fade & Swift, 2011). Practical aspects of data analysis according to Mezmir (2020) includes:

3.6.1. Data reduction

Data reduction involves the process of simplifying and organizing the collected interview data to focus on the most relevant information. After transcribing the interviews, the researcher will review the transcripts to identify key themes and significant statements that align with the research objectives. This include categorizing responses related to challenges in thesis supervision, such as students' skill, communication issues, time management, and building motivation. By summarizing and condensing the data, the researcher can more easily analyse and draw conclusions from the most important insights shared by the lecturers

3.6.2. Data display

Data display refers to the organized, compressed assembly of information that allows for conclusion drawing and action. It involves creating visual formats such as charts, graphs, matrices, and networks to present the data in a way that makes it easier to understand and interpret (Mezmir, 2020). In this study, the

researcher may create tables, charts, or thematic maps to visually represent the identified themes and patterns from the interviews. For example, a table categorize responses by theme and include direct quotes from lecturers that exemplify each challenge. This visual representation allows the researcher to see relationships between different themes and highlights commonalities in lecturers' perceptions regarding thesis supervision, making it easier to communicate findings.

3.6.3. Interpretation

Interpretation involves making sense of the displayed data by analysing the meanings and implications of the findings. In this study, the researcher will reflect on the identified themes and patterns, considering how they relate to the research question about lecturers' perceptions of the challenges in thesis supervision. The interpretation will include examining the significance of each challenge, exploring underlying reasons for these perceptions, and considering their impact on the thesis supervision process. By linking the findings to existing literature and theories, the researcher will provide a comprehensive understanding of the lecturers' experiences, ultimately contributing to improved practices in thesis supervision within the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda.

3.7. Triangulation

Triangulation in qualitative research refers to the use of multiple methods or data sources to develop a comprehensive understanding of phenomena (Carter et al., 2014). This approach is particularly beneficial in complex research settings, such as public service interpreting, where it can provide a more nuanced

understanding of the phenomena under study (Solano, 2020). According to Carter et al (2014) there are four types of triangulation, they are:

3.7.1. Method Triangulation

Method triangulation involves using multiple methods to study a single problem or phenomenon. This approach aims to provide a more comprehensive understanding by combining different research methods, such as qualitative and quantitative techniques. By employing various methods, researchers can cross-verify the results, thereby enhancing the validity and reliability of the findings. This type of triangulation helps to address the limitations inherent in using a single method, offering a more nuanced and complete picture of the research subject.

By cross-verifying results obtained from different methods, researchers can confirm the consistency of their data and interpretations, thereby reducing the risk of bias or error (Noble & Heale, 2019). This approach also allows for a more nuanced analysis, as the use of multiple methods can reveal different aspects of the research problem that might be overlooked if only one method were employed. Ultimately, method triangulation contributes to a richer, more robust understanding of the research subject, providing a more complete picture of the phenomenon under study.

3.7.2. Investigator Triangulation

Investigator triangulation explain by Carter et al. (2014), involves the use of multiple researchers in the study to avoid bias and provide a more diverse perspective. By incorporating different investigators, the research benefits from

varied viewpoints and expertise, which can lead to a more balanced and comprehensive analysis. This type of triangulation helps to mitigate the influence of individual researcher biases, as the involvement of multiple investigators allows for cross-checking and validation of findings.

The collaborative nature of investigator triangulation also facilitates cross-checking and validation of findings, as researchers can critically evaluate each other's interpretations. This process helps to mitigate the influence of any single researcher's bias, resulting in a more credible and reliable outcome. Furthermore, the involvement of multiple investigators encourages a more dynamic and rigorous analysis, as differing opinions and interpretations must be reconciled to reach a consensus (Noble & Heale, 2019). Ultimately, investigator triangulation enhances the overall quality of the research by ensuring that the findings are not solely the product of one individual's perspective but rather a well-rounded, collective analysis.

3.7.3. Theory Triangulation

Theory triangulation involves using multiple theories or hypotheses to interpret the data. This approach allows researchers to examine the data from different theoretical perspectives, which can lead to a more comprehensive and nuanced understanding of the phenomena under study. By applying various theoretical frameworks, researchers can uncover different dimensions of the data, which might be overlooked if only a single theory were used. This type of triangulation helps to validate the findings by demonstrating that they hold true across different theoretical lenses (Carter et al., 2014).

When data consistently supports multiple theories, it strengthens the credibility of the results, demonstrating that the findings hold true across different conceptual frameworks. Additionally, by interpreting data through various theoretical lenses, researchers can identify and account for the complexities and nuances of the research subject, leading to a more comprehensive understanding. This approach ultimately deepens the analysis, offering a broader and more intricate view of the phenomena under study.

3.7.4. Data Source Triangulation.

Data source triangulation involves using different data sources to gather information, which helps to provide a more comprehensive understanding of the research subject. By collecting data from multiple sources, researchers can cross-verify the information, thereby enhancing the validity and reliability of the findings. Noble & Heale (2019) explain that, this approach allows for the comparison and contrast of data obtained from various contexts, times, or participants, which can reveal consistent patterns or discrepancies that might not be evident when relying on a single data source.

Carter et al. (2014) also explain, by comparing and contrasting data obtained from diverse sources, researchers can identify consistent patterns or, conversely, highlight discrepancies that warrant further investigation. This method also provides a more dynamic understanding of the research subject, as it takes into account different contexts and perspectives. Ultimately, data source triangulation contributes to a more well-rounded and accurate portrayal of the research subject, leading to findings that are both credible and comprehensive.

In this study, data source triangulation will be employed to enhance the validity of the findings by gathering feedback from students about their experiences with thesis supervision, allowing for a comparison of perspectives between lecturers and students. This approach involves collecting qualitative data through semi-structured interviews with both lecturers and students within the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. By interviewing lecturers, the researcher will gain insights into their perceptions of the challenges they face while supervising theses, such as communication issues, time management, and student motivation. Simultaneously, by gathering feedback from students, the researcher can understand how these challenges impact their thesis writing experience, their interactions with supervisors, and their overall motivation and preparedness for the thesis process.

For instance, students might express their views on the level of support they receive from their lecturers, their understanding of expectations, or any difficulties they encounter during the supervision process. By comparing the data collected from both groups, the researcher can identify areas of alignment or discrepancy between lecturers' perceptions and students' experiences, ultimately providing a more comprehensive understanding of the thesis supervision challenges. This triangulation of data sources not only enriches the findings but also ensures that the conclusions drawn from the research reflect a more holistic view of the thesis supervision process within the faculty, leading to more informed recommendations for improving supervision practices.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

The challenges faced by thesis supervisors in guiding students are categorized into four key themes: students' skill & preparedness, communication, time management, and students' motivation, with detailed examples and insights drawn from interviews with lecturers.

Main Challenges	Subtopic	Frequency
Students' Preparedness and Skills	Lack of Knowledge	7/9
	Technical Issue	6/9
Communication	Students – Supervisors	6/9
	Supervisor – Supervisor	6/9
Time Management	Supervisors	4/9
	Students	3/9
Students' Motivation	External	6/9
	Internal	8/9

After analysing the data, the researcher identified several subtopic, include lack of knowledge and technical issues under students' preparedness, communication challenges between students and supervisors, time management difficulties related to both supervisors and students, and motivational factors, with external challenges and internal.

4.1.1. Students' Skill & Preparedness

After the researcher completed data collection and analysis, the findings revealed that students' skills and preparedness were closely related to two subtopics: lack of knowledge and technical difficulties. The first subtopic highlights issues with students' theoretical understanding and topic selection, while the second focuses on challenges related to grammar, citation, and thesis structure. These findings emphasize the impact of students' skills and preparation on the thesis development process.

