

WRITING ENGLISH THESIS IN THE HABITUS NEW NORMAL POST COVID-19: OBSTACLES AND CHALLENGES FROM THE STUDENTS' PERSPECTIVE

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ABSTRACTS

The majority of learning and teaching activities during the COVID-19 era were distributed to remote learners. The ineffectiveness of face-to-face instruction was subsequently put aside as students felt comfortable learning online. Policymakers in the education system had to adjust to a new normal or habit once the COVID-19 cases started to decline. The aim of this research is to identify the challenges faced by final year students in completing thesis during the Post-Covid-19 New Normal Habitus period and to find out how final year students can complete their thesis guidance during the Post-Covid-19 New Normal Habitus period. There were 15 English students joining the interview and the research was conducted within the State Islamic campus in Jambi City. Coding system was implemented to get credible data. The result shows that Completing studies in the New Normal Era has several obstacles. One of the most significant problems is the communication problem between students and supervisors which involves internal and external factors. Internal factors focus on difficulties caused by students' lack of understanding of thesis components, references and citation styles. Meanwhile, external factors focus on students' difficulties in the thesis writing process which depends on the direction of the supervisor, where some lecturers still provide online thesis guidance, where students agree that online counseling is not effective.

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INTRODUCTION

Habitus is a concept that talks about how a person physically interacts with the world (Ivemark & Ambrose, 2021). It also shows the way people enter a field with the knowledge they have about the world around and the creation of conscious or unconscious strategies between successfulness and appropriate challenges (O'Toole, 2021). However, it also creates these social habits in the body or could be said to be connected to daily activities, which is called that habitus is the body that is interacting with the world (Celik, 2020). Habits also come into play in the case of COVID-19, such as quick changes in educational patterns, where the traditional habit of face-to-face learning evolves into courageous learning over the course of more than two years (Husain & Ashkanani, 2020). It is evident that this practice presents challenges of its own: first, schools must be closed, and then teachers and students

must adjust to using different media and online platforms until they become accustomed to this pattern (UNESCO, 2020).

Since the COVID-19 case was opened by WHO in December 2019, the pattern of online learning has gained widespread recognition and use (Bryson & Andres, 2020; Nugroho, 2020). Students no longer prefer face-to-face instruction because they feel more at ease learning remotely and choose to ignore this learning's shortcomings. This is probably due to the length of time in Covid-19 they spend and build their comfort zone with online learning (Robinson et al., 2019). The negative aspect that needs to be addressed is learning loss (Skar et al., 2021), which is a phenomenon where there is a gap in motivation that results in a loss of students' knowledge and skills as a result of an educational process that is not working well (Zenius Untuk Guru, 2021). In addition, it will impact on the output of the learning process (Simal et al., 2022).

The existence of systematic response method data collection from studies looking at the effects of COVID-19 over the past two years is evidence that real learning loss has actually taken place. According to the study, data on students from middle-class to lower-class or economically disadvantaged backgrounds who had a worsening educational process during the COVID19 period and a higher dropout rate at the elementary school level came from the identification of 40 studies on learning loss that led some students to drop out of school (Moscoviz & Evans, 2022). This fact is intriguing because little research has been done on learning loss in case studies in higher education (Gu & Huang, 2020). The big question is aimed at final-year students, who are given free reign to finish their final assignment on their own without face-to-face instruction in the classroom and must also receive online tutoring during COVID19.

One of the preliminary studies that involved a research survey of fifty lecturers from eight different institutions found that students' online final project consultations during the COVID-19 period revealed several obstacles, including: 1) 32% of the total number of lecturers stated that students struggled to write Research Background without direct interaction with lecturers, such as challenges in positioning the focus of research; and 2) 40% of the responses stated that students had difficulty paraphrasing statements quoted from scientific articles (Nurkamto et al., 2022).

