

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF DIFFICULTIES
ON THE UNDERGRADUATE THESIS WRITING
DUE TO THE CLOSURE OF SCHOOLS DURING THE COVID-19 PANDEMIC
FACED BY THE FINAL SEMESTER STUDENTS IN IAIN METRO**

BY:

ANITA SUCIATI RAHAYU

STUDENT NUMBER: 1801071005



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

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DUE TO THE CLOSURE OF SCHOOLS DURING THE COVID-19 PANDEMIC
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Presented as a Partial Fulfillment of the Requirements

For the Bachelor of Education Degree (S.Pd)

In English Education Department

By:

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STUDENT NUMBER 1801071005**

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Supervisor : Dr. Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M



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APPROVAL PAGE

Title : AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19
PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER
STUDENTS IN IAIN METRO

Name : Anita Suciati Rahayu

SN : 1801071005


Department : English Education Department

Faculty : Tarbiyah and Teachers Training Faculty

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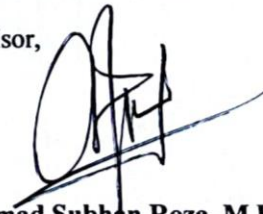
To be discussed in Munaqosyah in Tarbiyah and Teachers Training Faculty of State
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Metro, October 24th, 2022

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NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan
Sdr. Anita Suciati Rahayu**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name : Anita Suciati Rahayu
Students Number : 1801071005
Judul Skripsi : AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY
COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE
FINAL SEMESTER STUDENTS IN IAIN METRO


Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Munaqosyah of
Anita Suciati Rahayu**

To:

The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.


We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name : Anita Suciati Rahayu
Student Number : 1801071005
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY
COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE
FINAL SEMESTER STUDENTS IN IAIN METRO

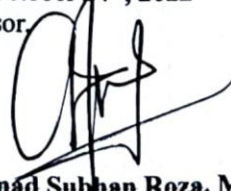
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you.

Wassalamu'alaikum Wr. Wb.

Head of English Education Department


Andianto, M.Pd
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RATIFICATION PAGE

No. B-4945/11-23-1/D/PP-00-9/11/2022

An Undergraduate thesis entitled: AN ANALYSIS OF DIFFICULTIES ON THE UNDERGRADUATE THESIS WRITING DUE TO THE CLOSURE OF SCHOOLS DURING THE COVID-19 PANDEMIC FACED BY THE FINAL SEMESTER STUDENTS IN IAIN METRO. Written by: Anita Suciati Rahayu, Student Number 1801071005, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, November 11th, 2022 at 14.00 - 16.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Ahmad Subhan Roza, M.Pd	()
Examiner I	: Dr. Umi Yawisah, M.Hum	()
Examiner II	: Dr. Aria Septi Anggaira, M.Pd	()
Secretary	: Rika Dartiara, M.Pd	()



The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF DIFFICULTIES
ON THE UNDERGRADUATE THESIS WRITING
DUE TO THE CLOSURE OF SCHOOLS DURING THE COVID-19 PANDEMIC
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ABSTRACT

By:

ANITA SUCIATI RAHAYU

This study aims to find out what are the difficulties experienced by final semester students of English education Department in IAIN Metro in conducting research during pandemic era and what are the efforts being made by them to keep doing research even though many schools are closed.

This type of research is a qualitative descriptive research. The methods used in data collection are questionnaire, interview and documentation. Data analysis techniques are data collection, data reduction, data display and conclusions. The subjects of this research were 26 students of the final semester students in English Education Department at IAIN Metro.

The results of this study indicate that school closures during the pandemic era have quite affected 50% students on the process of working their undergraduate thesis. Not only 46.2% students postpone in doing research but also 53.8% of students who are conducting research felt difficult in finding data. However, 56% of students still try to do research by distributing questionnaires and conducting interviews by online.

Keywords: Covid-19 Pandemic, Difficulties in Writing Thesis, Thesis

**ANALISIS KESULITAN PENULISAN SKRIPSI
AKIBAT PENUTUPAN SEKOLAH SELAMA PANDEMI COVID-19
YANG DIHADAPI MAHASISWA SEMESTER AKHIR DI IAIN METRO**

ABSTRAK

By:

ANITA SUCIATI RAHAYU

Penelitian ini bertujuan untuk mengetahui apa saja kesulitan yang dialami oleh mahasiswa semester akhir Jurusan Pendidikan Bahasa Inggris di IAIN Metro dalam melakukan penelitian di masa pandemic dan upaya apa saja yang dilakukan oleh mereka agar tetap dapat melakukan penelitian meskipun banyak sekolah yang tutup.

Jenis penelitian ini merupakan penelitian deskriptif kualitatif. Metode yang digunakan dalam pengumpulan data adalah angket, wawancara dan dokumentasi. Teknik analisis data yang digunakan yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Subjek penelitian ini yaitu 26 mahasiswa aktif semester akhir Jurusan Pendidikan Bahasa Inggris IAIN Metro.

Hasil penelitian ini menunjukkan bahwa penutupan sekolah pada masa pandemi cukup mempengaruhi 50% mahasiswa dalam proses pengerjaan skripsi. Tidak hanya 46,2% mahasiswa yang menunda dalam melakukan penelitian tetapi juga 53,8% mahasiswa yang sedang melakukan penelitian merasa kesulitan dalam mencari data lapangan. Namun 56% mahasiswa masih mencoba melakukan penelitian dengan cara menyebarkan angket dan melakukan wawancara secara online.

Kata kunci: Kesulitan Penulisan Skripsi, Pandemi COVID-19, Skripsi

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Anita Suciati Rahayu
Student Number : 1801071005
Department : English Education Department
Faculty : Tarbiyah and Teacher Faculty

State that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, October 22nd, 2022

The Writer,



ANITA SUCIATI RAHAYU

SN. 1801071005

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Anita Suciati Rahayu
NPM : 1801071005
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 Oktober 2022

Penulis,



ANITA SUCIATI RAHAYU
NPM. 1801071005

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

So, surely with hardship comes ease.

Surely with 'that' hardship comes 'more' ease.

(QS. Asy-Syarh [94]: 5-6)

In this life, we will always face problems. Sometimes we even think that life is only filled with difficulties, without any ease. Because of the difficulty, it is not uncommon for people to despair, and give up on the problems they face. As a result, we find it difficult to be grateful and appreciate the blessings of life. Whereas in this verse of the Qur'an, Allah SWT has promised that there is always ease in every difficulty.

DEDICATION PAGE

With the deep gratitude, I dedicated this undergraduate thesis to myself who always eager for facing the challenges in this life. With the completion of this undergraduate thesis, the writer dedicates it to:

1. Mrs. Dr. Hj. SitiNurjanahM.Ag, as theHead of IAIN Metro.
2. Mr. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Mr. Andianto, M.Pd as the Head of English Education Department of IAIN Metro.
4. My undergraduate thesis supervisor Mr. Dr. Ahmad SubhanRoza, M.Pd who always support the writer to complete this undergraduate thesis.
5. The writer's family who have always helped to complete this undergraduate thesis. They are my super mom (Mrs. Sukarmi), my super dad (Mr. NurulQomar), my sister (FitriAnggraeni), my niece (Keysa Zahra Syahfitri), my nephew (RafanAqmarSyahputra) and my brother-in-law (Adnansyah) who always cheer me up. May Allah give them health and always take care of them.
6. The whole lecturers at English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Metro.
7. My friends who always keep supporting and helping each other, through ups and downs since day one. They are LutfiaNikmatulFauziah ,AmaliaFatmarani, IndryDwiPangestuti, Sylva Nanda NuryaNingrum, ViviTsaniaMeiala, Putri Chandra Sari IntanPratiwi, YoviAstika Sari, DelaSilvianaPutri, and IrfanSaputra.
8. For all who have helped the writer to complete this undergraduate thesis which may not be mentioned one by one.

ACKNOWLEDGMENT

Praise and gratitude the researcher goes to the presence of Allah SWT for all His love and grace so that the researcher can complete this undergraduate thesis entitled "*An Analysis of Difficulties on the Undergraduate Thesis Writing due to the Closure of Schools during the COVID-19 Pandemic Faced by the Final Semester Students in IAIN Metro*" right in time. This undergraduate thesis was written in order to fulfill the requirements to achieve a Bachelor of Education Degree (S.Pd) at the English Education Department, Tarbiyah and Teachers Training Faculty, IAIN Metro.