Subtopic	Example quotes	Explanation
Lack of Knowledge	<i>“there is a lack of knowledge or understanding of the research topic. In my opinion, this happens because they lack theory. They don't read many books, journals.” – L1A</i>	Students lack theoretical understanding due to insufficient reading, which hampers their research capability.
	<i>“sometimes I direct the theory more to articles. Journal articles are easy to get” – L4B</i>	Supervisors guide students to focus on accessible resources like journal articles for theory.
	<i>“the ability to understand the material (thesis) itself, that's the problem.” – L5B</i>	Students struggle to grasp the material and

		methodology necessary for their thesis.
	<i>"I just point, I give links, these are books, or theories related to your thesis" – L6B</i>	Supervisors provide references and resources to help students develop their thesis.
	<i>"it (thesis) doesn't connect, content, front, back, like that. So that's the obstacle." – L7C</i>	Students struggle to create coherent content and align different sections of their thesis.
	<i>"the obstacles be, or maybe they haven't got the right title" – L8C</i>	Students struggle to determine appropriate and relevant thesis titles.
	<i>"students who come and already have a title, but they don't understand it" – L9C</i>	Students struggle with comprehending the chosen thesis topic despite having a title.

Lecturer L1A from the English Education Department claims that students lack theoretical understanding because they don't read enough books and journals, which hampers their research ability. This is validated by students S1A, S2A, and S3A. S1A expresses difficulty in finding journals that are specific to their thesis title, confirming the challenge of accessing appropriate resources. S2A admits a

lack of self-knowledge, suggesting that students need to learn more to complete their thesis effectively. S3A echoes this by mentioning that there is still a lot to learn, particularly about research methods. These student responses validate L1A's observation that students are underprepared due to insufficient theoretical knowledge and limited access to research materials.

Lecturer L4B from the Primary School Teacher Education Department guides students to focus on journal articles since they are easier to obtain, aiming to address the lack of theoretical resources. S4B's feedback supports this, as they mention having just started to understand thesis writing and research methods, which indicates a need for more knowledge. Furthermore, L5B notes that students struggle to understand the material necessary for their thesis. S6B's response about finding thesis-related questions tricky validates this claim, as it shows students have difficulty grasping complex concepts. The combination of these lecturers' and students' responses demonstrates that students in this department face challenges in both understanding theory and applying it to their research.

Lecturer L7C from the Early Childhood Teacher Education Department points out that students struggle with aligning their thesis content, which leads to incoherent results. S7C and S8C corroborate this by expressing frustration with finding relevant journals, which hinders their ability to fully understand and develop their thesis. Additionally, L8C mentions that students sometimes don't have the right thesis title, which further complicates their research process. S9C validates this concern by describing the complexity of using quantitative methods in their research, which points to difficulties in applying methodological knowledge

effectively. These student responses back up L7C's and L8C's claims that students face challenges in both conceptualizing their research and accessing the necessary resources to support it.

The lecturers' perspectives on the lack of knowledge among students are validated across departments, though each department faces specific challenges. In the English Education Department, the primary issue is the students' underdeveloped theoretical knowledge and their struggle to find relevant research resources. Primary School Teacher Education students face difficulties with understanding research concepts and applying them to their thesis, highlighting a need for stronger theoretical foundation and methodology. Finally, in the Early Childhood Teacher Education Department, students' struggles lie in aligning their thesis content, choosing the right title, and applying quantitative methods correctly. These challenges reflect a broader issue of insufficient preparation in theory, research resources, and methodology, but with department-specific nuances that need targeted solutions from lecturers.

Subtopic	Example quotes	Explanation
Technical Issue	<i>“they (supervisors) talk about technicalities, the first and second supervisor also revise something like grammatical errors, typing errors, how to develop the research.” - L1A</i>	Supervisors spend time addressing technical aspects like grammar and structuring, adding to their workload.

	<i>"I will help them to, what is it? To make their grammar better, not too many mistakes" - L2A</i>	Supervisors assist students in improving their grammar and reducing errors in their thesis.
	<i>"oh you have to fix this quotation, it shouldn't be like this, this should be paraphrased, if it is paraphrased it should be like this." – L3A</i>	Supervisors provide guidance on technical details like paraphrasing and citations.
	<i>"I asked him to use the manager's reference. They usually use the Mendeley, which is the easiest for them to use" - L4B</i>	Supervisors encourage the use of reference management tools like Mendeley to simplify citations.
	<i>"so there is special guidance that I give. They use what's the name, journals, previous research for at least the last 5 years. I use Mendeley." – L5B</i>	Supervisors provide tailored guidance, recommending up-to-date resources and citation tools.
	<i>"This typo(misspell), language (thesis) is a formal language, mas, so I have to</i>	Supervisors focus on correcting formal language

	<i>write it so it's really, what is wrong with this, what should be improved.” – L6B</i>	and typographical errors in theses.
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According to L1A, supervisors spend significant time addressing technical aspects like grammar and how to develop the research itself. L2A and L3A further confirm this, explaining that they assist students in improving their grammar, reducing mistakes, and guiding them on how to paraphrase and structure their citations. Students from the English Education Department also validate these concerns. S1A highlights the importance of checking grammar, particularly when transitioning from the proposal to the thesis. S2A mentions the challenge of grammar checking, and S3A discusses difficulties with paragraph structure and referencing. These student responses align with the lecturer's observations about the recurring technical issues. In conclusion, both lecturers and students in the English Education Department agree that grammar, writing structure, and referencing are critical areas of concern, and lecturers spend considerable time supporting students in refining these technical aspects.

In the Primary School Teacher Education Department, lecturers like L4B express that much of their guidance revolves around technical issues such as citation and the use of reference management tools like Mendeley. L4B mentions how they encourage students to use Mendeley for easier citation management. L5B also mentions helping students understand the importance of using up-to-date journals and reference tools. Students confirm these challenges, as S4B and S5B

mention the need to learn proper citation techniques, with S5B specifically pointing out the difficulty of initially using Mendeley. S6B's quote reinforces this point, as they mention being given a challenging thesis question that required additional learning, including citation methods. In conclusion, in the Primary School Teacher Education Department, the main technical challenges revolve around learning how to cite properly and using tools like Mendeley. Lecturers focus on teaching these skills, and students express that they need continued support in this area.

Lecturers in the Early Childhood Teacher Education Department, such as L6B, focus on addressing technical issues like typographical errors, grammar, and the formal language required for thesis writing. L6B emphasizes correcting language and formatting errors, and how they guide students to ensure that their thesis is properly written and free of mistakes. Students in this department echo these concerns, as S7C and S9C mention problems with paragraph structure, grammar, and typographical errors. S9C adds that these issues are typically addressed in every meeting. S7C similarly mentions difficulties with writing structured paragraphs. These responses from students highlight the importance of proper language use and writing structure in their theses. In conclusion, in the Early Childhood Teacher Education Department, the key technical challenges are related to writing quality, including grammar, spelling, and paragraph structure. Lecturers are dedicated to addressing these issues, and students acknowledge the need for ongoing support in refining these aspects of their thesis.

Across all three departments, technical issues like grammar, citation management, and writing structure emerge as major challenges for students. Lecturers devote significant time to addressing these concerns, with English Education students struggling with grammar and structure, Primary School Teacher Education students needing assistance with citation and Mendeley, and Early Childhood Teacher Education students focusing on improving their writing quality and fixing typographical errors. Overall, the lecturers' focus on these technical aspects aligns with the students' own acknowledgment of the need for continual improvement in these areas.

4.1.2. Communication

In communication, the researcher found this issue can be categorized into: between students and supervisors, as well as among supervisors themselves. These communication challenges, whether stemming from student fear or differing perspectives between supervisors, can hinder progress and cause confusion. The study identified two key subtopics related to communication: the difficulties students face in engaging with their supervisors, and the issues that arise when supervisors have conflicting opinions or approaches.

Subtopic	Example quotes	Explanation
Students – Supervisors	<i>“As far as I know, yes, maybe only one or two students lack communication.” – L1A</i>	Lack of communication between students and supervisors can

		delay progress and lead to frustrations
	<i>“Some are fast, some are medium, some may be a bit slow, maybe need more explanation, repeated appropriate directions” – L3A</i>	Certain students require extra guidance and repeated explanations to meet expectations.
	<i>“Those who compile (thesis) then later at that time are afraid to meet their supervisor.” – L4B</i>	Fear of supervisors creates barriers to open and productive communication.
	<i>“The same if the students don't understand what I'm saying. Or I've said it, they just stay quiet.” – L7C</i>	Students' lack of response or engagement hinders effective communication with supervisors.
	<i>“fear, (students) fear of the supervisor, fear of the examiner.” – L8C</i>	Students' fear, affects open communication and progress.
	<i>“If something is not right, I usually scribble it down. That's why I</i>	Face to face supervision is

	<i>prefer thesis supervising to come in person, compared to online.” – L9C</i>	preferred for effective communication and feedback.
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In the English Education Department, lecturers such as L1A and L3A observe that communication challenges between students and supervisors can slow down the progress of thesis work. L1A mentions that some students struggle with communication, which can delay their work, while L3A notes that some students need more frequent explanations and guidance to meet expectations. These issues are echoed by students like S1A and S2A, who find it difficult to understand their supervisors and feel that deeper discussions about their thesis are often impeded. S1A shares that conversations with supervisors are typically brief, and they struggle to grasp the supervisor’s points, while S2A adds that engaging in more meaningful communication about their thesis is often a challenge. Communication barriers in the English Education Department stem from student hesitation to engage, difficulty understanding supervisors’ feedback, and a need for more frequent and clearer guidance.