However, new issues emerged after the COVID-19 cases started to fade away, and policymakers in the education system had to deal with a new normal or habit (Ancho, 2020). Will the naturally occurring online learning habits be used in the future, taking into account the convenience of students and teachers who do not require face-to-face interactions, or are they more adaptable, or are new adaptations required with educational patterns that apply blended learning patterns for some learning and face-to-face for learning cases? For example, which learning subjects can be completed 50% online and 50% offline, and which subjects require 100% face-to-face instruction. This applies to the cases that is discussed in this essay. What measures will be taken in response to the findings of a study on the opinions of students studying English (English Foreign Language Students) regarding the difficulties and barriers encountered when completing English final assignments under the new normal routine following COVID-19. Therefore, the purposes of this research are to identify the challenges faced by final year students in completing thesis during the Post-Covid-19 New Normal Habitus period and to find out how final year students can complete their thesis guidance during the Post-Covid-19 New Normal Habitus period”.

RESEARCH METHOD

The research under consideration employs a qualitative research method, specifically utilizing a qualitative case study approach. This method offers researchers a valuable means of delving deeply into complex and multifaceted phenomena situated within specific

contexts. In this particular study, the phenomena of interest were 15 English students who were motivated to produce their final reports in the English language. By employing a qualitative case study, the research seeks to comprehensively investigate and analyze the various facets of this phenomenon, exploring the students' obstacle and challenges. This approach allows for a nuanced and comprehensive examination, ultimately contributing to a richer understanding of the subject matter.

Research Design

With a case study methodology, this research is qualitative. Understanding a topic with a qualitative approach involves examining social issues, developing a word analysis, and reporting the opinions of an informant in depth (Mik-Meyer, 2020). First, interviews were performed to address the first research question, which addressed the issues with academic writing proficiency experienced by undergraduate students, particularly those enrolled in the English Tadris study program. Additionally, a qualitative investigation was done into the first research question. There were a total of 6 participants in this study who were final semester students completing their thesis as their capstone project. Researchers will utilize convenience sampling, also known as haphazard sampling, to carry out this study.

Researchers used interviews to address the first study question. The interview includes questions that address two aspects of academic writing issues: proficiency in scientific writing and competences connected to the thesis's constituent parts. In order to gather information about solutions to the problems and challenges listed above, the researcher will lastly hold a Focus Group Discussion (FGD) with the participants.

Population and Sample

The population of this research was all students in English Department. Then, through the application of convenience sampling, the selection criteria for the samples revolve around identifying students enrolled in an English education study program who were currently engaged in the process of composing their final reports in the English language. There were 15 students willing to join and had high motivation to finish their final paper. The deliberate choice ensures that the participants selected for this study possess the specific attributes and experiences relevant to the research objectives.

Instruments

In this study, data analysis will be done in stages using a descriptive qualitative method. The conversations that took place during the interview process will first be recorded and then typed up. Second, the interview results will be read and chosen in accordance with the study question. Third, the answers provided by the participants that were chosen will be categorized into a number of themes and sub-themes. The coding procedure, which involves classifying the data into categories, will be marked using symbols, descriptive phrases, or grouping.

To address the first study question, the researcher employed an interview that included a number of inquiries created by adopting legitimate and trustworthy tools used in earlier studies by Fitria (2022). Questions in the interview deal with two aspects of academic writing issues: performance in scientific writing and competences connected to thesis-related parts. When all is said and done, the researcher will do a Focus Group Discussion (FGD) with the participants to gather information about solutions to the difficulties and challenges discussed earlier.

Data Analysis

The researcher analyze data from interviews involves a systematic and structured approach to derive meaningful insights and conclusions. The first step is transcription, where interview recordings or notes are transcribed to create a written record for analysis. Next, data

coding is crucial and consists of open coding, where emerging themes and categories are identified without preconceived notions. Afterward, axial coding organizes these codes into broader categories or themes, while selective coding narrows the focus on the most significant themes. Following data coding, categorization groups similar codes into coherent themes or categories, which the researchers do by manually.