The researcher would like to express her deepest gratitude to Mr. Dr. Ahmad Subhan Roza, M.Pd as the undergraduate thesis supervisor who has provided a lot of direction, criticism, suggestions and guidance to the researcher during the process of completing this undergraduate thesis. As an ordinary human being, the researcher realizes that the preparation of this undergraduate thesis is far from perfect due to the limited ability and knowledge possessed by the researcher.

For this reason, I humbly expect suggestions and constructive criticism from all parties. I hope that this undergraduate thesis can be useful for related parties, students of English Education Department, IAIN Metro and readers in general.

Metro, October 17th, 2022

Researcher,



Anita Suciati Rahayu

SN. 1801071005

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CHAPTER I

INTRODUCTION

A. Background of Study

The COVID-19 (corona) pandemic is currently something that is very feared by all people in the world. Corona is the deadliest virus that first appeared in Wuhan, China. World Health Organization (WHO) has declared COVID-19 as pandemic on March, 2020.¹The spread of COVID-19 does not only occur in China, but this virus is increasingly spreading to other countries, which results in increasing death rates in various countries, including Indonesia. Indonesia is one of the countries where the virus is spreading very fast. Based on data from the task force for handling COVID-19 as of November 2021, there were 9,154 active cases in Indonesia today.²

With the large number of Covid-19 cases in Indonesia, this has prompted the government to take various steps to suppress the increasing number of virus transmission. The things that are being done to prevent the spread of Covid-19 are social distancing, staying at home, large-scale social restrictions, using masks, using hand sanitizer, and others. The emergence of the COVID-19 virus has also affected all sectors in Indonesia, from the economy, trade to education sectors.

¹CatrinSohrabiet al., "World Health Organization Declares Global Emergency: A Review of The 2019 Novel Corona Virus (COVID-19)," *International Journal of Surgery*. Published Online February 26th (2020): 71-76.

²ArditoRamadhan, "Update 19 November: 8,154 Active Covid-19 Cases in Indonesia," *NasionalKompas*, November 11th, 2021.

However, the COVID-19 outbreak has made things difficult for many people, especially the education process. Various policies and reforms are continuously changed by the government so that the implementation of the teaching and learning process continues to be carried out even though it is online. One of the parties who experience it is the final semester students, especially in the process of working on the thesis. The implementation of Physical Distancing makes things difficult for students in the process of working on their thesis. Restrictions on physical meetings, both at schools, universities, and other places are felt to have become an obstacle in the process of collecting data and conducting research.

Besides that, many schools in Indonesia especially in Metro-Lampung were forced to close in order to suppress the increase in the number of COVID-19 cases. The results of a survey conducted by the Ministry of Education and Culture in April 2020 showed that 97.6 percent of schools had implemented learning from home activities and only 2.4 percent of schools that still carry out teaching and learning activities in educational institutions.³ This is in accordance with the government's recommendation in which students are asked to continue studying online from home by using various applications that can support the learning process during the pandemic so that it can still run well.

³Anisyah Al Faqir, "Ministry of Education and Culture Recorded 646,200 Schools Closed Due to Corona Virus," *Merdeka*, May 20th, 2020.

Although the implementation of the learning system from home is in accordance with government recommendations, but some students still also feel that the online tutoring process is less effective. There are also those who feel burdened by their internet quota. These difficulties can be seen from the emergence of petitions from students, one of which demands the abolition of the thesis or the issuance of a policy to replace the completion of the thesis. However, the thesis still has to be completed. It's not easy, but it must be seen as a challenge that must be passed to complete the study.

Even so, in working on the thesis, final semester students should indeed get relief. In response to this, the Ministry of Education and Culture has actually also urged universities to make it easier and not to complicate student final assignments during this outbreak. Based on the data of pre-survey from the 10 final semester students of English Education Department at IAIN Metro, the researcher found several problems about their difficulties in doing the research program in pandemic era. First, due to the government's recommendation to study from home, most schools in Metro, Lampung were closed down to reduce the spread of the Covid-19 virus. It makes most of the students who do classroom action research postpone doing their research. Second, there are some students who feel burdened by internet quotas, the difficulty of internet network connections, to the need for inadequate electronic equipment. Third, the students also found difficulties in pouring ideas into scientific writing, lack of

understanding of the problem being studied, difficulty in finding literature as study material, difficulty in collecting and processing data.

Based on the explanation above, the researcher decides to conduct the research with the title “AN ANALYSIS OF DIFFICULTIES ON THE UNDERGRADUATE THESIS WRITING DUE TO THE CLOSURE OF SCHOOLS DURING THE COVID-19 PANDEMIC FACED BY THE FINAL SEMESTER STUDENTS IN IAIN METRO”

B. Research Question

Based on the background of study, the research question is as follows:

1. What are the difficulties faced by final semester students in the thesis writing research process caused by the closure of schools during the pandemic era?
2. How are the efforts made by final semester students to be able to search for the data when schools are closed during the covid-19 pandemic?

C. Objectives and Benefits of the Study

1. Objectives of The Study

Based on the research question that has been described, the objectives of this study can be taken as follows:

- a. To find out the difficulties faced by final semester students in the thesis writing research process caused by the closure of schools

and also the solutions that should be done by students so that students can still complete the Thesis during the Covid-19 Pandemic.

- b. To find out the efforts made by final semester students to be able to search for the data even though the schools are closed in pandemic era.

2. Benefits of the Study

a. For the Students

This research is expected to be useful information for students regarding any difficulties experienced when writing a thesis that can affect physical, cognitive, emotional and behavioral aspects

b. For the Lecturers

The results of this study can be a contribution in the form of information about the description of difficulties in thesis writing students, then find out what obstacles are experienced by students in writing thesis and what factors make it difficult for students to write thesis so that it is hoped that a solution will be found in the form of a mentoring activity to prevent difficulties for students who are completing their thesis.

c. For the Other Researchers

Have an understanding of the description of difficulties in students who are writing a thesis and have knowledge of the difficulties

experienced during writing a thesis that can affect physical, cognitive, emotional and behavioral aspects.

D. Prior Research

Regarding to the impact of school closing down on the research programs of higher institutions during the pandemic, here are some relevant previous studies. First research conducted by Janura and Ahyanuardi on their writing entitled “Analysis of Student Constraints in Completing Thesis during The Covid-19 Pandemic”⁴ found that From many obstacles experienced by Electrical Engineering Education students, there are three obstacles that are the highest and often experienced by students during online guidance, those are being lazy in doing thesis, difficulties in writing scientific essays and campus facilities. In the medium category are miscommunication, minimal student network, the length of lecturer responses and the lack of student motivation. In the low category there only one obstacle, that is it is difficult to find data in the field, which is the least category experienced by students.

The second research conducted by Zain et al. on their writing entitled “Identification of Student Difficulties in Completing Thesis For PGSD Study Program, Mataram University”.⁵The results of their study

⁴GemaJanura and Ahyanuardi, “Analysis of Student Constraints in Complementing Thesis during The Covid-19 Pandemic,”*Electrical Engineering Education Journal*, Vol. 02, No. 02(2021): 97.

⁵Muhammad IrawanZain et al., “Identification of Student Difficulties in Completing Thesis For PGSD Study Program, Mataram University,” *Educational Science Research Journal*, Vol. 4, No.1 (2021): 73.

show that several factors were identified that cause student to experience difficulties in completing paper, including individuals themselves, student agencies, families, and pandemic conditions.

Third research by Fauziah and Jamaliah with their writing entitled “Analysis of Student Difficulties in Completing Thesis in Pandemic Era in English Education Program”.⁶ They found the difficulties experienced by English Education Program students while conducting research during pandemic based on academic difficulties are very prominent, including the difficulties of students in understanding scientific writing methods and understanding academic writing style, planning schedules, choosing topics and analyzing graduating thesis. Meanwhile, non-academic difficulties relate to students' personal readiness to conduct research and complete their final report.

