Expectations vs. Reality: Experiences of Indonesian Undergraduate ELT Students with Thesis Supervisors

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Abstract. This study investigates the expectations and actual experiences of Indonesian undergraduate students pursuing English Language Teaching (ELT) degrees regarding thesis supervision. Utilizing qualitative methodologies, the research addresses a gap in understanding the alignment between students' expectations and their real-life interactions with supervisors, focusing on academic support, communication, and technology use. In-depth, semi-structured interviews were conducted with a purposive sample of four Indonesian female undergraduate ELT students from diverse regions at a private institution in Indonesia. The thematic analysis revealed a wide range of experiences among students. Some reported highly supportive supervisors who met or exceeded their expectations, while others faced challenges due to less involved supervision and limited support. Key themes identified include the expectations of thesis supervisors in terms of expertise, personal qualities, and guidance; the varying levels of support and involvement in the supervision process; the use of technology and AI tools in thesis writing; and the significance of positive relationship dynamics characterized by open communication, mutual respect, and support. The study underscores the importance of knowledgeable and supportive supervisors, effective communication, comprehensive feedback, and ongoing mentorship to enhance the thesis supervision process. It also highlights students' challenges and reliance on various support systems. The findings emphasize the complexities of thesis supervision and the factors influencing students' experiences, offering insights and implications for improving supervisory practices and student outcomes in the Indonesian ELT context. The study suggests that creating supportive environments that align with students' expectations can promote better academic success and satisfaction.

Keywords: AI tools, expectations, reality, supervisor-student relationship, thesis supervision

1   Introduction

The supervision of a thesis significantly impacts undergraduate students' academic experiences and outcomes, particularly in English Language Teaching (ELT) programs in Indonesia. Students participating in these programs must successfully complete a

lengthy research project in the form of a thesis before graduation. The thesis supervision process is distinguished by a varied and dynamic relationship between students and supervisors, which includes the exchange of expectations, ideas, and support. This interaction includes several components, such as improving academic writing proficiency, addressing obstacles in online supervision, and offering feedback to improve research skills [1], [2].

Supervisors are important in guiding students through the thesis writing process, providing assistance, expertise, and constructive comments [3], [4]. The supervision level substantially impacts students' research ability, academic integration, and overall educational experience. Adequate supervision requires aligning expectations, addressing challenges, and creating a supportive environment to ensure students complete their theses [5], [6]. The supervision technique significantly impacts students' academic performance and experiences in Indonesian English Language Teaching (ELT) programs.

Studies have demonstrated that sufficient thesis supervision is critical to improving student performance and well-being, particularly in Indonesia's English Language Teaching (ELT) setting. Supervisors significantly influence students' research ability, motivation, and overall academic achievement [3], [4]. Nonetheless, the congruence between students' expectations and their actual experiences during thesis supervision requires further investigation. Effective supervision has a significant impact on students' research abilities and motivations. Shahsavar and Kourepaz [7] and Azman et al. [3] provide good insights into the problems that postgraduates face when writing their thesis. Other important considerations include understanding the factors that influence the difficulties that undergraduate students face when writing their theses, as explored by Rizwan and Naas [8], and investigating coping strategies for managing stress during the thesis writing process, as studied by Apriliyani and Maryoto [9]. Furthermore, Mufanti and Susilo [10] discovered that investigating the relationship between students' prior writing knowledge and skills and the expected outcomes of their theses can improve thesis project supervision in Indonesia. These research areas are critical for enhancing the alignment of students' expectations and experiences, resulting in better academic achievement and enjoyment.

Several studies have looked into various aspects of thesis supervision, such as the dynamics of supervisor-student relationships, communication patterns, and the impact of supervision on student outcomes. The importance of clear communication and mutual understanding between supervisors and students has been stressed as a requirement for efficient thesis supervision in Indonesia [11]. Notable scholars such as Nurkamto et al. [1] and Lestari [11] have emphasised the importance of supervisors providing specific comments and suggestions to help students improve their research and academic writing skills. Understanding the complexities of these interactions, as well as the impact of supervisory input on student achievements, is critical for study. Furthermore, Aydin et al. [12] investigated the challenges faced by postgraduates in thesis writing, and Misdi et al. [13] investigated the impact of ICT-assisted thesis writing on student empowerment, which can provide valuable insights for improving the thesis supervision process in Indonesia. These findings highlight the significance of excellent communication and advice in assisting students' research efforts and enhancing academic performance.