In the second phase of analysis, data reduction entails summarizing and condensing data within each category, creating concise descriptions or memos. Data interpretation involves the search for patterns, relationships, and variations within and between categories, considering context and connections between themes. It's vital to continually compare new data with existing categories and maintain consistency in coding if multiple researchers are involved. The final steps include placing findings in the context of existing literature and theories, possibly developing emergent theories, and presenting results in a research report, ensuring clarity and organization throughout the process. Transparency, thorough documentation, and consistency are key elements in ensuring the rigor and validity of the analysis.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The Challenges Faced by Final Year Students in Completing Thesis During the Post-Covid-19 New Normal Habitus Period

The case study method is being used in this descriptive investigation. The researchers used 17 questions from an instrument in order to conduct interviews to gather data (Fitria, 2022). Six of fifteen students enrolled in Jambi State Islamic University's English Tadris Study Program who were in their last semester and working on a thesis as their last piece of coursework made up the study's subjects. The researchers consider choosing six students out of fifteen because some students did not even have experience doing consultation online with supervisor. Pseudonyms such as A, B, C, D, E, and F were used to conceal the names of the six research participants in order to make the data acquired appear more private.

As can be seen in table 1, the researchers divided them up into various themes and sub-themes.

Table 1
The Description of Interview Guidance

No	Tema	Sub-Tema
1	Student Difficulties and Barriers to Thesis Writing in the New Normal Era.	<p>Internal factors</p> <ol style="list-style-type: none"> 1. A working knowledge of thesis writing 2. The ability to choose a thesis topic. 3. Knowledge of the thesis's components. 4. The ability to locate and properly credit thesis <p>External Factors</p> <ol style="list-style-type: none"> 1. Guidelines for working with a supervisor on your thesis 2. Thesis counseling method 3. How frequently supervisors and students discuss their 4. Talking associates
2	Student Solutions for Overcoming Difficulties and Barriers in Thesis Writing During the New Normal Era.	<ol style="list-style-type: none"> 1. Concerns with thesis writing 2. The most challenging aspect of the thesis guidance

The initial theme of this study is how difficult it is for students to write their theses during the new normal habit period. Each research subject was questioned about the difficulties they encountered when completing their theses during this new normal habitus era. There are two sub-themes within this main topic. Internal elements are the first sub-theme, while external influences are the second.

Concerns to Consider When Writing Thesis

The components of writing a thesis were a question the researcher posed to each student who was chosen to participate in the study in this section. This is due to the fact that if the student claims to comprehend that he will write a thesis, he will be aware of a number of significant details, including the elements involved in creating a thesis. Following are some of the many types of responses that were gleaned from the findings of the researchers' interviews with each research subject.

Participant A: *"If the method doesn't fit the title, then it will be an issue in chapters 4 and chapter 5 since that's the aspect, for example, the effect indicates that it really has to be experimental and quantitative."*

Participant B: *"In my view, sir, the punctuation, the order of the paragraphs, and the sample technique, are all that need to be taken into consideration."*

Participant C: *"First, the backdrop of the study miss, discusses the formulation of the problem, is identified, has a purpose, is the subject of a research problem, is the subject of a research question, and limits the difficulties missed. The tone description in chapter 2 talks about speaking, therefore it talks about Speaking. After that, there is discussion about movies because the tone employs a movie miss. In chapter three, the research technique, qualitative research miss is the tone, and interview is the method. To organize the data, you use a questionnaire in chapter 4. The identical recommendations, recommendations, and conclusions are also included in chapter 5".*

Participant D: *"Margins, sizes, letters... Sir, it's already here. However, focus on the title first before considering the background information while formulating the challenge".*

Participant E: *"In the first semester, the history of the title we used was explained. The basic theory that we adopt is covered in Chapter 2's literature analysis, while Chapter 3 deals with amounts and cauldrons. Mathematical data is typically used for quantity. More interviews and observation are conducted at the cauldron. Findings and discussion are in Chapter 4, and the chapter concludes in Chapter 5".*

Participant F : *"Yes, the first one must be in line with the handbook, which has already been explained. For instance, the writing, margins, spacing, and friends have all already been explained in the guidebook. We are taking quantitative data, so everything has been explained in the guidebook".*

They describe the elements in the thesis based on the answers provided above by each of the study's subjects. A, the first research subject in this study, argued that the research design could be inferred from the study's title, for example, if the thesis examined "the effect," then the research would take the form of a quantitative experiment. The response to this initial research question actually demonstrates the thesis's main ideas. Additionally, this demonstrates that Participant A genuinely does not comprehend the elements of a thesis.