From the previous studies above, the researcher can find similarities and differences. This research has similarities with those three previous studies that are (1) The difficulties faced by the students who are completing their thesis in pandemic era. (2) Using Qualitative Methods. Meanwhile, the difference from those studies are the objective of the study and the data analysis technique. From the three previous studies, they used the case study method on students of non-English Education Study Programs, while the researcher used the English Education Students. Notonly that, the students who were become the object of the research are

⁶Fauziah and Jamaliah, “Analysis of Student Difficulties in Completing Thesis in Pandemic Era in English Education Program,” *JabalGhafur University Journal*, Vol. 1, No. 1 (2021): 9-14.

not from IAIN Metro, while the researcher was doing research at IAIN Metro.

From the studies that have been done above, the researcher interested in conducting a study entitled "AN ANALYSIS OF DIFFICULTIES ON THE UNDERGRADUATE THESIS WRITING DUE TO THE CLOSURE OF SCHOOLS DURING THE COVID-19 PANDEMIC FACED BY THE FINAL SEMESTER STUDENTS IN IAIN METRO". The researcher wants to know what are the problems faced when completing the thesis during a pandemic, the effect of school close down on ongoing research, and how to overcome the existing problems.

CHAPTER II

THEORETICAL REVIEW

A. The Pandemic COVID-19

1. The Concept of COVID-19

Starting from 2020 until now has been a year full of challenges. Various kinds of obstacles must be passed by the Indonesian people and even the whole world. The obstacle that is quite heavy and in a fairly long period of time must be passed by all of humanity, namely the COVID-19 pandemic. The first information of the emergence of this pandemic is from China. According to the Chinese government, the origin of the virus that causes the Covid-19 disease came from a wet market that sold various kinds of animals commonly consumed by the Chinese such as rats, bats, etc.⁷ Further information is the number of cases of transmission that have occurred due to COVID-19, both through physical contact between people and with inanimate objects. The transmission is more evenly distributed between countries due to several people who return home after traveling from China and then transmit the virus to people in their country.⁸ So, it can be seen that the origin of the corona virus came from China, which identified the main cause is coming from the animals. Then the virus spreads between

⁷DiahHandayani et.al., "Indonesian Lung Doctors Association: Corona Virus Disease 2019," *Journal of Indonesian Respiratory*, Vol. 40, No. 2 (2020): 120.

⁸Adityo Susilo, C, et.al., "Corona virus Disease 2019: Current Literature Review," *Journal of Indonesian Internal Medicine*, Vol.7, No.1 (2020): 45.

humans, and almost all countries in the world are contaminated, including Indonesia.

2. The Characteristic of COVID-19

Coronavirus Disease of 19 is a new type of disease that appeared for the first time in China. COVID-19 is the name of a disease caused by a virus called the corona virus which is a new type of virus.⁹ Corona virus attacks all humans regardless of age. Started from babies, toddlers, children, teenagers, adults, even the elderly can be infected with the corona virus. The symptoms caused after being attacked by the corona virus vary, including cough, runny nose, flu, fever, shortness of breath, and even death, while some people who are exposed do not show symptoms. Adults and the elderly are the most vulnerable group to be infected with the corona virus.¹⁰

However, it is possible that children and teenagers can also be infected with this corona virus. This is also because the body's immune system is not strong enough to resist the corona virus from multiplying in the body. The spread of COVID-19 is occurs when a person is in close contact (within 1 m) with someone who has respiratory symptoms (e.g., coughing or sneezing) and is therefore at risk of having his/her mucosa (mouth and nose) or conjunctiva (eyes) exposed

⁹Yuliana, "Coronavirus diseases (COVID-19): A literature review," *Wellness and Healthy Magazine*, Vol. 2, No. 1 (2020): 187.

¹⁰DiahHandayani, et al., "Corona Virus Disease 2019," *Indonesian Journal of Respirology*, Vol. 40, No. 2 (2020): 121.

to potentially infective respiratory droplets.¹¹ In addition to direct inhalation, droplets can stick to surfaces or objects. So that indirect transmission can occur when a person after touching an object or object that has been contaminated then touches the face area in the eyes, nose and mouth.¹²

A new variant of the COVID-19 virus called Omicron has been discovered. The spread of the COVID-19 virus, the Omicron variant, continues to spread in Indonesia. The World Health Organization said the spread of Omicron was caused by a combination of factors, including increased variants of COVID-19 and increased activity involving crowds.¹³ Omicron's symptoms are much milder than the more complex Delta variants, such as loss of sense of smell, sense of taste, high fever, and indigestion. Because the symptoms are similar to the common cold, Omicron often infects a person's body without the person knowing it.

From the opinions of these experts, it can be seen that the corona virus can attack all humans regardless of age limit, and the symptoms caused are also varied and some even do not show any symptoms. If those people who have been contaminated by this virus and they do not handled properly, it will cause death.

¹¹ World Health Organization, "Modes of transmission of virus causing COVID-19: implications for IPC precaution recommendations," *WHO*, March 29th, 2020.

¹² Indonesian Ministry of Health. "Questions and Answers About COVID-19," *Kemenkes RI*, March 1st, 2020.

¹³ Rachmatunnisa. "Beware, These are 5 Ways of Omicron Transmission According to Experts," *InetDetik*, January 10th, 2022.

3. The Impacts of COVID-19

The complexity of handling this outbreak has made world leaders implement super strict policies to break the chain of spread of COVID-19. According to Burhan, the policies are maintaining a one meter distance between individuals; using mask when going out; washing hands with soap; when sneezing and coughing, immediately cover your mouth with your elbow or a tissue and throw the tissue away in a closed place and then wash your hands immediately; avoid touching mouth, eyes and nose before washing hands; eat food that is well prepared and thoroughly cooked; and implement a good healthy lifestyle.¹⁴ This policy was created to prevent the spread of COVID-19.

However, the government issued many new policies due to the COVID-19 pandemic. Almost all sectors used to support human needs have new policies. These policies are made by the government, especially by the relevant ministers in their fields, including in the education sector. In the education sector, the Ministry of Education and Culture of the Republic of Indonesia has made a new policy by issuing several circular letters regarding the rules that must be implemented by schools during the COVID-19 pandemic. These circular letters include The Secretary General's Circular Letter No. 36962/MPK.A/HK/2020; The Directorate General of Higher Education's Circular Letter No.

¹⁴Burhan, et al., "Corona Virus Disease 2019," *Indonesian Journal of Respiriology*, Vol. 40, No. 2 (2020): 3.

302/E.E2/KR/2020; Circular Letter No. 2, 2020; Circular Letter No. 3, 2020; and Circular Letter No. 15, 2020.

- a. The Secretary General's Circular Letter No. 36962/MPK.A/HK/2020 contains online learning and working from home in order to prevent the spread of Coronavirus Disease (COVID-19). This circular letter is addressed to all public/private higher education institutions, and all educational institutions. This circular explains that all employees, lecturers, students, teachers, and students must comply with health protocols to prevent the spread of COVID-19; postponing activities that require inviting many participants and replacing them with video conferencing or other online applications; all employees, lecturers, students, teachers, and students carry out activities from home; and the government has collaborated with various online educational institutions to provide online learning facilities for free, both through television and online applications aimed at all students and students throughout Indonesia.