The convergence of students' expectations with the realities they face during thesis supervision has piqued their interest. Lestari's [11] study found that students frequently want their supervisors to be available, knowledgeable, and capable of providing emotional support. Nonetheless, the realities of supervision may have to fulfil these expectations, resulting in student dissatisfaction [14]. This disparity emphasises the importance of diving further into the mechanics of the supervisor-student relationship. Understanding the connection between supervisory input and student expectations is critical for improving the thesis writing experience. Furthermore, Nurkamto et al. [1] investigated stress management strategies during the thesis writing process, whereas Bazrafkan et al. [6] investigated the effects of information and communication technology (ICT) in thesis writing on student empowerment. These studies provide useful insights on improving thesis writing supervision in the context of Indonesian English Language Teaching (ELT). These efforts are critical for closing the gap between expected and actual outcomes, resulting in a more motivating and efficient supervisory environment.

Despite recent studies, data on Indonesian undergraduate ELT students' specific expectations and experiences with their thesis supervisors is scarce. To resolve this disparity, a thorough analysis is required to investigate the students' viewpoints, as outlined by Enita and Sumardi [15], as well as the elements influencing their experiences with thesis supervision, as highlighted by Bastola and Hu [16]. The purpose of this study is to investigate students' perceptions of supervisory input as well as the problems that undergraduates face when writing their thesis. Examining the effects of self-regulated learning approaches on thesis writing and the factors contributing to undergraduate students' challenges can provide useful insights [8]. These findings are critical for improving the thesis supervision process in the Indonesian ELT environment, resulting in greater congruence between students' expectations and real-life experiences.

This study is unique in that it explicitly examines the English Language Teaching (ELT) environment in Indonesia and thoroughly investigates undergraduate students' anticipated and actual perceptions of their thesis supervisors [1], [3], [5], [14], [17]. The goal is to reduce the gap in understanding these students' individual expectations and experiences by assessing the congruence or incongruence between their anticipated and actual encounters. By explaining these processes, the study helps discover approaches for improving the quality of supervision and student experiences in this situation. This study provides significant insights into the elements that influence the undergraduate ELT student experiences and the general dynamics of thesis supervision in the Indonesian English Language Teaching (ELT) setting, intending to improve the alignment between expectations and realities.

This study aims to look at Indonesian undergraduate English Language Teaching (ELT) students' expectations and actual experiences with their thesis supervisors. The study's goal is to determine the expectations of Indonesian undergraduate ELT students for their thesis supervisors before and during the writing process. It also evaluates and contrasts thesis supervision experiences with students' initial expectations. In addition, the study will look into the major aspects that determine the dynamics of the connection between students and their thesis supervisor. It will also look into the difficulties students face during thesis supervision and the support mechanisms they rely on. Finally,

the study seeks to comprehend how students' expectations and experiences change after completing their thesis.

By addressing these objectives, this study hopes to provide useful insights into the challenges of supervising theses in the context of Indonesian English Language Teaching (ELT). The findings can provide useful insights for improving supervision quality, improving student experiences, and promoting outstanding academic performance.

2   Methodology

This study used a qualitative research technique suggested by Braun and Clarke [18] to assess the expectations and actual experiences of Indonesian undergraduate English Language Teaching (ELT) students concerning their thesis supervisors. The qualitative methodology used semi-structured interviews and thematic analysis to deeply understand the participants' perspectives and experiences.

2.1   Participants

The study employed a purposive sampling method, initially targeting seven Indonesian female undergraduate ELT students who had completed or finalized their theses. However, the final sample consisted of four participants, selected based on specific criteria that balanced practical constraints with the need for diverse perspectives. These criteria included availability, qualification, and geographic diversity. The researchers intentionally chose participants from different major Indonesian islands - Java, Sumatra, Kalimantan, and Sulawesi - to capture varied cultural and regional experiences. All selected participants were affiliated with a private institution in Surabaya, East Java Province, providing a familiar institutional context. This purposive sampling approach, typical in qualitative research, aimed to select information-rich cases. While the small sample size may limit generalizability, it aligns with qualitative research principles prioritizing information depth over large numbers. The selection criteria were as follows:

1. Indonesian students are now enrolled in an undergraduate program that specializes in English Language Teaching (ELT)
2. They had either finished their thesis.
3. They are open to talking and providing perspectives on thesis supervision.

The participants' ages ranged between 22 and 24. The participants successfully finished their thesis.