Lecturers in the Primary School Teacher Education Department, such as L4B, point out that fear of supervisors is a major obstacle to effective communication. Some students avoid approaching their supervisors for help or feedback because of this fear. This challenge is reflected in the experiences of students like S3A and S4B, who admit they were initially fearful of their

supervisors, though this fear lessened over time as they realized their supervisors were approachable. However, some students, like S5B, still find it difficult to understand their supervisors, particularly when they speak too quickly. While fear limits communication at first in the Primary School Teacher Education Department, students gradually become more comfortable as they build rapport with their supervisors, though communication pace remains a challenge for some.

In the Early Childhood Teacher Education Department, lecturers such as L7C and L8C highlight the negative impact of student disengagement and fear on communication. L7C observes that students often fail to respond or engage during meetings, which hinders effective communication. L8C notes that students' fear of their supervisors or examiners prevents them from being open and seeking clarification. Students, like S7C, recognize that while they are responsible for identifying and solving problems, they still rely on supervisors for guidance. However, communication often becomes one-sided, with students not proactively seeking clarification. In summary, the major challenge in the Early Childhood Teacher Education Department is the combination of student fear and lack of engagement, which disrupts communication and delays thesis progress.

Communication between students and supervisors emerges as a significant challenges. Fear and hesitation are central factors that limit effective communication, but issues with understanding and engagement also contribute to the problem. In the English Education Department, students struggle with comprehending their supervisors' feedback, while in the Primary School Teacher Education Department, although fear decreases over time, students still face

difficulties in keeping up with fast-paced communication. In the Early Childhood Teacher Education Department, the primary challenges are student disengagement and fear, which hinder open communication. Lecturers across all departments emphasize the importance of face-to-face meetings to improve understanding, and students agree that they need more consistent, clear, and open communication throughout the thesis process.

Subtopic	Example quotes	Explanation
Supervisor – Supervisor	<i>“they (between supervisors) have different opinions. That's a normal thing in research.” – L1A</i>	Differing perspectives among supervisors may create confusion for students.
	<i>“When we (between supervisors) don't have it, we call it chemistry. Chemistry like that, sometimes it will be difficult for students” - L2A</i>	Lack of alignment between supervisors can confuse students and slow their progress.
	<i>“it depends on the resilience of the students because it (differences of opinion between supervisors) is a very normal thing to happen” – L3A</i>	Differences among supervisors' opinions are normal but may require students' adaptability.

	<i>“So writing is not only whether you can write or not, but how to put the two heads together (between supervisors). We have different disciplines, yes” – L4B</i>	Differences in supervisors' disciplines and perspectives can lead to challenges in alignment.
	<i>“we (supervisors) understand each other; it (misunderstood) usually happens because lecturer A says oh you have to do this, lecturer B has to do this.” – L5B</i>	Misunderstandings arise between supervisors due to differing approaches or expectations.
	<i>“These mentors are both adults, so they respect their decisions, so sometimes there is still the ego side of the lecturer.” – L6B</i>	Supervisors' differing opinions can sometimes be influenced by personal egos.

Lecturers in the English Education Department acknowledge that differences in supervisors' opinions are a normal part of research. L1A stated, “They (between supervisors) have different opinions. That's a normal thing in research”. Similarly, L2A highlighted that a lack of alignment between supervisors can create difficulties for students, referring to it as “chemistry” that is sometimes missing. L3A further emphasized that while these differences are common, students need

resilience to adapt. Students in the English Education Department also recognized the existence of differing opinions among supervisors. For example, S1A mentioned that when faced with conflicting feedback, they had to clarify instructions between lecturers. S3A also confirmed this, stating that they often had to notify their supervisors about inconsistencies. This indicates that both lecturers and students acknowledge differences in supervisors' perspectives, which can create challenges for students in navigating thesis supervision.

In the Primary School Teacher Education Department, lecturers noted that while supervisors generally understand each other, misunderstandings do occur. L4B pointed out that differences in academic disciplines could lead to challenges in aligning perspectives, making it difficult to unify feedback for students. L5B further explained that supervisors sometimes give conflicting instructions, saying, “Lecturer A says, oh you have to do this, lecturer B has to do this”. Additionally, L6B noted that while supervisors respect each other's decisions, personal egos can sometimes influence differences of opinion. However, no students in the Primary School Teacher Education Department explicitly mentioned challenges related to supervisor-supervisor communication. This suggests that while lecturers acknowledge occasional miscommunication, students not perceive it as a major issue or have adapted to these differences without significant difficulty.

There were no reported challenges from lecturers in the Early Childhood Teacher Education Department regarding communication between supervisors. This implies that lecturers in this department do not perceive conflicts or misalignments as a significant issue. Contradicting this, students in the Early

Childhood Teacher Education Department did mention facing difficulties due to differing supervisor opinions. S7C stated that “there must be dissimilarities (opinions), so how do we as students ask for advice first”, indicating that students needed to take extra steps to reconcile conflicting feedback. Similarly, S8C described experiencing differences in opinion after their final seminar and having to return to their lecturer for clarification. This contradiction suggests that while lecturers in Early Childhood Teacher Education do not recognize communication issues between supervisors as a problem, students have encountered challenges in handling discrepancies in guidance.

The findings indicate varying perspectives on supervisor-supervisor communication across departments. In English Education, both lecturers and students acknowledge that differing supervisor opinions can create confusion, requiring students to clarify feedback actively. In Primary School Teacher Education, lecturers admit to occasional misunderstandings, but students do not explicitly report it as a challenge. In contrast, Early Childhood Teacher Education presents a clear contradiction, while lecturers do not see communication between supervisors as an issue, yet students report difficulties in navigating conflicting guidance. These differences highlight the complexity of thesis supervision, where miscommunication may not always be equally recognized by both parties. Addressing these challenges requires better alignment among supervisors and clearer communication strategies to ensure students receive consistent guidance.

4.1.3. Time Management

The researcher found, challenges related to time management, which affected both students and supervisors during the thesis process. These challenges stemmed from various factors, including supervisors' competing responsibilities and students' struggles with balancing academic-work, personal commitments, and attendance. This issue emphasizes the importance of efficient time management strategies and better alignment between students' and supervisors' schedules to ensure smoother communication and more productive supervision.

Subtopic	Example quotes	Explanation
Supervisors	<i>“So, I think how to organize the time itself. As you know, full-time lecturers in the English department also have functional rules here” - L1A</i>	Supervisors have limited time for supervision due to other responsibilities
	<i>“so I usually ask via WA, If it's related to my busy schedule. If for example it's empty, maybe I'll ask more intensively” – L3A</i>	Supervisors balance their schedules and adjust time frequency to fit their workload.
	<i>“For me, it's probably time management. Because it happens that if we are in the structure, it</i>	Supervisors often prioritize administrative

	<i>means that the focus is on completing services first in the structure” – L4B</i>	duties, limiting time for thesis supervision.
	<i>“It's difficult, it's really difficult if we're in (structural) study program, I think it's difficult.” – L5B</i>	Supervisors face challenges balancing academic and personal responsibilities, limiting their availability.