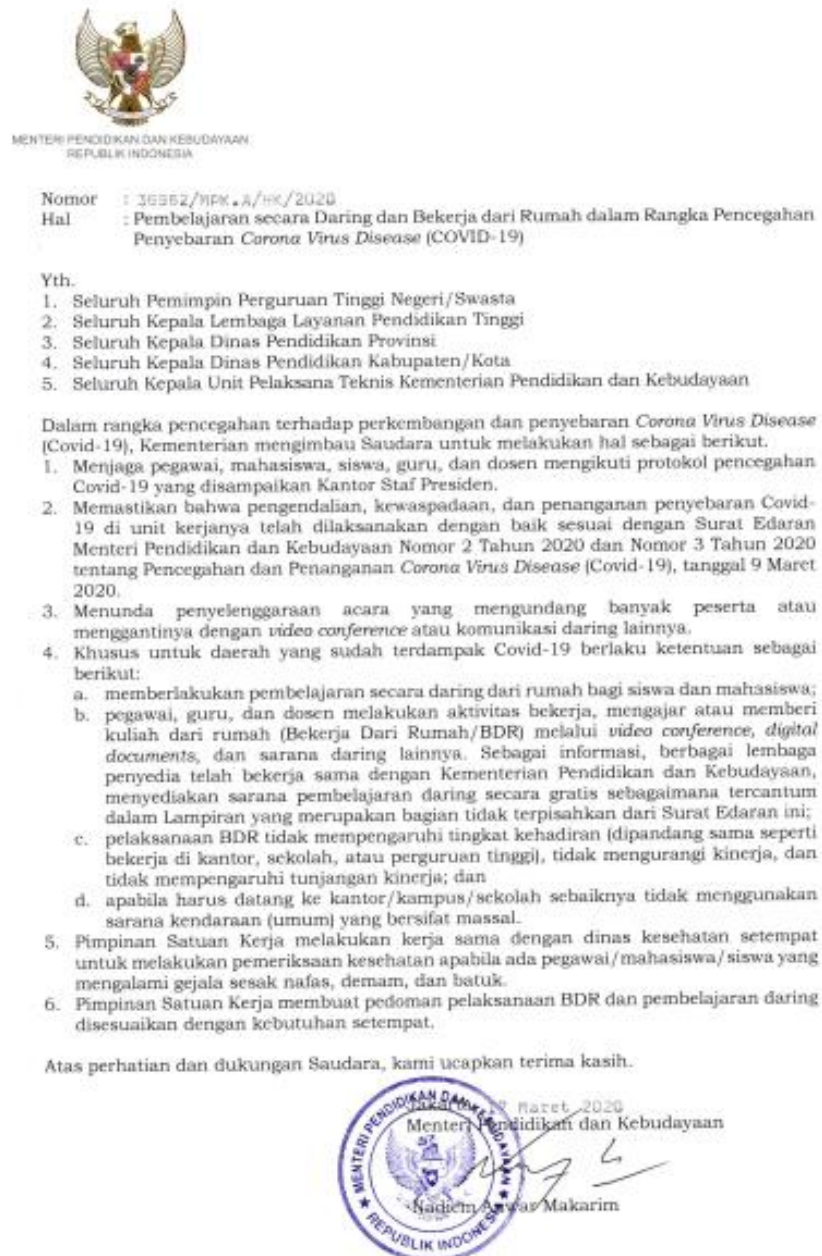


Figure 2.1

The Secretary General's Circular Letter No. 36962/MPK.A/HK/2020

- b. The Directorate General of Higher Education's Circular Letter No. 302/E.E2/KR/2020 which contains the learning period of the implementation of educational programs. This circular letter is specifically addressed to all universities, both public and private. It also explains the student study period,

laboratory practicum schedule and field practice, the final project research schedule must be adjusted to local status and conditions, and the timing of the even semester period is adjusted to the environment of each university.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

DIREKTORAT JENDERAL PENDIDIKAN TINGGI

Jalan Jenderal Sudirman, Gedung D Senayan, Jakarta Pusat 10270

Telepon Pusat Informasi dan Layanan Terpadu (PINTU): 126

www.kemdikbud.go.id

Nomor : 302/E.E2/KR/2020

31 Maret 2020

Hal : Masa Belajar Penyelenggaraan Program Pendidikan

Yth.

1. Seluruh Pimpinan Perguruan Tinggi Negeri/Swasta (PTN/PTS)
2. Seluruh Kepala Lembaga Layanan Pendidikan Tinggi Wilayah I s.d. XIV

Sehubungan dengan Surat Edaran dari Menteri Pendidikan dan Kebudayaan Nomor 36962/MPK.A/HK/2020 tertanggal 17 Maret 2020 tentang Pembelajaran secara Daring dan Bekerja dari Rumah dalam rangka Pencegahan Penyebaran *Corona Virus Disease* (COVID-19), dengan ini kami sampaikan hal berikut:

1. masa belajar paling lama bagi mahasiswa yang seharusnya berakhir pada semester genap 2019/2020, dapat diperpanjang 1 semester, dan pengaturannya diserahkan kepada Pimpinan Perguruan Tinggi sesuai dengan kondisi dan situasi setempat;
2. praktikum laboratorium dan praktek lapangan dapat dijadwalkan ulang sesuai dengan status dan kondisi di daerah;
3. penelitian tugas akhir selama masa darurat ini agar diatur baik metode maupun jadwalnya, disesuaikan dengan status dan kondisi setempat;
4. periode penyelenggaraan kegiatan pembelajaran semester genap 2019/2020 pada seluruh jenjang program pendidikan agar dapat disesuaikan dengan kebutuhan masing-masing perguruan tinggi sehingga seluruh kegiatan akademik dapat terlaksana dengan baik;
5. persiapan pelaksanaan langkah-langkah sebagaimana disampaikan dalam angka 1 sampai 4 di atas agar terlebih dahulu dikoordinasikan dengan Lembaga Layanan Pendidikan Tinggi setempat.

Kami juga menghimbau agar Perguruan Tinggi dapat memantau dan membantu kelancaran mahasiswa dalam melakukan pembelajaran dari rumah. Penghematan biaya operasional penyelenggaraan pendidikan yang diperoleh selama dilakukan pembelajaran dari rumah (*study from home*), mohon dapat digunakan untuk membantu mahasiswa, seperti subsidi pulsa koneksi pembelajaran daring, bantuan logistik dan kesehatan bagi yang membutuhkan.

Atas perhatian dan kerja sama yang baik, kami sampaikan terima kasih.

Plt. Direktur Jenderal,



Nizam
NIP 196107061987101001

Tembusan:

1. Menteri Pendidikan dan Kebudayaan
2. Sekretaris Jenderal Kemdikbud

Figure 2.2
The Directorate General of Higher Education's Circular Letter
No. 302/E.E2/KR/2020

- c. Circular Letter No. 2, 2020 is a circular containing the prevention and handling of COVID-19 at the Ministry of Education and Culture. This circular recommends providing facilities for washing hands with soap, using tissues, and having hand sanitizers at frequently visited locations. Always clean objects that are frequently used or handled by hands, such as computers, typewriters, keyboards, and door handles. Limiting travel both abroad and domestically, especially to areas that have been affected by COVID-19. Advising employees to take body temperature, avoid direct physical contact, always wear masks, and create information boards regarding COVID-19 prevention.



SATUAN TUGAS PENANGANAN COVID-19

**SURAT EDARAN
NOMOR 2 TAHUN 2020
TENTANG**

PEMBENTUKAN SATUAN TUGAS PENANGANAN COVID-19 DAERAH

A. Latar Belakang

Dalam rangka melaksanakan penanganan Covid-19 di daerah, Gubernur dan Bupati/Walikota perlu untuk membentuk Satuan Tugas Penanganan Covid-19 Daerah. Untuk itu, diperlukan panduan dalam menyusun organisasi satuan tugas pada provinsi/kabupaten/kota hingga Rukun Warga/Rukun Tetangga (RW/RT).

B. Maksud dan Tujuan

1. Maksud dari Surat Edaran ini untuk memberikan panduan bagi Gubernur/Bupati/Walikota terkait pengorganisasian Satuan Tugas Penanganan Covid-19 Daerah dan penetapan susunan keanggotaannya mulai dari provinsi/kabupaten/kota hingga ke tataran RW/RT.
2. Surat Edaran ini bertujuan untuk penyatuan/penyeragaman langkah-langkah dalam penanganan Covid-19 pada seluruh tataran dalam rangka tercapainya tujuan penanganan Covid-19 secara efisien dan efektif.

C. Ruang Lingkup

Ruang lingkup Surat Edaran ini terdiri dari:

1. pembentukan dan penetapan keanggotaan satuan tugas penanganan Covid-19 daerah;
2. strategi percepatan penanganan Covid-19 dan tugas-tugas;
3. pengorganisasian satuan tugas penanganan Covid-19 di daerah pada provinsi hingga Rukun Warga/Rukun Tetangga (RW/RT); dan
4. kurun waktu pembentukan Satuan Tugas Penanganan COVID-19 Daerah.