2.2   Data Collection

Each participant had in-depth and semi-structured interviews to get thorough and detailed reports of their expectations and interactions with their thesis supervisor. The interviews were led by an interview protocol based on the research objectives and a comprehensive examination of the relevant literature. The methodology entails asking

open-ended questions about the participants' expectations before, during, and following the thesis composition phase and their interactions with advisers.

Face-to-face interviews were conducted in a calm and secluded environment to maintain confidentiality and avoid distractions. Every interview lasted 60 to 90 minutes and was recorded in audio format with the participants' permission. Interviews were conducted in the participants' preferred language (Indonesian or English) to ensure their comfort and capacity to express themselves.

In addition to the interviews, participants were asked to give any relevant papers or artifacts about thesis supervision, such as email exchanges, supervisor assessments, or reflective journals. These extra data sources supplemented the interview data and provided more information about the participants' experiences.

2.3   Data Analysis

The gathered data were analyzed using thematic analysis, a qualitative data analysis method. This strategy entailed identifying, evaluating, and reporting patterns or themes in data. The analysis followed the six phases suggested by Braun and Clarke's thematic analysis approach [18].

1. Data familiarisation: The researchers become intimately acquainted with the data by reading the interview transcripts and reviewing the extra data sources. This allowed them to gain a thorough understanding of the subject matter and begin the process of identifying early patterns and significances.
2. Generating initial codes: The complete dataset was meticulously classified by selecting and marking data parts relevant to the study themes. Both deductive coding, based on study aims, and inductive coding, which allows codes to emerge from data, were used. Qualitative data analysis software (NVivo) sped up the coding procedure.
3. Theme exploration: The coded data extracts were collected and analyzed to identify overarching patterns of significance or potential themes. The researchers organized the relevant codes into cohesive groups and examined how they could be used to generate overarching themes. Visual representations, such as mind maps and tables, were used to organize and enrich the themes methodically.
4. The prospective themes were improved by examining their compatibility with the coded extracts and the entire dataset. Themes were separated, combined, or removed in order to create internal consistency (harmony within themes) and external diversity (noticeable variances across themes).
5. Defining and identifying themes: The themes were refined and analyzed further to appropriately depict each subject's underlying essence. Comprehensive analyses were performed on each theme, which included determining the narrative given by each theme and its significance to the total facts about the study questions. Each theme was given a distinct and short name.
6. Report creation: The theme analysis was documented, using the analytical narrative and captivating data snippets to provide a coherent and convincing explanation of the data. The paper went beyond description, offering relevant arguments to the research objectives and current literature.

The researchers maintained a reflexive and iterative approach throughout the experiment, switching between stages as needed. The analysis was fact-based, with themes drawn from the participants' experiences rather than preconceptions or theoretical prejudices.

2.4   Trustworthiness

Several strategies were used to boost the credibility of the research:

- Member checking: A subset of the participants received the preliminary findings to validate the interpretations and ensure that their experiences were appropriately reflected.
- Peer debriefing: The analytic process and conclusions were shared and discussed with other researchers to evaluate and receive feedback, hence increasing the analysis's credibility.
- Readers were provided with detailed information on the participants, background, and findings through the use of thick descriptions. This was done to increase the findings' transferability and allow readers to assess their applicability to diverse environments.
- An audit trail was kept to ensure transparency and allow others to follow the research activities, decisions, and analytical procedures.

2.5   Ethical Considerations

The study placed a high value on ethical concerns. All participants gave informed consent, expressing their voluntary choice to participate in the study and their understanding of its goals and methodology. To maintain secrecy and anonymity, pseudonyms were used, and any identifying information was removed from the data. The study followed the ethical guidelines the researchers' institutional review board specified.

3   Findings and Discussion

The data analysis revealed several notable themes that captured Indonesian undergraduate ELT students' expectations and actual experiences with thesis supervisors. These themes provide valuable insights into the complexities of thesis supervision in the Indonesian ELT context, emphasizing the multidimensional character of thesis supervision and the factors that influence students' experiences.

3.1   Expectations of Thesis Supervisors (Before Writing a Thesis)

Participants expressed various expectations for their thesis supervisors, focusing on seeking support, specialized expertise, and desirable personal attributes.

Participant 1: "I also expect a supervisor who is meticulous, diligent and easy to

find. I hope that she will read my thesis completely and seriously."

Participant 2: "I hope that my supervisor is a humble and understanding lecturer."

Participant 3: "I hope that my supervisor will direct or correct the writing in my thesis, especially on the writing style."