The second research subject, Participant B, also clarified that the thesis's components took the shape of punctuation, paragraph structures, and sampling. Participant B demonstrates

that he lacks a thorough understanding of the elements of thesis writing. This will also have an impact on how challenging students' thesis writing will be. As the third research subject for future investigation, Participant C outlines a number of aspects that, in his opinion, go into a thesis. The sections in each chapter of a thesis are explained by Participant C. Additionally, it differs from the fourth research topic, Participant D. Here, Participant D only asserts that the format margins make up a thesis's components. This further demonstrates that Participant D is one of the students who does not fully grasp the structure of a thesis. The fifth research subject, Participant E, then responded with a response that was nearly identical to Participant C's. The background title chosen for the thesis, theories or research foundations, chapter 3 containing the techniques utilized, chapter 4 containing the findings and discussion, and chapter 5 including the research conclusions are the components of the thesis, according to Participant E.

Participant F additionally provided responses regarding the elements of a thesis that weren't entirely accurate for the topic of the most recent or sixth investigation. Participant F indicated that the thesis's components, such as margins and spaces, had to follow the guidelines in the thesis writing manual in light of the responses he provided. Participant F also simply mentioned that existing criteria must be followed as a general guideline while writing a thesis. This further demonstrates Participant F's lack of understanding and assurance regarding the necessary elements of thesis writing.

It is concluded that no students have certain knowledge of the components that make up a thesis from all the responses that have been provided by each research subject regarding these elements. Each research participant only spoke about what they were thinking in relation to their thesis. This will undoubtedly have an impact on how well students complete their final project as a result.

Learning How to Choose Thesis Topics

A thesis must have a study topic so that the information it states is clear and does not have too many scopes in order for it to explain and deliver clear information. However, because some students struggle with selecting a topic for their research, it takes them a while to complete their thesis. The researcher asks each research subject about how they choose the thesis topic in this section as part of the sub-theme of difficulties in writing theses. The following are the responses each research topic gave when asked how they choose their thesis topic.

Participant A: *"What is obvious must be in line with the area of expertise or the field of interest. For example, yesterday I tried observing the students to see if there were any gaps or issues with writing among them. After identifying the issue, I tried to find a solution by using a method or media that can address the issue. Therefore, it is possible to determine the topic and title."*

Participant B: *"Choosing the topic, sir? Do you mean my topical issue? For my thesis, sir, the shift from mixed to offline learning is the main focus rather than speaking, listening, reading, or writing. I choose the subject in light of my sister's experience. I was interested in conducting study on that topic since I observed my younger sibling at school and noticed how the transition from online to offline learning was significantly different."*

Participant C: *"When I first started looking for my undergraduate thesis topic, Miss, I also searched on Google (Scholar). After finding an intriguing topic and taking additional action, Miss, I became more interested in*

choosing that term. Thank goodness, I once proposed a title about it, and it was right on the miss account."