Supervisors in the English Education Department acknowledge that managing time effectively is a significant challenge in thesis supervision. L1A noted that their workload extends beyond supervising students, as they also have institutional duties to fulfil. Similarly, L3A mentioned that due to their tight schedules, they often rely on WhatsApp communication to stay connected with students when in-person meetings are not feasible. From the students' perspective, time constraints are also a concern. S1A expressed frustration over the difficulty of scheduling meetings, while S2A and S3A stated that consultation times were highly dependent on the lecturer's availability. These responses confirm that both supervisors and students in this department face scheduling difficulties, making time management a shared challenge in the supervision process.

Lecturers in the Primary School Teacher Education Department pointed out that administrative responsibilities often take precedence over thesis supervision, making it difficult to allocate sufficient time for students. L4B highlighted that institutional duties require prioritization, which sometimes limits their availability for supervision. Likewise, L5B emphasized that balancing multiple responsibilities, including structural obligations, presents a significant challenge. Students in this department also acknowledged the issue. S5B shared their struggles in finding the right time to meet their supervisor, reinforcing the idea that lecturer availability is a common concern. Since both students and supervisors recognize this problem, it suggests that scheduling conflicts are a recurring issue within this department.

Unlike the previous departments, lecturers in the Early Childhood Teacher Education Department did not raise concerns about time constraints in thesis supervision. This indicates that supervisors in this department not perceive scheduling as a significant issue. However, students did mention some difficulties in arranging meetings. S7C stated that availability depended entirely on the lecturer's schedule, while S9C found it easier to meet as long as their supervisor was on campus. S8C demonstrated a more flexible approach, explaining that they were willing to adjust their own schedule to match the lecturer's availability. These responses suggest that although some students in this department experience minor scheduling issues, they generally adapt to their supervisors' availability without considering it a major obstacle.

The extent of time management challenges in thesis supervision varies across departments. In the English Education Department, both lecturers and students struggle with scheduling conflicts, leading some supervisors to rely on alternative communication methods like WhatsApp. The Primary School Teacher Education Department faces a similar challenge, with lecturers balancing administrative duties and students struggling to find meeting opportunities. In contrast, the Early Childhood Teacher Education Department does not experience time management as a significant challenge from the lecturers' perspective, and while students note occasional scheduling difficulties, they tend to adjust to their supervisors' availability rather than viewing it as a major issue.

Subtopic	Example quotes	Explanation
Students	<i>“there are students who work, we tried online once, right, Yah. Using email, then using WA. It turned out to be ineffective. that's the obstacle” – L4B</i>	Students juggling work and studies often struggle to engage effectively through online meeting.
	<i>“students are lazy to meet lecturers even though we already have a schedule, that's the challenge.” – L5B</i>	Students' laziness or inability to attend scheduled meetings causes delays.

	<i>“Like the challenge is that sometimes students don't show up”</i> – L9C	Students’ irregular attendance hinders their thesis progress and supervision opportunities
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In the English Education Department, student commitment to thesis supervision varies. While no lecturers explicitly mentioned student-related challenges, some students provided insight into their own experiences. S1A described their determined approach, actively setting personal targets to complete their thesis. S2A stated that scheduling supervision was not a major issue, suggesting that availability was not a barrier in this department. Meanwhile, S3A emphasized the sacrifices required to attend meetings, demonstrating that some students recognize the importance of prioritizing supervision. These responses indicate that, at least from the students' perspective, time management is a personal responsibility rather than a systemic issue.

Supervisors in the Primary School Teacher Education Department highlighted student-related challenges in the supervision process. L4B noted that students who juggle work and studies often struggle with online supervision methods like email and WhatsApp, which proved ineffective in ensuring engagement. Additionally, L5B pointed out that some students fail to attend scheduled meetings, attributing it to a lack of motivation. Students in this department also acknowledged these difficulties. S5B explained that balancing

work and supervision required sacrifices, as they sometimes had to leave work to attend sessions. Similarly, S6B mentioned that their work schedule often conflicted with supervision times, making coordination difficult. These responses suggest that working students face significant challenges in managing their time, which can impact their engagement in the thesis supervision process.

In the Early Childhood Teacher Education Department, L9C expressed concerns about students not showing up for scheduled meetings, which disrupts their thesis progress. However, unlike Department B, there was no mention of work-related struggles from lecturers. Students in this department provided mixed perspectives. S7C took a flexible approach, stating that they met with their supervisor whenever they had the opportunity. Meanwhile, S8C, like some students in Department B, noted that balancing work and studies was a challenge, making it difficult to align their schedule with their supervisor's availability. These responses indicate that, while some students struggle with time constraints, others adapt by adjusting their schedules accordingly.

In the English Education Department, students take responsibility for managing their time, and supervision scheduling is generally not seen as a problem. The Primary School Teacher Education Department, however, faces significant challenges, as students balancing work and studies struggle to engage effectively, and some fail to attend meetings, creating difficulties for supervisors. In the Early Childhood Teacher Education Department, student attendance is inconsistent, with some students adjusting to their supervisors' schedules while others struggle due to work commitments.

4.1.4. Students' Motivation

The researcher found that students' motivation can be highlighted into two primary sources of motivation issues: external and internal factors. External factors, such as financial difficulties and work commitments, created barriers that hindered students' ability to focus on their thesis. Internal factors, including a lack of confidence, commitment, and intrinsic motivation, further contributed to delays in progress. These findings indicate the importance of addressing both external pressures and internal motivational issues to improve students' thesis performance and reduce the burden on supervisors.

Subtopic	Example quotes	Explanation
External	<i>"it's also about money, right?" – L1A</i>	Financial issues create external pressures that affect students' focus and progress.
	<i>"It's difficult, it's really difficult. They have different backgrounds, they have different circles. All of them have different motivations" – L2A</i>	Diverse backgrounds and motivations require tailored approaches to support students.
	<i>"The main problem is actually financial, most of the problems here</i>	Financial challenges and work

	<i>are financial. Because of work” – L4B</i>	commitments significantly impact students' focus and motivation.
	<i>“they have to take the realization so they don't....get hit with tuition payments anymore. That's what I've implemented, but it doesn't go that smoothly” – L5B</i>	Financial and administrative issues impact students' ability to focus and progress on their thesis.
	<i>“We also have enthusiasm, if there are no students, we quickly contact them and find the parents' numbers” – L6B</i>	Supervisors may reach out to students' families to address motivational challenges.
	<i>“If they do it alone, they might not have friends to share it with. But if they are in a group, maybe they can ask each other.” – L8C</i>	Group work can provide peer support, enhancing motivation and collaboration.

In the English Education Department, supervisors recognized financial constraints as an external factor affecting students' thesis progress. L1A mentioned

that financial struggles create additional pressure, making it harder for students to stay focused. L2A emphasized that students come from diverse backgrounds and circumstances, meaning their motivations and challenges vary. From the students' perspective, financial concerns were also evident. S3A described thesis work as financially draining, particularly due to the cost of printing and other academic expenses. These insights suggest that while students acknowledge financial difficulties, they do not appear to be a major obstacle in this department, as motivation remains largely internally driven.

Supervisors in the Primary School Teacher Education Department identified financial difficulties as a major challenge. L4B pointed out that many students have to balance work and studies, making financial stress a significant demotivating factor. L5B further explained that students struggle with tuition payments, which affects their ability to focus on their thesis. To address this issue, L6B mentioned that supervisors sometimes contact students' families to help reignite their motivation. Students in this department also highlighted the financial burden of thesis work. S5B specifically mentioned that constant printing for supervision sessions adds up, making it a recurring expense. These findings indicate that financial issues in Department B directly impact students' ability to stay engaged in the thesis process, requiring both institutional support and personal financial planning.

In the Early Childhood Teacher Education Department, financial concerns were mentioned but not as a primary challenge. L8C explained that peer collaboration can help alleviate some difficulties, as working in groups provides

support and shared resources. This suggests that, in this department, students may rely on peer networks to manage external pressures. Students also acknowledged financial concerns. S7C and S9C highlighted that thesis-related expenses, including printing, seminar fees, and web-related costs—were necessary but financially burdensome.

Financial constraints affect students across all three departments, but their impact varies. In the English Education Department, financial struggles are acknowledged, but students generally maintain their motivation despite these pressures. The Primary School Teacher Education Department experiences the greatest financial challenges, as many students have to balance work and studies, leading to demotivation and disengagement. Supervisors even contact families to help keep students on track. Meanwhile, in the Early Childhood Teacher Education Department, financial difficulties exist, but peer collaboration helps mitigate their impact.