1

**Figure 2.3
Circular Letter No. 2, 2020**

- d. Circular Letter No. 3, 2020 is a circular letter containing the prevention of Coronavirus Disease (COVID-19) in education units. This circular is addressed to heads of Provincial, Regency/City offices, heads of higher education service institutions, university leaders, and school principals

throughout Indonesia. This circular letter contains about optimizing the role of the School Health Unit and service units at universities to cooperate with local health service facilities with the aim of preventing and handling COVID-19.

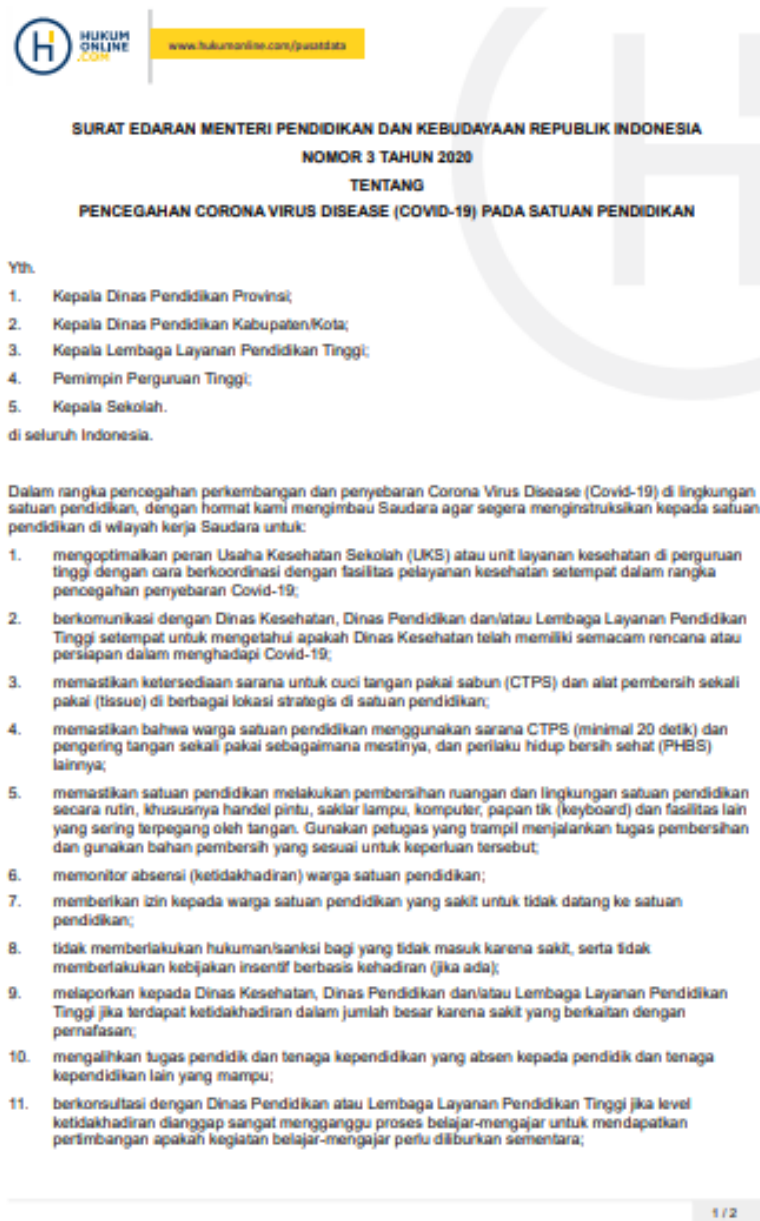


Figure 2.4
Circular Letter No. 3, 2020

- e. Circular Letter No. 15, 2020 is a circular containing guideline for organizing from home in an emergency period for the spread of the Coronavirus Disease (COVID-19). This circular contains an explanation of the objectives, principles, methods and media for implementing learning from home; guidelines for implementing learning from home; organizing the programs, activities, and budgets for learning from home; the duration of learning activities; online learning facilities; guidelines for implementing learning from home by teachers, students, and parents; and a guide about the learning activities when the education unit returns to operations. This letter is a law shelter used by schools that carry out learning activities from home.

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**SURAT EDARAN SEKRETARIS JENDERAL KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
NOMOR 15 TAHUN 2020
TENTANG
PEDOMAN PENYELENGGARAAN BELAJAR DARI RUMAH DALAM MASA DARURAT PENYEBARAN
CORONA VIRUS DISEASE (COVID-19)**

Yth.

1. Gubernur; dan
 2. Bupati/Walikota,
- di seluruh Indonesia.

Dasar Hukum

1. Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan sebagaimana telah diubah dengan Peraturan Pemerintah Nomor 66 Tahun 2010 tentang Perubahan atas Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; dan
2. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 33 Tahun 2019 tentang Satuan Pendidikan Aman Bencana.

Dalam rangka pemenuhan hak peserta didik untuk mendapatkan layanan pendidikan selama darurat penyebaran Corona Virus Disease (COVID-19) melalui penyelenggaraan Belajar dari Rumah sebagaimana tercantum dalam Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19), dengan hormat kami sampaikan hal-hal sebagai berikut:

1. Belajar dari Rumah selama darurat penyebaran Corona Virus Disease (COVID-19) dilaksanakan dengan tetap memperhatikan protokol penanganan COVID-19; dan
2. Belajar dari Rumah melalui pembelajaran jarak jauh daring dan/atau luring dilaksanakan sesuai dengan pedoman penyelenggaraan Belajar dari Rumah sebagaimana tercantum dalam Lampiran Surat Edaran ini.

Demikian disampaikan untuk menjadi perhatian dan dilaksanakan sebagaimana mestinya.

Ditetapkan Di Jakarta,
Pada Tanggal 18 Mei 2020
SEKRETARIS JENDERAL,
Ttd.
AINUN NA'IM
NIP 196012041986011001

Figure 2.5
Circular Letter No. 15, 2020

B. The School Activities during COVID-19 Pandemic

After the emergence of the COVID-19 outbreak in various parts of the world, the education system began to look for an innovation so that the teaching and learning process could continue. Moreover, there is Circular Letter No. 4 of 2020 from the Minister of Education and culture which recommends that all activities in educational institutions must carry out social distancing and all material submissions will be delivered online.

The COVID-19 pandemic has not only had an impact on the teaching and learning process in universities from offline to online. This pandemic has also had a major global impact on the management, organization and social interactions of higher education institutions. This resulted in the inhibition of all activities in the school, starting from the learning process in class, sports, to extracurricular activities.

1. The Concept of Online Learning

The online-based learning system or also known as e-Learning or Online Course is a learning process using information and communication technology, which in this case is internet. According to Bilfaqih&Qomarudin "online learning is a program for organizing online learning classes to reach a massive and broad target group".¹⁵ Based on Thorme in Kuntarto "online learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email and telephone conferences, animated online texts, and online streaming videos"¹⁶ Meanwhile Rosenberg in Alimuddin, Tawany&Nadjib emphasized that e-learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills.¹⁷ With the advancement of information

¹⁵Yusuf Bilfaqih and M. NurQomarudin, *The Essence of Online Learning Material Preparation*(Yogyakarta: Deepublish, 2015), 1.

¹⁶EkoKuntarto, "The Effectiveness of Online Learning Models in Indonesian Language Lectures in Higher Education," *Indonesian Language Education and Literature*3, (2017): 102.

¹⁷Alimuddin, TawanyRahamma, and M. Nadjib, "The Intensity of Using E-Learning to Support Undergraduate Student Learning at Hasanuddin University," *KAREBA Communication Journal*, Vol. 4, No.4 (2015): 388.

and communication technology, it brings changes and progress in various sectors, especially in education.

Therefore, the role of information and communication technology in education is very important and is able to provide convenience to teachers and students in the learning process which in this case online learning requires students and teachers to communicate interactively by utilizing information and communication technology. This online learning can be held massively and with unlimited students. In addition, the use of online learning can be accessed anytime and anywhere so there is no time limit in using learning materials.

From some of the definitions above, it can be concluded that online learning or e-learning is a learning that utilizes technology using the internet where the learning process is not done by face to face, but it uses electronic media that can make it easier for students to learn whenever and wherever.