Participant 4: "I am interested in the supervisor who is not complicated and uses language directly without convolutions when running thesis guidance."

They wanted supervisors knowledgeable about their particular research domains and could help them choose appropriate study subjects and methodologies. Participants preferred precise and diligent supervisors who could provide full feedback on numerous aspects of their thesis, including grammar, vocabulary, and writing style. In addition to academic support, they valued supervisors who demonstrated humility, empathy, and approachability. They anticipated these supervisors would be accessible for regular meetings and consultations, as well as to promote open and effective communication. The expectations are consistent with those of earlier studies, emphasizing the importance of helpful, knowledgeable supervisors who assist students with their research and academic progress [19].

3.2   Reality of Thesis Supervision (during writing thesis)

The individuals' experiences with their thesis advisors varied significantly. Participant 1 and Participant 4 both reported pleasant experiences in which their supervisors not only met but exceeded their expectations.

Participant 1: "Mrs. X. checked every draft I have to correct and perfect the content of the thesis if it does not meet with the direction of Mrs X."

Participant 4:"Mrs.Y also gave me a lot of advice so that I could work on my thesis more easily and also finish quickly."

Thesis supervisors play a crucial role in shaping students' research experiences [20], as evidenced by the contrasting accounts from different participants. While some supervisors, like Mrs. X and Mrs. Y, provided comprehensive support through detailed feedback, guidance on research focus, and continuous assistance [5], [19], others fell short of students' expectations [21]. Meticulous draft reviews, valuable advice for efficient thesis completion, and ongoing support throughout the writing process characterized the positive supervision experiences. These factors significantly influenced students' satisfaction with their supervision[20]. However, challenges such as insufficient supervision and lack of technical or stylistic guidance, as reported by participant 2, highlight the variability in supervision quality. This disparity underscores the need for consistent, well-rounded supervisory practices that balance direction with fostering

independence, ultimately impacting the overall quality of students' thesis work and their academic development [21].

Participant 2: "My thesis supervisor almost did not give any direction at all in the thesis writing process."

Because of the lack of coordination, they were forced to rely on alternative support networks, such as peers and faculty members. These diverse experiences highlight the importance of effective communication, help, and guidance in thesis supervision to ensure positive outcomes for students. The congruence between students' expectations and their actual experiences has been highlighted as a critical factor in their satisfaction with the supervision process [20].

3.3   Using Technology and AI Tools (during writing a thesis)

A noteworthy discovery was using technology and artificial intelligence technologies in the thesis writing process. According to Dowd et al. [21] and Nurkamto et al. [1], numerous participants reported that their supervisors encouraged them to use various artificial intelligence (AI) tools to improve the quality of their thesis writing and work. The supervisors' willingness to embrace technology demonstrates their adaptability and openness to implement new technologies to improve student learning and outcomes. Nonetheless, supervisors emphasized the importance of using AI technologies appropriately rather than relying only on them as reported by the participants of this study.

Participant 1: "Mrs.X also always reminds me of the correct quote method to avoid plagiarism. She recommends using Deepl for translation, Quilbot for paraphrasing, Mendeley and Publish or Perish for reference."

Participant 3: "Supervisors also often provide input related to tools/applications that can be used to write a thesis better and more efficiently. According to the supervisor, it is now the era of AI. He also advised that it is permissible to use AI only as a tool, not as the brain of the thesis worker."

Participant 4: "It turns out that my supervisor very much suggests that I use various AIs as a support to compile a thesis and often help also in finding references that are in accordance with the topic title taken by the students who are supervised."

Supervisors are adopting a nuanced approach to AI in thesis writing, recognizing its potential as a supportive tool while emphasizing the importance of students' critical thinking and writing skills [1], [22]. They encourage using AI-powered applications to improve efficiency, generate ideas, and find relevant references but stress that AI should not replace students' intellectual contributions. This balanced perspective reflects a comprehensive approach to thesis supervision that embraces technological advancements while maintaining academic integrity[13]. By promoting the judicious use of AI tools alongside the development of essential academic abilities, supervisors create

an environment that significantly enhances student learning outcomes, preparing them for both successful thesis completion and the evolving landscape of academia and professional work in the AI era.

3.4   Relationship dynamics (before, during, and after the thesis writing)

The relationship between participants and their supervisors significantly impacted the entire experience of thesis supervision. Participants valued positive connections that included open communication, mutual respect, and a sense of support [1], [6], [22]. Participants 1 and 4, who had earlier encounters and stronger relationships with their supervisors, reported more comfortable and helpful experiences.