Subtopic	Example quotes	Explanation
Internal	<i>“I think that is a big challenge, how to complete thesis research. I think it is a challenge about student motivation.” – L1A</i>	Lack of intrinsic motivation among students affects their ability to complete their research
	<i>“the difficulty is student confidence, confident with their</i>	Lack of confidence in their ideas and

	<i>own title, with their own argument</i> ” – L2A	research affects students' progress.
	<i>“that's actually a bounce back, it can't only be from one side, but from the students too. No matter how much the lecturer motivates, if the students don't want to move and disappear, it won't work either” – L3A</i>	Mutual effort is necessary; student motivation plays a crucial role in achieving goals.
	<i>“Well, for students, it's usually just commitment. For example, it has to be finished in one week or two weeks, but it turns out to be late. So sometimes the students lack motivation ” – L4B</i>	Lack of commitment and motivation leads to delays in thesis completion.
	<i>“In the end, whether you want it or not, the role of students is greater.” – L6B</i>	Students’ own efforts and initiative are crucial to their success
	<i>“Now the difficulty is if the students disappeared.” – L7C</i>	Students’ inconsistency or absence impacts their progress.

	<i>“from the student, that again, if they have the will, they are quick to guide. If there is no willingness, it's complicated.” – L8C</i>	Students' willingness and motivation are critical to making progress on their thesis.
	<i>“students should be the ones who have the ambition to graduate quickly. But the students are ignorant, we are the ones looking for students, even though there is no benefit for the lecturer.” – L9C</i>	Students' lack of ambition and initiative, delays their progress and places extra burden on supervisors.

Supervisors in the English Education Department identified student motivation as a crucial factor in thesis completion. L1A described low intrinsic motivation as a major obstacle, making it difficult for students to stay committed to their research. L2A noted that lack of confidence in their research topics also hinders progress, as students struggle to trust their own ideas and arguments. L3A emphasized that lecturer support alone is not enough, students must also be willing to take initiative to succeed. S1A admitted to being reluctant to read academic journals, which affects research quality. S2A recognized that completing a thesis is ultimately the students' responsibility, while S3A admitted that lack of motivation

leads to procrastination, causing delays in thesis progress. These findings highlight the importance of self-discipline and confidence in overcoming internal challenges.

In the Primary School Teacher Education Department, supervisors observed that lack of commitment and motivation often results in students missing deadlines or delaying their progress. L4B stated that students struggle to meet their own academic goals, despite having set targets. L6B added that, ultimately, students' own efforts play the biggest role in their success, and without self-discipline, progress remains slow. Since no student responses were recorded for this department, it suggests that students not actively recognize their own internal challenges. However, supervisors' perspectives highlight the need for greater student commitment and self-management in thesis work.

Supervisors in the Early Childhood Teacher Education Department expressed concerns about students' lack of consistency and ambition. L7C pointed out that students who frequently disappear or disengage struggle to make significant progress. L8C emphasized that students with strong motivation tend to progress quickly, whereas those without determination face difficulties. L9C criticized students' lack of urgency in graduating, explaining that supervisors often have to chase after students despite having no personal benefit from doing so. Students in this department also not feeling internal aspect as problems, however lecturer mention about the disappearance and lack of motivation

Internal motivation is a key determinant of thesis success. In the English Education Department, students struggle with confidence and procrastination,

while supervisors stress the need for students to take responsibility for their own progress. The Primary School Teacher Education Department sees lack of commitment as a major issue, with students often failing to meet deadlines. In the Early Childhood Teacher Education Department, students' inconsistent engagement and lack of ambition create significant challenges, forcing supervisors to take extra steps to keep students on track.

4.2. Discussion

This part presents a detailed discussion of the challenges in thesis supervision based on the perspectives of lecturers from three different academic departments: English Education Department (A), Primary School Teacher Education Department (B), and Early Childhood Teacher Education Department (C). Additionally, the findings are supplemented with relevant studies to further enrich the analysis.

1. English Education Department

Lecturers from the English Education Department (L1A, L2A) highlighted significant gaps in students' research and academic writing skills. These challenges align with previous research by Mafa & Mapolisa (2012), who identified that students often struggled with insufficient familiarity with research methodology. Similarly, Mali (2023) observed that students faced difficulties in organizing their writing and formulating coherent researchable topics, a problem echoed by Djatmika et al (2022), who noted that supervisors frequently corrected students' grammatical patterns and writing errors.

Communication barriers were prominent, as L1A mentioned that students were often hesitant to approach their supervisors for clarification due to fear of criticism, echoing findings from Zaheer & Munir (2020), who identified that the absence of face-to-face interaction in online settings hinders relationship-building. L2A also noted misunderstandings regarding the required depth of revisions, a challenge highlighted by Fhonna (2020), who reported that miscommunication between supervisors and students is a recurrent issue, particularly in online settings.

Time management issues were frequently mentioned by both L1A and L2A, with procrastination being a notable concern. This aligns with findings from Mafa & Mapolisa (2012), who noted that students often underestimate the time required for research. Zaheer & Munir (2020) also highlighted time management issues, with students struggling to balance academic and personal responsibilities, leading to delayed submissions. A lack of intrinsic motivation was a significant challenge, as L1A noted that many students were more focused on meeting graduation requirements than pursuing research out of academic interest. This finding is consistent with Zaheer & Munir (2020), who observed that some students exhibited low self-efficacy and a lack of motivation, particularly in distance learning contexts.

2. Primary School Teacher Education Department

Lecturers in the Primary School Teacher Education Department (L3B, L4B) noted students' struggles with research skills, particularly in selecting relevant topics and formulating clear research questions. These issues are similar to those

found by Mafa & Mapolisa (2012), who observed that students in their study lacked the foundational knowledge to develop strong research proposals. Communication was relatively smooth, though L3B highlighted that some students struggled to understand feedback, leading to confusion. This aligns with Fhonna (2020), who emphasized the importance of clear and effective communication during the thesis consultation period.

While time management challenges were less pronounced in this department, L3B noted that part-time students often struggled to balance academic work with professional responsibilities. This is consistent with findings from Zaheer & Munir (2020), who reported that working students found it difficult to manage their time effectively, which impacted their thesis progress. Motivational challenges in this department were attributed to external factors, such as financial and family responsibilities. L4B noted that these external pressures often diminished students' focus on their thesis work. This is in line with findings from Djabatika et al (2022) who noted that external factors impacted students' motivation, particularly in data collection.

3. Early Childhood Teacher Education Department

Lecturers in this department (L6C, L8C, L9C) observed that students struggled to apply theoretical concepts to practical scenarios, a challenge noted by Fhonna (2020) who highlighted that students often find it difficult to translate theoretical knowledge into real-world applications. L9C added that students lacked sufficient research skills to engage critically with academic literature, a challenge

supported by Ghadirian et al (2014), who found that some students lacked the basic research skills required for thesis writing. Communication was often hindered by students' varying levels of engagement. L9C noted that some students did not proactively reach out for support, leading to delays in identifying problems. This aligns with Zaheer & Munir (2020), who found that irregular contact and a lack of face-to-face interaction in distance learning settings can negatively impact communication.

Time management challenges were linked to students' personal obligations, particularly family responsibilities. L8C explained that many students struggled to prioritize their thesis work due to family commitments. This finding aligns with Zaheer & Munir (2020), who reported that students with external responsibilities, such as work or family, faced significant challenges in managing their time effectively. Lecturers observed both internal and external factors influencing student motivation. L9C mentioned that some students were motivated by career aspirations, while others lacked the drive to engage deeply with the research process. This is consistent with Zaheer & Munir (2020), who identified that external factors, such as negative perceptions of distance learning, can affect student motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In conclusion, this study highlights the multifaceted challenges faced by thesis supervisors in the Faculty of Teacher Training and Education at Widya Gama Mahakam Samarinda. Based on the perceptions of lecturers, four main challenges were identified: students' preparedness, communication barriers, time management, and motivation. Lecturers pointed out that students often struggle with a lack of knowledge, inadequate research preparation, and poor communication skills, which hinder the thesis supervision process. Furthermore, time management issues were prevalent both among students, who struggle with procrastination and balancing multiple responsibilities, and supervisors, who face competing academic and administrative tasks. The study also found that financial constraints and low internal motivation significantly affect students' commitment to completing their thesis, while effective communication between students and supervisors is crucial for fostering motivation and ensuring progress.