2. The Advantages of Online Learning

The advantages of online learning according to Hadisi and Muna are:¹⁸

- a. E-learning can save costs because there is no need to spend money on classroom equipment such as providing whiteboards, projectors and stationery.

¹⁸*Ibid*, 130.

- b. The flexibility of e-learning time allows students to adjust their study time, because they can access lessons whenever they want.
- c. The flexibility of e-learning allows students to access subject material anywhere, as long as the computer is connected to the Internet.
- d. The flexibility of e-learning rate can be adjusted to the learning rate of each student.
- e. The effectiveness of e-learning teaching is a new technology. Therefore students can be interested in trying it. It is also designed with advanced instructional design to make students understand more about the content of the lesson.
- f. Availability of On-demand E-Learning can be accessed at any time from various places with internet access, so it can be considered as a “pocket book” that helps to complete tasks or work at any time.

According to Seno and Zainal, the advantages of online learning/e-learning are:¹⁹

- a. A simple log-in process makes it easier for students to start e-learning-based learning.

¹⁹ A. E. Zainal and Seno, “Student Perceptions on the Implementation of E-Learning in Information System Management Course,” *Journal of Educational Technology Studies* 2, (2019): 183.

- b. The material in e-learning has been provided so that it is easily accessible by users.
- c. The process of collecting assignments and working on assignments is carried out online through google docs or forms so that they are effective and can save costs.
- d. Learning is carried out anywhere and anytime

Meanwhile, according to Hendri, the advantages of online learning are:²⁰

- a. Save time in teaching and learning process,
- b. Reducing travel costs,
- c. Savings on overall education costs (infrastructure, equipment, books),
- d. Reaching a wider geographic area,
- e. Train students to be more independent in gaining knowledge.

From the explanation above, the advantages of e-learning are it simplifies the learning process, learning can be done anywhere, easy access to materials, trains learners to be more independent, and collects assignments online.

²⁰Hendri, "Utilization of Sharable Content Object Reference Model In. Creating E-Learning Web Applications," *Journal of Information Systems Media*8, (2014): 24.

3. The Disadvantages of Online Learning

The disadvantages according to Hadisi and Munaare:²¹

- a. The lack of interaction between teachers and students and even between students themselves resulted in the delay in the formation of values in the teaching and learning process.
- b. The tendency to ignore academic or social aspects and instead encourage the growth of business aspects.
- c. The teaching and learning process tends to be training rather than education.
- d. Students who do not have high learning motivation tend to fail.
- e. Not all places have internet facilities (perhaps this is related to the problem of electricity, telephone, or computer availability).

According to Seno and Zainal, the disadvantages of online learning are:²²

- a. Display the login page which still requires deeper instructions.
- b. The material provided is not extensive and is presented in English so it is difficult to learn it.
- c. There is an unscheduled collection of tasks and there is no direct or face-to-face supervision in the work of tasks that makes the collection of tasks delayed.

²¹Hadisi and Muna, "Information Technology Management in Creating Learning Innovation Models (E-Learning)," *Al-Ta'dib Journal* 8, (2015): 131.

²² A. E. Zainal and Seno, "Student Perceptions on the Implementation of E-Learning in Information System Management Course," *Journal of Educational Technology Studies* 2, (2019): 183.

- d. Learning material becomes less understandable when learning is not supported by an explanation from the teacher directly.

Meanwhile, according to Munir in Sari the disadvantages of e-learning are:²³

- a. The use of e-learning as distance learning makes students and teachers physically separated, as well as between students from one another, which results in no direct interaction between teachers and students. This lack of interaction is feared to hinder the formation of attitudes, values, morals, or social in the learning process so that it cannot be applied in everyday life.
- b. Technology is an important part of education, but if it focuses more on the technological aspect and not on the educational aspect, there is a tendency to pay more attention to the technical aspect or the business/commercial aspect and ignore the educational aspect to change the academic abilities, behavior, attitudes, social or skills of students.
- c. The learning process tends towards training and education which emphasizes the knowledge or psychomotor aspects and pays less attention to the affective aspects.
- d. Teachers are required to know and master ICT-based learning strategies, methods or techniques. If you are not able to master,

²³P. Sari, "Motivating Learning Using E-Learning," *UmmulQuro Journal*, Vol.6 (2015): 28.

then the process of transferring knowledge or information will be hampered and can even frustrate the learning process.

- e. The learning process through e-learning uses internet services that require students to learn independently without depending on the teacher. If students are not able to learn independently and their motivation to learn is low, then it will be difficult to achieve learning objectives.
- f. The technical weakness is that not all students can take advantage of internet facilities because they are not available or lack of computers connected to the internet.
- g. If you don't use open source software, you can get into problems with limited availability of software which is relatively expensive.
- h. Lack of skills in operating computers and the internet more optimally.

Based on the explanation above, the disadvantages of online learning are that there is no supervision because learning is carried out face to face. If students are not able to study independently and their learning motivation is low, it will be difficult to achieve learning goals. The students lack of understanding the material. Collecting the assignments unscheduled by students.

C. The Concept of Undergraduate Thesis

1. The Definition of Undergraduate Thesis

According to Djarwanto, an undergraduate thesis is a scientific work compiled by an undergraduate student on the basis of primary data analysis and/or secondary data analysis.²⁴ Meanwhile, according to Kamus Besar Bahasa Indonesia (KBBI), an undergraduate thesis is a scientific essay that must be written by students as part of the final requirements for their academic education.²⁵

According to Munslich Mansnur, an undergraduate thesis is a scientific work written by undergraduate students discussing a specific topic or field based on the results of a literature review written by experts, the results of field research, or the results of development (experiments).²⁶ So, an undergraduate thesis is a scientific paper that is the result of research by undergraduate students that discusses the results of their research according to the rules of writing and the rules of the thesis.

2. An Undergraduate Thesis Purpose

Writing a thesis for some students is a scary thing that inevitably must be done, because for some people writing an undergraduate thesis is considered a very tough job. Whereas, the purpose of writing an undergraduate thesis is to provide an understanding of students so that

²⁴Djarwanto, *Technical Instructions for Thesis Compilation* (Yogyakarta : BPFE, 1992)

²⁵KBBI, *Kamus Besar Bahasa Indonesia*. (Jakarta: Pusat Bahasa, 2008), 1483.

²⁶Muslich Mansnur, *How to Write A Thesis*. (Jakarta: Bumi Aksara, 2009), 4.

they can think logically and scientifically in describing and discussing a problem and can put it in a systematic and structured manner.

The results of research from Fadilah, found that students who were writing an undergraduate thesis were included in the category of high stress.²⁷ This is due to various obstacles such as the difficulty of meeting supervisors, the difficulty of finding reference books, an environment that is not conducive and the feeling of fatigue when completing a thesis due to taking too long to compose an undergraduate thesis.

D. The Factors that Caused Students Difficulty in Completing the Undergraduate Thesis during the COVID-19 Pandemic

Thesis is one of the tasks that must be completed by students in completing their education in higher institution. According to Huda, thesis is a scientific work written by undergraduate students discussing a specific topic or field based on the results of a literature review written by experts, the results of field research, or the results of development (experiments).²⁸ Whereas, the purpose of writing a thesis is to provide an understanding of students so that they can think logically and scientifically in describing and discussing a problem and can put it in a systematic and structured manner.

²⁷Fadilah, A.E.R, "Stress and Learning Motivation on Psychology Students at Mulawarman University who are Compiling Thesis," *Psychology e-Journal*, Vol. 1 No. 3 (2015): 254-267

²⁸Miftahul Huda, "Scientific Development in STAIN Ponorogo," *Dialogia Journal*, Vol. 9, No.2(2011): 111.

In working on the thesis, students are guided by a supervisor appointed by relevant university. This guidance is intended so that the results of student thesis have good quality in terms of content and delivery technique. Thesis becomes a scourge for students, because the student concerned must provide special time to work on it until it is finished. Even students who are in the process of completing this thesis also often experience obstacles, coupled with the COVID-19 pandemic making some students find it difficult to carry out the research process. The COVID-19 pandemic has impacted all lines of life. As a result, the government temporarily suspended face-to-face learning activities at all levels of educational institutions.