Participant D: *"Read from other theses and other publications."*

Participant E: *"What I experienced was because the school had issues. It just so happened that the school I researched was the one where I was a PPL miss; there, the students struggled to communicate; Rauda's sense of pronunciation and grammar was destroyed miss; as a result, internally, they were lazy to study miss, so that's the reason."*

Participant F: *"My focus is using the CAR technique and the question-and-answer format to enhance reading comprehension of narrative texts. The problem was the same in all the schools where we conducted our observations, namely that the pupils had reading difficulties, therefore we employed this technique to address it."*

The answers given above demonstrate that each study topic has a unique method for selecting a thesis topic. It is well known that participant A clarified the necessity of first knowing his area of competence or area of interest in order to choose the topic for the thesis. Participant A will then carry out a quick initial observation to look for any issues that might appear. This will probably be accomplished by participant A, given that students will be more motivated to finish the thesis-writing process if the topic they choose is one they are knowledgeable about and enthusiastic about. Then, with reference to further research topics, participant B said that he chose the subject of his thesis based on what he saw in his environment, as demonstrated by the way that his younger sibling experienced the switch from online to offline learning, which was very different. This piqued his curiosity about it, and he made the decision to make it the subject of his thesis.

In a little departure from previous study topics, the answer from participant C indicates that in order to choose the subject of his thesis, he tried to finding a topic idea on Google Scholar for references for possible titles that have already been studied by other scholars. Additionally, he mentioned that one research idea that he had chosen and presented to his professor had been accepted by his thesis advisor. Participant D, the research subject, likewise expressed himself in a distinct manner. Here, Participant D mentioned that in order to choose his thesis topic, he looked at a variety of theses written by friends or campus seniors who had completed their study. He also made an effort to make a point by reading numerous journals. His references for the topic he chooses can be added.

The answers above also demonstrate how Participant E, the fifth research subject in this case, chooses the subject of his thesis based on the observations and feelings he had while conducting PPL. Then, for the last study topic, Participant F did not give a clear explanation of how he came up with the problem he chose as the research topic. It is feasible, nevertheless, that Participant F is looking for references to the subject of his thesis from other theses that he has previously investigated. Participant F modified certain sections that he felt were unclear after discovering a topic that intrigued him.

Based on the responses given by Participant A, B, C, D, E, and F, it can be said that there are many different ways to choose a thesis topic. As a result, students shouldn't find it challenging to do so. Some of these methods include choosing a topic based on your interests, your own or others' experiences, and previous research from theses and journals.

The Frequently of Supervisors Provide Thesis Guidance

One of the elements that will impact how quickly students complete their theses as their final project is the frequency of thesis coaching. The supervisor's recommendations will be completed less frequently, which will have an impact on the student's attitude. The following

responses were gleaned from interviews regarding how often thesis guidance was provided by supervisors.

Participant A: *"As far as I can recall, I failed to get the second supervisor's approval on more than two ideas. I don't recall the specifics, but it was a proposal. I'm in court. Following the seminar, the suggestion appears more than twice as often as the rhyme. But remember not."*

The first study subject mentioned above said that he required help more than twice as well as after the proposal seminar in order to finish and become a proposal.

Participant B, said that he had needed supervision for a considerable amount of time. He claimed to have mentored at least four times and one of the supervisors somewhere between two and thirteen times, as indicated in the interview's direct quote. At this stage, a number of assumptions might be made, such as instructors who genuinely want the best results or students who don't adhere to their lecturers' recommendations, leading to a lengthy adjustment period until the intended results are attained. The second participant in this study made the following statement.

Participant B: *"Normally, I do at least four times. maximum of 6-7 times. There are 6 times with a single supervisor, and I can get up to 12 or 13 times with two supervisors."*

Additionally, study participants C, D, and F stated that they may receive supervision from a supervisor once a week or approximately three times each month. The following are straightforward responses provided by C, D, and F during interviews with researchers.

Participant C: *"In a month, you chase targets like that miss, so you can miss three times a month, so there is now a weekly miss."*

Participant D: *"Initially, sir, it was once a month. However, as we pursue our goals, it can now be done only once every week, sir."*

Participant F: *"We occasionally once a week."*

Finally, Participant E provided information regarding the frequency of supervision with various supervisors. E, the fifth research participant, revealed that his mentor had set out time for each pupil to get supervision, i.e. once per month. Students have to wait long enough—once a month—for the next step, but if they use that time well to write their expected thesis, there won't be a problem. The following is E's response when asked how often she receives mentoring from her managers.

