

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

The researcher concluded that based on the findings and discussions in this research, the participants experienced various challenges while conducting thesis supervision for EFL learners. These challenges decelerated the thesis supervision process. The researcher divided the thesis supervision challenges experienced by participants into two different themes, internal and external challenges factors. Internal challenge factors are challenges that arise from the supervisors' habits and ability aspects. The sub-themes of this challenge are supervisors' lack of time and supervisors' lack of area expertise. The second theme is external challenges factors, which arise due to influence from external parties other than the supervisor. For this challenge, the sub-themes that emerged were lack of students' motivation, lack of students' skills in academic writing, lack of students' progress, loss of students, students' external problems, and students' inadequate attitude. Furthermore, the researcher found that several participants experienced the same challenges during thesis supervision. Based on the data obtained, participants' most frequently mentioned obstacles were students' lack of academic writing skills, loss of students, and students' external problems. These challenges were faced by seven out of eight participants.

Furthermore, researchers found that participants used several strategies to overcome challenges in supervising EFL thesis students. The strategy used is a combination of theory and experience of each participant while supervising the students in writing their thesis. Three themes were obtained: self-management,

giving assistance, and communication and technological support. The sub-theme included in the self-management strategy is managing the schedule for supervision and learning a new field of knowledge. In the assisting strategy, sub-themes involve directing the students, giving motivation and advice, creating and implementing rules in supervision, providing extra supervision sessions, and correcting students' work. Sub-themes in communication and technological support include maintaining communication with students and the supervisor team, utilizing technology in supervision, and communicating to change the supervisors. This study found that each strategy is useful for overcoming one or more problems in the thesis supervision process, and each challenge can be overcome with one or more strategies. Based on the findings, all the participants applied maintaining communication with supervisors' teams and supervised students.

## **5.2 Suggestions**

The researcher would like to provide several suggestions based on the above conclusions. Firstly, suggestions are directed to undergraduate thesis supervisors of EFL learners who have read this research and understand the challenges in conducting supervision. The researcher suggests that supervisors can be more aware of these thesis supervision challenges and then apply the strategies presented in the previous chapter to overcome them. It will be better and more effective if supervisors can anticipate things that will disrupt the thesis supervision process. In addition, undergraduate EFL students' thesis supervisors must be able to build healthy supervisory relationships. Supervisors should not only focus on students' writing results but also the conditions and needs of each

student. It increases students' enthusiasm and interest in completing their thesis when supervisors and students establish good communication, encourage students, and motivate and advise them to complete their thesis. Moreover, supervisors must handle their time well to ensure all tasks are done properly, including guiding students with their thesis writing. Furthermore, supervisors should study new areas of knowledge to provide provisions when supervising students with various thesis topics.

The second suggestion is written to EFL students who are also part of the supervisory relationship. Students are expected to focus and prioritize writing their thesis. They are expected to be enthusiastic about final research, including managing time, studying the topic carefully, making progress, and establishing good relationships with supervisors. During the process of writing a thesis, students must communicate and discuss it with supervisors regularly. They should be more active during the thesis supervision process and communicate their problems to the supervisor to resolve them promptly. The behavior of students who disappear without providing information or even not responding when contacted by supervisors is an act that does not provide any solution.

The final suggestion is given to future researchers. This study is a relevant reference for future researchers who conducting research in the same topic area. The researcher would like to emphasize that this research uses qualitative methods with limited participants. Future research is expected to be able to apply quantitative methods to obtain broader and more general data from a more significant number of respondents.