Besides the several circular letters which have been made by the government, the efforts made to prevent the spread of COVID-19 are also continuously carried out by all schools and universities in Metro City, Lampung, especially IAIN Metro, one of which is in learning activities. As an effort, the Chancellor of IAIN Metro again issued a circular letter. The Chancellor's Circular Letter No. 03 of 2021 contains the Implementation of Even Semester Learning for the Academic Year 2020/2021 During the Covid-19 Pandemic.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Yth.1. Para Wakil Rektor;
2. Kepala Biro AUAK;
3. Para Dekan Fakultas;
4. Direktur Pascasarjana;
5. Para Ketua Lembaga;
6. Para Kepala Pusat;
7. Para Kepala Unit;
8. Para Kepala Bagian;
di Lingkungan Institut Agama Islam Negeri Metro

SURAT EDARAN
NOMOR : 03 TAHUN 2021

TENTANG
PENYELENGGARAAN PEMBELAJARAN SEMESTER GENAP
TAHUN AKADEMIK 2020/2021
DI MASA PANDEMI *CORONAVIRUS DISEASE 2019 (COVID-19)*
INSTITUT AGAMA ISLAM NEGERI METRO

A. Dasar

1. Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan, Dan Menteri Dalam Negeri Republik Indonesia Nomor 04/KB/2020, Nomor 737 Tahun 2020, Nomor HK.01.08/Menkes/7093/2020, Nomor 420-3987 Tahun 2020 Tentang Panduan Penyelenggaraan Pembelajaran Pada Tahun Ajaran 2020/2021 Dan Tahun Akademik 2020/2021 Di Masa Pandemi *Coronavirus Disease 2019 (COVID-19)*;
2. Surat Edaran Direktur Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia Nomor : B-3095/DJ.I/12/2020 Tanggal 23 Desember 2020 Tentang Penyelenggaraan Pembelajaran Semester Genap tahun Akademik 2020/2021 di PTKI;
3. Surat Gubernur Lampung Nomor : 443/0221/V.02.04/2021 Tanggal 21 Januari 2021 Perihal Penundaan Pelaksanaan Praktek Kerja Lapangan (PKL) di Masa Pandemi COVID-19;
4. Instruksi Walikota Metro Nomor : 2/LNS/LL-01/2021 Tanggal 27 Januari 2021 Tentang Pengendalian Penyebaran *Coronavirus Disease (COVID-19)* di Lingkungan Pemerintah Kota Metro;
5. Surat Edaran Rektor IAIN Metro Nomor : 021 Tahun 2020 Tanggal 14 September 2020 Tentang Penyelenggaraan Pembelajaran dan Perubahan Kalender Akademik Tahun Akademik 2020/2021 Pada Masa Pandemi *Corona Virus Disease 2019 (COVID-19)* Institut Agama Islam Negeri Metro.

B. Memperhatikan :

Berita Acara Hasil Sidang Senat Institut Agama Islam Negeri Metro Nomor : 04/SN/In.28/ 02/2021 pada Tanggal 05 Februari 2021



Figure 2.6
The Chancellor's Circular Letter No. 03 of 2021

Learning in the even semester of the 2020/2021 Academic Year is carried out online, by maximizing the use of the Learning Management System (LMS), which is a product of TIPD IAIN Metro. This system has been used since last odd semester. In addition, the circular also conveys evaluation and monitoring of all layers so that maximum results will be obtained and no one will be harmed.

Therefore, this problem becomes a challenge for final year students who are conducting research in school. The pre-planned research plan cannot be implemented in a pandemic. Various challenges come which this is a process that must be passed to conduct research so that writing a thesis becomes longer.

According to Agnes Mara Polina and JJ.Siang, the obstacles contained in the completion of the thesis are the lack of interest or motivation in students and low academic ability in expressing problems or ideas.²⁹According Darmono in Zain, the external factors experienced by students are also influenced by lack of references, unfamiliarity in writing scientific papers, and problems experienced by students and their supervisors.³⁰Meanwhile, based on the research of Mujiyah the obstacles commonly faced by students in the thesis writing process are derived from the thesis supervisor, the lack of guidance time, the lecturers are too busy, the lack of reference books that focus on research problems, the limited data with thesis material, the constraints on determining thesis title, difficulties in developing theory.³¹

²⁹Agnes Mara P. and JJ. Siang. *How to Quickly Compose Thesis*. (Yogyakarta: Media Pressindo, 2009), 3.

³⁰Muhammad Irawan Zain et al., "Identification of Student Difficulties in Completing Thesis For PGSD Study Program, Mataram University," *Educational Science Research Journal*, Vol. 4, No.1 (2021): 75

³¹Mujiyah, "Student Problems in Writing The Final Thesis," *Educational Science Research Journal*, Vol. 6, No. 2 (2001).

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of The Research

1. The Characteristic of The Research

In terms of its characteristic, this research is descriptive research. Descriptive research is a research that describes certain objects and explains things related to or systematically describes facts or characteristics of certain populations in certain fields in a factual and accurate.³²This is a descriptive research because this research merely describes an object to draw general conclusions. In this research, the researcher will describe this research related to the impact of covid-19 pandemic school close down on the research programme for the final semester student in IAIN Metro.

2. The Type of The Research

Based on the approach and characteristic of the data used, this research is classified as a qualitative descriptive research so that it will produce descriptive data in the form of words. This qualitative research is natural in that the researcher does not try to manipulate the circumstances or conditions of the research environment, but conducts research on a situation where the situation does exist. In this research, the researcher makes a complex picture, examines words, reports in

³²SarifuddinAzwar, *Research Methods*, (Yogyakarta: PustakaPelajar, 1998), 7.

detail from the respondent's point of view and conducts a study in natural situations.³³

The essence of qualitative research is observing people in their environment by interacting with them, trying to understand their language and interpretation of the world around them, approaching or interacting with people related to the research focus with the aim of trying to understand, explore their views and experiences to get information or required data.³⁴ In addition, as stated by Moleong, qualitative methods are carried out with several considerations. First, adapting qualitative methods is easier when dealing with multiple realities. Second, this method presents a direct relationship between researcher and respondents. Third, this method is more sensitive and more adaptable to the many sharpening shared influences and to the value patterns encountered.³⁵

B. Data Resource

The descriptive data would be obtained from the results of questionnaire by Google Form, interview and documentation. Firstly, I will ask the students to fulfill the questionnaire that I have been given. Secondly, I will do the interview by Whatsapp Call to some of them in

³³Iskandar, *Qualitative Research Methodology* (Jakarta: GaungPersada, 2009), 11.

³⁴*Ibid*, 51.

³⁵Lexy J. Moleong, *Qualitative Research Methodology* (Bandung: RemajaRosdakarya, 2000), 5.

order to get more information that I need. Thirdly, I will analyze the result from both questionnaire and interview by describing it.

The primary data of this study is the 26 final semester students of English Education Department who are writing a thesis related to the field research. The secondary data that will be used in this study are supervisor, journals, books and others.

C. Data Collecting Technique

According to Sugiyono, data collection techniques are the most important step in research, when the main goal of the researcher is to obtain data, without knowing the data collection techniques, the researcher will not get data that meets the data standards set.³⁶ In this case, the researcher uses three techniques, namely:

1. Questionnaire

In this study, the researcher made 10 statements described in Google Form. This questionnaire will be distributed by online to 26 participants who are in the final semester. The statements in this questionnaire contain several difficulties experienced by students during the research process due to the closure of schools during the covid-19 pandemic.

³⁶Sugiyono, *Educational Research Methods Quantitative, Qualitative and Research and Development Approaches* (Bandung: Alfabeta, 2010), 3.

2. Interview

This interview method is used to obtain information or explanations about the problem in depth so that accurate and reliable data is obtained because it is obtained directly without intermediaries. In this case, the researcher uses the in-depth interview technique. This is done by doing Whatsapp Call with five questions that will be asked to some of them in order to dig up in-depth information about the difficulties experienced by the final semester students when conducting the research and completing their undergraduate thesis due to the closure of schools during the pandemic.