Participant E: *"With Miss Putri once a month, miss. He is planned."*

Overall, it can be inferred from the responses provided by each research subject regarding the frequency of supervision with supervisors that each supervisor counsels students at a varied frequency. This can be because academics are in different roles and are busy. The findings of the interviews also revealed that there are supervisors who can meet with their pupils as little as once a week, as often as once a month, and some even need to provide guidance more than 13 times for the phases following the seminar. This won't be a problem, though, if every intelligent student makes the most of the opportunities and time they have.

Student Solutions for the New Normal Era's Thesis Writing Difficulties

The next focus of this study is how students can deal with the challenges of writing theses in the modern day. In this portion, the researcher asked each research subject during the interview session about the remedies they had used or used to get beyond the issues they encountered when writing their theses as the course's final assignment, particularly in this new normal period. Researchers received a variety of responses from each research subject in the form of the following from the results of the interviews.

Participant A: *"Sure, you still look for it. Even though it's challenging to get references, you can still look for it. If you get stuck, though, yes, if it's too challenging, like the great theory, it's typically there, but it's locked and cost money. I'll just adjust the theory miss if it's truly stuck, though. Therefore, I modified the theory, which is in the journal and is essentially unchanged."*

There will undoubtedly be a number of issues when going through a process. However, there needs to be a fix or a plan of attack for each of these issues. The same is true for students who are writing theses; they will undoubtedly run into a number of issues or difficulties. The pupil must be able to go through it, though. From the straightforward statement made by participant A, the first study subject above, it is clear that Participant A keeps looking for references even in the face of problems or difficulties. If participant A still can't locate it, he will search for another hypothesis that addresses the same issue or replace it.

While the following participant B, claimed that his approach to solving issues that arose while writing a thesis was to speak with the professor. Participant B occasionally talks about it with her friends as well. But since he doesn't have many pals, he frequently talks to lecturers. The next section contains Participant B's response, which can be seen.

Participant B: *"Normally, I don't consult references, have conversations with friends, or seek advice from my lecturer, sir. There are some friends, but not enough."*

This third research subject, in contrast to the earlier research subjects, had a unique strategy for resolving the issues he encountered while composing his thesis. Participant C claimed that he would take a brief break to use social media when he ran into issues with his thesis guidance. Furthermore, Participant C added that he wouldn't be using a phone for a time. He will keep going back to finish his thesis after he achieves in a better or more relaxed state. This can be done to clear the mind of the many different aspects of thesis writing, such as selecting subjects, responding to lecturer corrections, planning guidance schedules, or managing time to complete seminar goals or thesis trials. In the portion that follows, the researcher's conversations with Participant C reveal his responses.

Participant C: *"First, turn off social media, don't hold the phone, then, when it's calm, I'll write again and complete the thesis."*

The final research participant F, used the identical strategy used by C to address writing and finishing-thesis-related challenges. F will also give himself and his thoughts some space to decompress after experiencing various things. He will resume the thesis guidance and writing once he has calmed down. The next part includes the answer given as Question F during the interview. In addition to the debate, if an issue arises, we pause for a bit before resuming.

The researchers also discovered additional methods through interview sessions that research participants used and put into practice when they encountered difficulties or hurdles when writing their theses. The answer is that participant D, the fourth research participant in this study, will try to locate a solution on YouTube when faced with a difficulty. This could be comparable to explaining how to utilize data processing software, where to find a topic's original theory, or how to cite. Participant D said that he would talk to his friends about the difficulties he was having writing his thesis and that he would also ask for their assistance. Below are the responses provided by participant D.

Participant D: *"At the very least, sir, view YouTube lesson videos; if you can't, show a friend who can."*

It was concluded from all the responses the researchers received during interviews with the 6 study subjects that the research subjects came up with a variety of solutions when faced

with difficulties or hurdles during the writing and completion of the thesis. The tactic entails briefly calming down in order to feel more at ease and motivated to finish writing the thesis. Then, another tactic is to substitute things that cannot be obtained for those that are similar, like references or thesis research theories related to the topics we select.