Participant 1: "Every draft was checked by Mrs.X. I have to correct and perfect the content of the thesis if it does not meet Mrs. X's direction."

Participant 4: "Mrs.Y also often provides motivation when working on his thesis. She also often helps me directly find suitable journals as reference materials for my thesis."

The relationship between participants and their supervisors during the thesis writing process varied significantly, as evidenced by the experiences of Participant 1 and Participant 4. While some students enjoyed close, supportive relationships with their supervisors, others faced more formal interactions that presented challenges in developing personal connections and effective communication. These diverse experiences underscore the importance of fostering strong student-supervisor relationships that extend beyond the thesis writing process[5]. Supervisors who provided comprehensive support, including motivation, practical assistance, and thorough feedback, contributed to their students' more enriching thesis writing journey [23]. To enhance supervision quality and student experiences, institutions should encourage open communication, provide opportunities for relationship-building outside formal thesis discussions, and offer training for supervisors on effective mentorship strategies [23], [24]. By focusing on these aspects, universities can create an environment that nurtures strong student-supervisor relationships, ultimately leading to improved thesis outcomes and more positive academic experiences.

3.5   Challenges and Support Systems (before, during and after writing Thesis)

Participants faced various challenges before, during, and after writing their thesis, including maintaining motivation, overcoming personal concerns, and navigating the research environment. To overcome these challenges, they used a combination of individual tenacity, supervisor support, and family drive [11], [19], [25]. The importance of supervisors in providing inspiration and guidance during difficult times was particularly clear in the experiences of participants 1, 2, and 4.

Participant 1: "My challenge is when I sometimes lose the mood to write a thesis.

Usually after I haven't written for a while, I find it difficult to start again. I have to motivate and remind myself often so that I can complete my thesis on schedule"

Participant 2: "My biggest obstacle when writing this thesis was from myself. If I am not in the mood, I often choose to take a break first."

Participant 4: In working on this thesis, I feel that I have received a lot of support, starting from my supervisors, parents, and friends."

These participants stressed the importance of supervisors in providing practical guidance and encouragement. Supervisors who provided direction and practical ideas were much welcomed, emphasizing the importance of emotional support and mentorship from supervisors in fostering students' determination and achievement. Certain individuals, on the other hand, faced issues such as limited oversight and guidance, pushing them to seek help from different sources [7], [23], [26]. The findings emphasize the importance of strong student-supervisor relationships in the thesis supervision process and the need for effective communication, assistance, and guidance to ensure positive student outcomes.

3.6   Post-Thesis Expectations and Reality (after thesis writing)

The participants' aspirations and experiences extended beyond completing their thesis. They expressed a desire for continuous assistance from their supervisors in preparing for the thesis defense and potentially publishing their work. The degree of post-thesis help experienced by participants varied. Specific supervisors provided extensive coaching and support in preparing for the thesis defense and exploring publication prospects.

Participant 1: "At the time of the thesis exam, Mrs.X was still on maternity leave. She still accompanied us during the thesis exam but only online"

Participant 2: "Regarding the preparation of the thesis defense, she did not give much input. In fact, my examiner gave a lot of input, so my supervisor asked me to contact the examiner"

Participant 4: "She helped me very much in all matters in terms of thesis preparation, revision, administration, approval of the thesis session, although she was also busy with giving birth".

They provided excellent insights into potential examiner questions and assisted in refining the thesis for publication [11], [22].

Nonetheless, other persons, such as Participant 3's supervisor, provided insufficient assistance and communication after completing the thesis [5].

Participant 3: "My thesis supervisor almost did not give any direction at all in the

thesis writing process."

The sentence "My thesis supervisor almost did not give any direction in the thesis writing process" means that the participant felt their supervisor provided minimal guidance or support while writing their thesis. Specifically, the supervisor did not offer detailed instructions or advice on approaching the thesis work, including aspects such as methodology or specific steps to follow. Instead, the supervisor mainly reminded the student of deadlines and provided examples of existing theses as reference, rather than offering personalized or comprehensive guidance.

The discovery emphasises the importance of giving ongoing aid and coaching to students beyond the thesis writing time in order to promote their academic and professional development [26]. The various levels of support provided after finishing a thesis highlight the importance of ongoing advice and mentorship in students' academic careers, emphasising the need for supervisors to interact with students regularly to nurture their growth and achievement.