The English Education Department faces challenges primarily in students' research skills and academic writing. Students often struggle with constructing well-structured papers and developing research questions. Time management issues, such as procrastination and underestimating the time needed for research, are also common. Communication problems arise from students' hesitation to seek feedback, and many students lack motivation, viewing the thesis as a graduation requirement rather than a learning opportunity.

Meanwhile, the Primary School Teacher Education Department has students who struggle with selecting relevant research topics and formulating clear research questions. Although time management is less of an issue, part-time students find it difficult to balance academic and professional responsibilities. Communication challenges occur when students have difficulty understanding feedback, leading to slow revisions. Motivation issues in this department are influenced by external factors like financial and family responsibilities, which detract from students' focus on their thesis work.

The Early Childhood Teacher Education Department faces issues with students applying theoretical knowledge to real-world teaching scenarios and lacking sufficient research skills. Time management challenges are linked to personal obligations, such as family responsibilities, making it difficult for students to prioritize their thesis. Communication issues are tied to varying levels of student engagement, with some not seeking help proactively. Motivation is mixed, with some students driven by career aspirations, while others struggle with intrinsic motivation for the research process. By acknowledging and addressing the challenges outlined in this study, the thesis supervision process at Widya Gama Mahakam Samarinda can be improved, ultimately leading to higher thesis completion rates and a more positive educational experience for students.

5.2. Suggestion

These suggestions aim to address the key challenges identified in the study and improve the thesis supervision process for all involved.

1. For Students

Based on the study, it is essential for students to improve their academic preparedness and time management skills to overcome the challenges in thesis completion. Students should actively seek resources and support from both faculty and peers, particularly in the early stages of thesis work, to ensure they are adequately prepared. Attending workshops or seminars on research methods, academic writing, and critical thinking can help students build the necessary skills to engage with the thesis process more effectively. Additionally, students should develop better time management strategies, setting realistic goals, prioritizing tasks, and avoiding procrastination. Maintaining consistent communication with their supervisors is also crucial for staying on track and addressing challenges early. By taking initiative, being proactive, and staying motivated, students can reduce the risk of delays and complete their thesis more efficiently.

2. For Supervisors

For supervisors, this study suggest that a more structured and supportive approach to thesis supervision is needed to address the challenges identified. Supervisors should focus on providing clear, constructive feedback and maintaining regular communication with students to avoid misunderstandings and ensure that students fully understand the expectations for their thesis work. Establishing clear

timelines and setting intermediate deadlines can help students manage their time more effectively and stay motivated throughout the process. Supervisors should also be mindful of the external challenges students face, such as financial pressures or balancing work and study, and offer flexibility where possible. Fostering a positive and supportive relationship with students can enhance their motivation and confidence, helping them overcome obstacles and maintain momentum during the thesis process.

3. For Future Researcher

Future researchers studying thesis supervision or similar topics could build upon this study by exploring the effectiveness of various interventions aimed at improving the thesis process. This could include investigating the impact of early academic preparation, time management workshops, or regular check-ins between students and supervisors on thesis completion rates. Research could also focus on understanding the role of emotional and psychological factors, such as student confidence and motivation, in influencing thesis success. Additionally, examining how different disciplines or universities approach thesis supervision and comparing these models could provide valuable insights into best practices. By broadening the scope of research in this area, future studies can offer more specific recommendations to improve thesis supervision processes across various academic settings.

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APPENDIX

Appendix 1. Lecturers' Interview Sheets

The following interviews questions are adapted from Fhonna (2020) :

- 1 How long have you been supervising students' theses at Widya Gama Mahakam Samarinda?
- 2 Could you describe the methods and approaches you employ in supervising and guiding students through the thesis writing process?
- 3 What common challenges or difficulties do you encounter while supervising students in their thesis writing? How do you typically address and resolve these issues?
- 4 Do you implement any specific strategies to assist students in producing a well-structured and academically sound thesis?
- 5 What challenges do you experience in maintaining effective communication with students during the supervision process?
- 6 How do you encourage and motivate students when they appear to lose motivation or enthusiasm for their thesis work?
- 7 How do you manage your time effectively when supervising multiple students while balancing other professional and personal responsibilities?
- 8 Is there anything else you would like to add about your experiences or strategies in supervising students' theses?

Pertanyaan untuk Dosen

Pertanyaan wawancara berikut diadaptasi dari Fhonna (2020):

- 1 Sudah berapa lama Anda membimbing skripsi mahasiswa di Widya Gama Mahakam Samarinda?
- 2 Bisakah Anda menjelaskan metode dan pendekatan yang Anda gunakan dalam membimbing dan mengarahkan mahasiswa selama proses penulisan skripsi?
- 3 Tantangan atau kesulitan umum apa yang biasanya Anda hadapi saat membimbing mahasiswa dalam penulisan skripsi? Bagaimana cara Anda menangani dan menyelesaikan masalah tersebut?
- 4 Apakah Anda menerapkan strategi tertentu untuk membantu mahasiswa menghasilkan skripsi yang terstruktur dengan baik dan sesuai kaidah akademik?
- 5 Tantangan apa yang Anda alami dalam menjaga komunikasi yang efektif dengan mahasiswa selama proses bimbingan?
- 6 Bagaimana Anda mendorong dan memotivasi mahasiswa ketika mereka tampak kehilangan motivasi atau antusiasme terhadap skripsi mereka?
- 7 Bagaimana Anda mengatur waktu secara efektif saat membimbing beberapa mahasiswa sekaligus sambil menyeimbangkan tanggung jawab profesional dan pribadi lainnya?
- 8 Apakah ada hal lain yang ingin Anda tambahkan tentang pengalaman atau strategi Anda dalam membimbing skripsi mahasiswa?

Appendix 2. Data Table

Lecturers' interview data

1. Students' Preparedness and Skills

Subtopic	Example quotes	Explanation
Lack of Knowledge	<i>“there is a lack of knowledge or understanding of the research topic. In my opinion, this happens because they lack theory. They don't read many books, journals.”</i> – L1A	Students lack theoretical understanding due to insufficient reading, which hampers their research capability.
	<i>“sometimes I direct the theory more to articles. Journal articles are easy to get”</i> – L4B	Supervisors guide students to focus on accessible resources like journal articles for theory.
	<i>“the ability to understand the material (thesis) itself, that's the problem.”</i> – L5B	Students struggle to grasp the material and methodology necessary for their thesis.

	<i>“I just point, I give links, these are books, or theories related to your thesis” – L6B</i>	Supervisors provide references and resources to help students develop their thesis.
	<i>“it (thesis) doesn't connect, content, front, back, like that. So that's the obstacle.” – L7C</i>	Students struggle to create coherent content and align different sections of their thesis.
	<i>“the obstacles be, or maybe they haven't got the right title” – L8C</i>	Students struggle to determine appropriate and relevant thesis titles.
	<i>“students who come and already have a title, but they don't understand it” – L9C</i>	Students struggle with comprehending the chosen thesis topic despite having a title.

Technical	<i>“they (supervisors) talk about technicalities, the first and second supervisor also revise something like grammatical errors, typing errors, how to develop the research.” - L1A</i>	Supervisors spend time addressing technical aspects like grammar and structuring, adding to their workload.
	<i>“I will help them to, what is it? To make their grammar better, not too many mistakes” - L2A</i>	Supervisors assist students in improving their grammar and reducing errors in their thesis.
	<i>“oh you have to fix this quotation, it shouldn't be like this, this should be paraphrased, if it is paraphrased it should be like this.” – L3A</i>	Supervisors provide guidance on technical details like paraphrasing and citations.
	<i>“I asked him to use the manager's reference. They usually use the</i>	Supervisors encourage the use of reference

	<i>Mendeley, which is the easiest for them to use” - L4B</i>	management tools like Mendeley to simplify citations.
	<i>“so there is special guidance that I give. They use what's the name, journals, previous research for at least the last 5 years. I use Mendeley.” – L5B</i>	Supervisors provide tailored guidance, recommending up-to-date resources and citation tools.
	<i>“This typo(misspell), language (thesis) is a formal language, mas, so I have to write it so it's really, what is wrong with this, what should be improved.” – L6B</i>	Supervisors focus on correcting formal language and typographical errors in theses.