Discussion

Concerns to Consider When Writing Thesis

Most of the students, particularly during writing the thesis, experienced some issues because to a variety of factors, including the dread of the unknown, the anxiety of failing to adequately respond to the examiners' queries, and the lack of confidence in the content of their individual thesis. In this context, the students extremely depended on their supervisors to reduce the worries and this is in line with other research which said a direction of a role model such as a supervisor can increase students' confidence in writing a thesis where they believe that the guidance they receive directly can help them solve research problems (EKOÇ, 2019).

Learning How to Choose Thesis Topics

There are many different ways to choose a thesis topic, therefore students shouldn't feel challenged in doing so. Some of these methods include using personal interests, personal experience, the experiences of those around them, and the previous research and journals. It is like building the framework of research before conducting it and this framework of thinking is based on social regulations regarding learning achievement and student behavior in analyzing and observing data available in the field (Hwang et al., 2021).

The frequently of supervisors provide thesis guidance

Each supervisor has a specific frequency for giving advice to various students. This can be the result of instructors' varied schedules and workloads. According to the interview results, there are supervisors who can meet with their pupils as little as once a week, as often as once a month, and some even have to provide guidance for the phases after the seminar more than 13 times. This won't be an issue, though, if every intelligent student makes the most of the time and possibilities at hand.

It is also known that each lecturer will have unique guidelines about the timeline for guidance and the frequency with which each student will receive guidance. This will undoubtedly be one of the elements influencing how quickly students finish writing their theses. The difficulties with supervisors during thesis consultations are another barrier caused by outside variables (Abadi et al., 2023).

Student Solutions for the New Normal Era's Thesis Writing Difficulties

Additionally, it was discovered that the research subjects had issues or difficulties while writing and completing their theses for the second theme, namely student solutions to overcome obstacles in writing theses in the new normal habitus. The tactic is briefly calming down so that you may resume writing your thesis with renewed energy and confidence. Then, another tactic is to swap out what was discovered with something that was similar, for instance, by looking for references or the chosen topic's thesis study theory.

It is possible to draw the following conclusions from the data obtained through interviews and data analysis:

- a. Both internal and external elements present difficulties for students performing thesis guidance throughout the New Normal Habitus period. Internal factors include difficulties caused by a lack of understanding of the thesis's components, references, and citation styles. Regarding external factors, the difficulties students encounter when writing their theses typically stem from their supervisors. Because some professors are still providing

- online thesis guidance or discussions, it can occasionally take a long time for them to meet with students, provide additional guidance, and respond (Syarofi & Shobaha, 2023).
- b. In the Habitus New Normal era, students came up with a solution to deal with the difficulties of writing a thesis: when they can't find the sources they need or everything they want to include in it, and they're tired of listening to their supervisor's instructions, they put off working on their thesis for a while in order to clear their minds before picking it back up again. Additionally, in the hope that the problem of thesis writing can be handled, students will strive to develop a replacement theory that is still connected for data that is either impossible to find or difficult to find, such as the theory that will be used (Nurkamto et al., 2022).

CONCLUSION

Both internal and external elements present difficulties for students when completing thesis guidance during the New Normal Habitus period. Internal factors include difficulties caused by a lack of understanding of the thesis's components, references, and citation styles. Regarding external factors, the difficulties students encounter when writing their theses are typically caused by their supervisors. Since some lecturers are still providing online thesis discussions or guidance, it may take a while for lecturers with busy schedules to meet with students, provide additional guidance, and reply to or respond to their chats. Additionally, this leads students to believe that online counseling is ineffective.

As a result of the COVID19 disaster, the educational system is fast evolving, and it is intended that the ensuing data will give an overview of the behavior patterns of final year students as they deal with the process of completing their final project. This will raise the standard of research and ought to be incorporated into undergraduate curricula.

In order to improve student completion at the specified time, periodic progress reports for each student must be filed each semester. Additionally, students enrolled in final studies must follow a functional research timetable.

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