This study contributes to the present body of literature on thesis supervision by thoroughly understanding Indonesian undergraduate ELT students' expectations and actual experiences. These observations can help drive methods to enhance the quality of supervision and student experiences in this particular situation. The study emphasises the importance of understanding students' expectations and the factors that contribute to positive supervision experiences, such as providing comprehensive feedback, cultivating strong relationships, and responsibly integrating technology and AI tools[1], [5], [26]. Supervisors can use this information to improve the quality of supervision. At the same time, universities can create support systems, allocate resources to address the issues students have during the thesis writing process, and provide ongoing mentorship opportunities [6], [12], [20]. This study gives critical insights for developing effective ways to support students in their academic pursuits, and it contributes significantly to the present literature on the dynamics of thesis supervision.

The study underlines the importance of giving ongoing aid and supervision to Indonesian undergraduate ELT students, even after completing their thesis. The declaration emphasizes the necessity of supervisors and institutions implementing methods to help students' academic and professional development after completing their thesis. This can involve providing advice on how to prepare for thesis defense and researching publication options [7], [11], [19]. Supervisors can assist students in transitioning from thesis writing to the next stages of their academic and professional journeys by providing ongoing assistance and resources. This aid guarantees that pupils continue to mature and develop. This ongoing guidance is critical for assisting students in negotiating the complexities of academic and professional circumstances after they complete their thesis.

However, it is critical to understand the limitations of this study. The study used a small sample size, specifically analyzing the experiences of four Indonesian undergraduate English Language Teaching (ELT) students. Although these perspectives are significant, future research should investigate using a larger sample size to capture a more diverse range of experiences and perspectives. Furthermore, the study relied on self-reported data from participants, which could be skewed by recollection and social

desirability bias. Future research should use additional data-gathering approaches, such as observations and document analysis, to triangulate the findings and acquire a better knowledge of the thesis supervision process.

Despite its limitations, the study provides useful insights into the expectations and realities that Indonesian undergraduate ELT students have of their thesis supervisors. The findings add to the growing body of scholarly literature on thesis supervision and have practical implications for increasing the quality of supervision and student experiences in the Indonesian English Language Teaching (ELT) context.

In conclusion, this study highlights the importance of effective communication, complete feedback, human connection, and the responsible use of technology and AI tools during the thesis supervision process. This emphasizes the need to continue advising and guiding students after completing their thesis to encourage academic and professional development. By understanding and addressing student expectations and challenges, supervisors and institutions can create supportive and effective supervision environments that encourage student accomplishment and happiness in Indonesian ELT and beyond.

4   Conclusion

This study examined Indonesian undergraduate students' expected and real encounters concerning thesis supervision in English Language Teaching (ELT) programs. The study utilized qualitative research methods, specifically semi-structured interviews, to gather information from four female students enrolled at a private university in Indonesia. The findings of the study revealed a range of experiences. Several students reported receiving beneficial supervision that either met or surpassed their expectations, while others encountered difficulties as a result of insufficient direction and commitment.

Several key themes were identified, including the significance of supervisor expertise, personal traits, and the extent of advice offered. The study also emphasized the significance of technology and AI tools in thesis writing, with supervisors promoting their proper utilization to improve student outcomes. The supervisor-student relationship was determined to be crucial, with pleasant interactions marked by transparent communication, reciprocal admiration, and assistance being highly esteemed.

The results have significant consequences for enhancing the quality of supervision and students' experiences in the context of Indonesian English Language Teaching (ELT). Supervisors can gain advantages by comprehending their students' expectations and the elements contributing to favorable supervision experiences. Institutions have the ability to create support systems and allocate resources to specifically address the difficulties that students have when writing their theses. In addition, offering continuous mentorship opportunities can significantly augment student satisfaction and academic achievement.

Subsequent investigations could enhance these discoveries by examining the viewpoints of supervisors and the enduring effects of thesis supervision on students' academic and professional paths. Conducting research on a broader and more varied

sample could yield a more thorough comprehension of the supervisory process. Utilizing several data-gathering techniques, such as observations and document analysis, can assist in triangulating the findings and providing more profound insights into the process of thesis supervision.

Ultimately, this study highlights the significance of proficient communication, thorough feedback, establishing a personal bond, and the conscientious utilization of technology and AI tools in supervising theses. Supervisors and institutions can promote student progress and happiness in Indonesian ELT and other areas by comprehending and dealing with student expectations and problems, therefore establishing supportive and effective environments.

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