2. Communication

Subtopic	Example quotes	Explanation
Students – Supervisors	<i>“As far as I know, yes, maybe only one or two students lack communication.” – L1A</i>	Lack of communication between students and

		supervisors can delay progress and lead to frustrations
	<i>“Some are fast, some are medium, some may be a bit slow, maybe need more explanation, repeated appropriate directions” – L3A</i>	Certain students require extra guidance and repeated explanations to meet expectations.
	<i>“Those who compile (thesis) then later at that time are afraid to meet their supervisor.” – L4B</i>	Fear of supervisors creates barriers to open and productive communication.
	<i>“The same if the students don't understand what I'm saying. Or I've said it, they just stay quiet.” – L7C</i>	Students' lack of response or engagement hinders effective communication with supervisors.

	<i>“fear, (students) fear of the supervisor, fear of the examiner.”</i> – L8C	Students' fear, affects open communication and progress.
	<i>“If something is not right, I usually scribble it down. That's why I prefer thesis supervising to come in person, compared to online.”</i> – L9C	Face to face supervision is preferred for effective communication and feedback.
Supervisor – Supervisor	<i>“they (between supervisors) have different opinions. That's a normal thing in research.”</i> – L1A	Differing perspectives among supervisors may create confusion for students.
	<i>“When we (between supervisors) don't have it, we call it chemistry. Chemistry like that, sometimes it will be difficult for students”</i> - L2A	Lack of alignment between supervisors can confuse students and slow their progress.
	<i>“it depends on the resilience of the students because it</i>	Differences among supervisors' opinions

	<i>(differences of opinion between supervisors) is a very normal thing to happen” – L3A</i>	are normal but may require students' adaptability.
	<i>“So writing is not only whether you can write or not, but how to put the two heads together (between supervisors). We have different disciplines, yes” – L4B</i>	Differences in supervisors' disciplines and perspectives can lead to challenges in alignment.
	<i>“we (supervisors) understand each other, it (misunderstood) usually happens because lecturer A says oh you have to do this, lecturer B has to do this.” – L5B</i>	Misunderstandings arise between supervisors due to differing approaches or expectations.
	<i>“These mentors are both adults, so they respect their decisions, so sometimes there is still the ego side of the lecturer.” – L6B</i>	Supervisors' differing opinions can sometimes be influenced by personal egos.

3. Time Management

Subtopic	Example quotes	Explanation
Supervisors	<i>“So, I think how to organize the time itself. As you know, full-time lecturers in the English department also have functional rules here” - L1A</i>	Supervisors have limited time for supervision due to other responsibilities
	<i>“so I usually ask via WA, If it's related to my busy schedule. If for example it's empty, maybe I'll ask more intensively” – L3A</i>	Supervisors balance their schedules and adjust time frequency to fit their workload.
	<i>“For me, it's probably time management. Because it happens that if we are in the structure, it means that the focus is on completing services first in the structure” – L4B</i>	Supervisors often prioritize administrative duties, limiting time for thesis supervision.

	<i>"It's difficult, it's really difficult if we're in (structural) study program, I think it's difficult." – L5B</i>	Supervisors face challenges balancing academic and personal responsibilities, limiting their availability.
Students	<i>"there are students who work, we tried online once, right, Yah. Using email, then using WA. It turned out to be ineffective. that's the obstacle" – L4B</i>	Students juggling work and studies often struggle to engage effectively through online meeting.
	<i>"students are lazy to meet lecturers even though we already have a schedule, that's the challenge." – L5B</i>	Students' laziness or inability to attend scheduled meetings causes delays.
	<i>"Like the challenge is that sometimes students don't show up" – L9C</i>	Students' irregular attendance hinders their thesis progress

		and supervision opportunities
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4. Students' Motivation

Subtopic	Example quotes	Explanation
External	<i>“it's also about money, right?” – L1A</i>	Financial issues create external pressures that affect students' focus and progress.
	<i>“It's difficult, it's really difficult. They have different backgrounds, they have different circles. All of them have different motivations” – L2A</i>	Diverse backgrounds and motivations require tailored approaches to support students.
	<i>“The main problem is actually financial, most of the problems here are financial. Because of work” – L4B</i>	Financial challenges and work commitments significantly impact

		students' focus and motivation.
	<i>“they have to take the realization so they don't....get hit with tuition payments anymore. That's what I've implemented, but it doesn't go that smoothly” – L5B</i>	Financial and administrative issues impact students' ability to focus and progress on their thesis.
	<i>“We also have enthusiasm, if there are no students, we quickly contact them and find the parents' numbers” – L6B</i>	Supervisors may reach out to students' families to address motivational challenges.
	<i>“If they do it alone, they might not have friends to share it with. But if they are in a group, maybe they can ask each other.” – L8C</i>	Group work can provide peer support, enhancing motivation and collaboration.

Internal	<i>“I think that is a big challenge, how to complete thesis research. I think it is a challenge about student motivation.” – L1A</i>	Lack of intrinsic motivation among students affects their ability to complete their research
	<i>“the difficulty is student confidence, confident with their own title, with their own argument” – L2A</i>	Lack of confidence in their ideas and research affects students' progress.
	<i>“that's actually a bounce back, it can't only be from one side, but from the students too. No matter how much the lecturer motivates, if the students don't want to move and disappear, it won't work either” – L3A</i>	Mutual effort is necessary; student motivation plays a crucial role in achieving goals.
	<i>“Well, for students, it's usually just commitment. For example, it has to be finished in one week or two weeks, but it turns out to be late.</i>	Lack of commitment and motivation leads to delays in thesis completion.

	<i>So sometimes the students lack motivation ” – L4B</i>	
	<i>“In the end, whether you want it or not, the role of students is greater.” – L6B</i>	Students’ own efforts and initiative are crucial to their success
	<i>“Now the difficulty is if the students disappeared.” – L7C</i>	Students’ inconsistency or absence impacts their progress.
	<i>“from the student, that again, if they have the will, they are quick to guide. If there is no willingness, it's complicated.” – L8C</i>	Students' willingness and motivation are critical to making progress on their thesis.
	<i>“students should be the ones who have the ambition to graduate quickly. But the students are</i>	Students’ lack of ambition and initiative, delays

	<i>ignorant, we are the ones looking for students, even though there is no benefit for the lecturer.” – L9C</i>	their progress and places extra burden on supervisors.
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5. Table Frequently

Main Challenges	Subtopic	Frequency	Lecturers
Students' Preparedness and Skills	Lack of Knowledge	7/9	L1A, L4B, L5B, L6B, L7C, L8C, L9C
	Technical Issue	6/9	L1A, L2A, L3A, L4B, L5B, L6B
Communication	Students – Supervisors	6/9	L1A, L3A, L4B, L7C, L8C, L9C
	Supervisor – Supervisor	6/9	L1A, L2A, L3A, L4B, L5B, L6B
Time Management	Supervisors	4/9	L1A, L3A, L4B, L5B
	Students	3/9	L4B, L5B, L9C
Students' Motivation	External	6/9	L1A, L2A, L4B, L5B, L6B, L8C

	Internal	8/9	L1A, L2A, L3A, L4B, L6B, L7C, L8C, L9C
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Students' interview data

1. Students' Preparedness and Skills

Subtopic	Example quotes	Explanation
Lack of Knowledge	<i>“hard to find journals, we have to look for ones that are more specific to the title.” – S1A</i>	Struggles to find journals that align closely with their thesis title
	<i>“Self- knowledge anyway, to complete the thesis. Maybe because we just started the thesis too” – S2A</i>	Feels unprepared and lacks sufficient knowledge, especially at the beginning of the thesis process
	<i>“In terms of knowledge, maybe there is still a lot, there is a lot to learn” – S3A</i>	Recognizes a gap in knowledge and acknowledges the need for further learning to complete the thesis.
	<i>“maybe because I have just understand about the thesis, so I have to learn a lot more, research</i>	Struggles with understanding research methods

	<i>method” – S4B</i>	and needs more learning to progress with the thesis.
	<i>“I’m given that (thesis) question, it becomes tricky” – S6B</i>	Finds thesis-related questions challenging to handle
	<i>“looking for journals according to the title, because there is a lot of lack.” – S7C</i>	Has difficulty finding appropriate academic resources for their thesis topic.
	<i>“Because I use quanti, it’s a bit complicated” – S9C</i>	Finds quantitative research methods challenging and complex.
	<i>“For my thesis, the difficulty was getting a journal. It was very difficult in my opinion” – S8C</i>	Faces significant challenges in accessing relevant academic journals for their thesis
Technical	<i>“Really check the grammar, especially when transition from proposal to thesis.” – S1A</i>	Struggles with grammar, particularly when

		moving from the proposal phase to the thesis.
	<i>“There's a bit (checking) the grammar” – S2A</i>	Needs help with grammar corrections during the writing process.
	<i>“a lot of technicalities, paragraph structure, references” – S3A</i>	Struggles with technical details such as paragraph structuring and proper referencing.
	<i>“how to cite, I have to learn again” – S4B</i>	Lacks understanding of proper citation techniques and needs to relearn them.
	<i>“citation, at the beginning. I didn't use Mendeley” – S5B</i>	Had trouble with referencing and was unfamiliar with citation tools like Mendeley.

	<i>“Paragraphs or writing and others too” – S7C</i>	Faces difficulties with structuring paragraphs and general academic writing.
	<i>“Every meeting (guidance) typo, then what else, perception, adjust, like that in this sentence” – S9C</i>	Struggles with typos and sentence adjustments during guidance sessions.

2. Communication

Subtopic	Example quotes	Explanation
Students – Supervisors	<i>“we can never talk for long and we don't understand what he's talking about.” – S1A</i>	Students find communication unclear or insufficient during guidance.
	<i>“to communicate more deeply about the thesis, it's just like an obstacle.” – S2A</i>	In-depth discussions about the thesis are challenging.

	<i>“I feel that (fear of supervise) at the beginning. When I found out that the lecturer was open, So the fear has begun to fade” – S3A</i>	Initial fear of supervisors fades when they seem approachable
	<i>“At first there must have been (fear), but as the guidance went on it was normal” – S4B</i>	Early fear diminishes with ongoing guidance.
	<i>“Sometimes they speak too fast” – S5B</i>	Students struggle when supervisors talk too quickly.
	<i>“because we are the ones who know the problems we take, the lecturer only helps” – S7C</i>	Students feel responsible for their thesis, with supervisors providing minimal collaboration.
Supervisor – Supervisor	<i>“If for example the second lecturer says this, right. Later clarify again to the first lecture” - S1A</i>	Differences in supervisor opinions require students to clarify points with both.

	<i>“If there is a difference (in opinion), I also convey it. Mostly I notify him (supervisors)” – S3A</i>	Students mediate between supervisors to handle differing opinions.
	<i>“there must be dissimilarities (opinions), so how do we as students ask for advice first” – S7C</i>	Differences in feedback require students to seek advice from supervisors.
	<i>“I have experienced (differences of opinion) when I finished the final exam (seminar), I went back to the lecturer to ask” – S8C</i>	Students must clarify feedback differences.

3. Time Management

Subtopic	Example quotes	Explanation
Supervisors	<i>“it's hard to find time, it's hard to find him” – S1A</i>	Difficulty in scheduling meetings due to the supervisor's availability.

	<i>“schedule, depending on the lecturer” – S2A</i>	Meeting times are dependent on the supervisor’s schedule.
	<i>“the schedule” – S3A</i>	Scheduling is a key challenge for meeting with the supervisor.
	<i>“that is difficult to meet with the lecturer” – S5B</i>	Struggles to arrange a time to meet with the supervisor.
	<i>“depending on the lecturer's time” – S7C</i>	Supervisor’s availability dictates when meetings can happen.
	<i>“As long as the lecturer is on campus, it's okay” – S9C</i>	Meetings are possible if the supervisor is on campus.
	<i>“If the lecturer can make time during the day, then I should also be able to make time during the day” – S8C</i>	Willing to adjust schedule if the supervisor can find time during the day.

Students	<i>“I'm chasing, I make a target anyway” – S1A</i>	Student sets a goal to manage their time for meetings despite scheduling issues.
	<i>” actually here, there is no difficult time for supervise ” – S2A</i>	No major issues with scheduling meetings for supervision.
	<i>“ I prioritize it. Because meeting the lecturer is quite a sacrifice, the time” – S3A</i>	Student prioritizes meeting the supervisor, even if it requires sacrificing other activities.
	<i>”if for example there was supervising time with a lecturer, I inevitably had to leave work” – S5B</i>	Sometimes student needs to sacrifice work time to meet with the supervisor.
	<i>“I happen to study while working too, so sometimes the lecturer (supervises schedule) collides” – S6B</i>	Balancing work and study leads to scheduling conflicts for meetings.
	<i>“If it's while I can, the lecturer is free, then I'll meet” – S7C</i>	Student tries to meet whenever their

		schedule aligns with the supervisor's availability.
	<i>"The time was because I was working and studying at the same time" – S8C</i>	Balancing work and study creates scheduling challenges for meetings with the supervisor.

4. Students' Motivation

Subtopic	Example quotes	Explanation
External	<i>"Financially, money it's quite wasting" – S3A</i>	Financial strain due to the costs associated with the thesis process, such as printing and other expenses.
	<i>"That (finance) is a problem, because printing every time. Next week the Supervising again, printing again" – S5B</i>	Repeated costs, such as for printing, become a financial

		burden during the thesis process.
	<i>“We pay for the web, printing and other things that definitely need finance.” – S7C</i>	Ongoing expenses, like web access and printing, create financial challenges.
	<i>“Finance yes, financing like the seminar (proposal & final exam)” – S9C</i>	Financial obligations related to seminars and exams add to the financial strain.
Internal	<i>“Lazy to read journals” – S1A</i>	Lack of motivation or laziness hinders students from engaging with necessary resources like journals.
	<i>“It's more our own responsibility anyway” – S2A</i>	Acknowledgement that students are largely responsible for their thesis, without much external support.

	<i>“If there's no motivation, it won't be done or it will be slow, procrastination, lazy when working on my thesis” – S3A</i>	Lack of motivation leads to procrastination and delays in thesis progress.
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Appendix 3. Documentations

Lecturers' Interview



Students' Interview





**LEMBAR REVISI SEMINAR PROPOSAL
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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NAMA : Ivan Alvino Lembang
NPM : 2088203020
PROGRAM STUDI : Pendidikan Bahasa Inggris
JUDUL SKRIPSI : Perceptions of Lecturers: The Challenges in Thesis Supervising Towards EFL Students

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Abdul Rohman, M.Pd	Revise the title and expand the background section more specific.	
2	Pembimbing II Widi Syahnia Pane, M.Pd	Use interviews only for triangulation, validate with students, and improve the bibliography. Correct any errors	
3	Penguji I Dr. Arbain, M.Pd	Fix the title, expand the background, consider purposive sampling, make interview questions more specific, add more previous studies, correct citation errors, and the bibliography.	

Mengetahui,
Ketua Program Studi

Widi Syahnia Pane, M.Pd
NIK. 2019 092.264

NB:

Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.



LEMBAR REVISI SKRIPSI
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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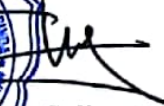
NAMA : IVAN ALVINO LEMBANG

NPM : 2088203020

PROGRAM STUDI : BAHASA INGGRIS

JUDUL SKRIPSI : LECTURERS' PERCEPTIONS: THE CHALLENGES IN THESIS SUPERVISION IN FACULTY OF TEACHER TRAINING AND EDUCATION AT WIDYA GAMA MAHAKAM SAMARINDA

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Abdul Rohman, M.Pd	- Grammatical error - Coding changes and explanation - Differentiate within the department	
2	Pembimbing II Widi Syahtia Pane, M.Pd	- Grammatical error - Coding changes and explanation - Differentiate within the department	
3	Penguji I Dr. Arbain, M.Pd	- Grammatical error - Coding changes and explanation - Differentiate within the department	


Munzirahui
Dekan

Dr. Nur Yous Salim, M. Pd
NPM: 2022.084.293

NB: Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.