3. Documentation

Documentation is the evidence provided for information and ideas borrowed from others where that evidence includes both primary and secondary sources. In this study, the documentation used in forms such as:

a. Google Form Questionnaire

The first step before doing the interview was distributing the questionnaire by online. After they fill the questionnaire, I can see the result of the students' difficulties in completing their undergraduate thesis in the form of a diagram.

b. Doing Interview by Whatsapp Calls

After finding out the higher percentage of students' difficulties in completing their thesis, I will do in-depth interview by Whatsapp Call to get more information by asking five questions to them.

c. The Interview's Script

The researcher will write down the interview results as the evidence in their research.

D. Data Analysis Technique

Data analysis is a process of simplification of data into a form that is easier to read and implement. Data analysis was carried out with the aim of making the information collected clear and explicit. In accordance with the research objectives, the data analysis technique used to analyze the data in this study is a qualitative analysis of the interactive model as proposed by Miles and Huberman as follows:³⁷

1. Data Collection

The data obtained from the results of questionnaire and interview. In this step, the researcher collected the participants based on their title of their undergraduate thesis. So, the researcher only chose the participants who are conducting their research on the field, especially at the school.

After getting enough participants as many as 26 final semester students of English Education Department at IAIN Metro, the

³⁷ Milles and Huberman, *Qualitative Data Analysis*, (Jakarta: Universitas Indonesia Press, 1992), 16.

researcher started to ask the participants to fulfill the questionnaire on Google Form. If the participants have filled the questionnaire, then the researcher will conduct the interview to some of them.

2. Data Reduction

Data reduction is a process of selection, focusing, simplification, and abstraction. The way to reduce data is by selecting, making a summary or brief description, classifying into patterns by making research transcripts to emphasize, shortening to make focus, discarding unimportant parts and arranging so that conclusions can be drawn. In this research, the steps are:

- a. Classifying the results of questionnaire into several points because some of the questionnaires are relatable to each other.
- b. The results of interview are converted into written text.

3. Data Display

After the data was reduced, the researcher can display the data, both in diagrams or scripts. Data display is a collection of information data arranged so as to provide the possibility of drawing conclusions and taking action. The researcher should be able to describe the result of both questionnaire and interview in order to make the researcher easier to draw conclusions and answer all the research questions in this study.

4. Conclusions

Drawing conclusions is an attempt to answer the research questions and the objective of the research. Conclusions can be verified by looking at the evidence and the result form the questionnaire and interview that have been done in order to obtain a more precise understanding.

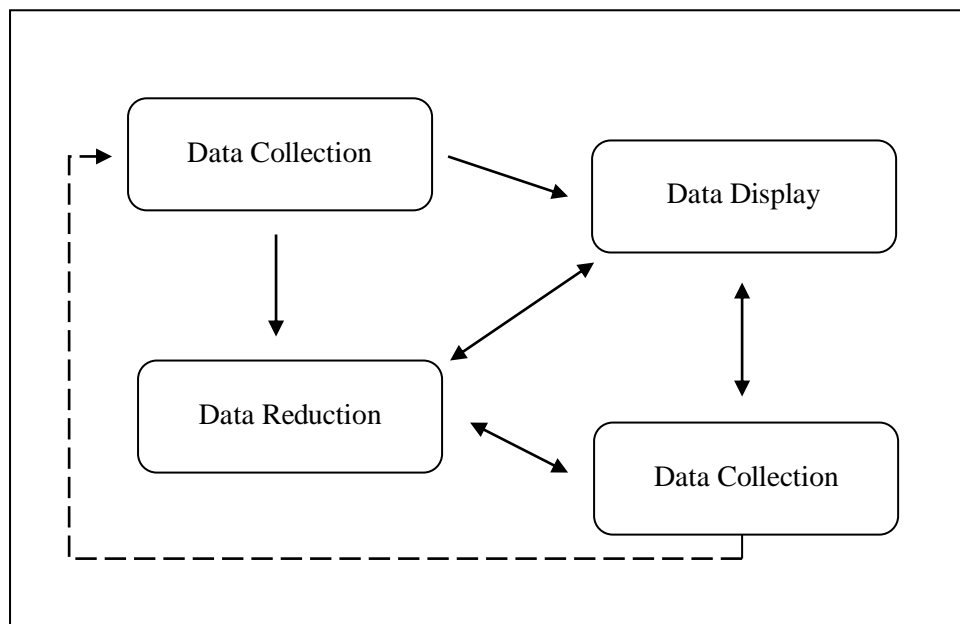


Figure 3.1
Qualitative Analysis Model (Miles and Huberman, 1992)

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. The Profile of IAIN Metro

a. Brief Story of English Education Department

State Institute for Islamic Studies of Metro or we usually call it as IAIN is the only State Islamic University under the auspices of The Ministry of Religion (MRA) of Metro where Metro City is the only city in Lampung which is famous for its City of Education vision. It is located at Jalan Ki Hajar Dewantara No. 15A Iringmulyo, where the Education Area is often touted as one of the most strategic in Metro City because the area is filled with educational institutions with various levels of education so it is very suitable for academic activities.

At 2016 was the year of the transition from STAIN to IAIN. The 75% increase in annual enrollment encourages STAIN Jurai Siwo Metro to accelerate development in term of buildings, information technology and better teaching systems. After fulfilling all the requirements, the status change into State Islamic Institute (IAIN) Metro was finally achieved according to Presidential Decree No. 71, August 1st, 2016.

IAIN Metro has four faculties, namely (1) Tarbiyah and Teaching Training, (2) Syari'ah, (3) Islamic Announcement and

Communication, (4) Islamic Economy and Business. Tarbiyah and Teaching Training Faculty has four departments, they are: Islamic Education Department (IED), Arabic Education Department (AED), English Education Department (EED), Islamic Elementary School Education Department (IESED).

The English Education Department program was opened in 2002 at the State Institute for Islamic Studies of Metro, starting with the Diploma 3 (D3) education program. The operational permit and legality of TBI are based on an explanation letter from the Director General of Islamic Education no. Dj. I/220.C/2007 in Jakarta on May 28th 2007. Later in the same year, the Bachelor Degree (S1) English Education Department Program was established.

b. Vision and Mission of IAIN Metro

1) Vision

To become an Islamic Religious College that excels in socio-economic-techno-preneurship synergy based on Islamic and Indonesian values.

2) Mission:

- a) Forming graduates who have Islamic knowledge in the implementation of education, research, and community service;

- b) Developing Islamic values in the implementation of education, research, and community service; and
- c) Implementing a quality institutional management system.

2. The Facilities in IAIN Metro

These are several facilities are provided at IAIN Metro to support the teaching and learning process for lecturers and students, such as; Lecturer's room, Classroom, Computer Laboratory Unit & BMT, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, Mosque, Futsal Field, Basketball Field, Wall-Climbing Field, Volley Field, Tennis Field, Auditorium, Students Activities Unit, Students Committee Unit, Canteen, Medical Facilities, Wi-Fi Corner in every point of the building and Parking Area.

3. The Condition of TBI's Lecturers in IAIN Metro

The number of lecturers at the English Education Department of IAIN Metro for the 2021/2022 academic year is 18 lecturers. There are 5 lecturers having doctoral degrees (S3) and 13 lecturers have master's degrees (S2).

B. Resultsof The Research

This chapter will describe the results of data analysis obtained in the research process that has been done previously. The respondents in this research were the final semester students of English Education Department inState Institute for Islamic Studies of Metroconducted through

questionnaires and interviews as data analysis techniques. The total respondents are 26 students.

Based on the objectives of the study, there are two purposes. The first is to find out the difficulties faced by final semester students in the thesis writing research process caused by the closure of schools and also the solutions that should be done by students so that students can still complete the Thesis during the Covid-19 Pandemic. The second is to find out the efforts made by final semester students to be able to search for the data even though the schools are closed in pandemic era.

1. Questionnaire Result Presentation

In this study, the questionnaire was conducted through online by filling out a questionnaire in Google Form. The researcher used a Likert Scale that uses 5 levels such as Strongly Disagree if they were strongly disagree, Disagree if they were disagree, Neutral if they were not in favor of agreement or disagreement, Agree if they were agree, and Strongly Agree if they were strongly agree with the statement.

Those data were processed in the form of a diagram and then analyzed further. The following are the results of the analysis obtained for each indicator item statement answered by the respondent.

Statement One: "The school closing down during the pandemic era had an effect on my thesis research activities."

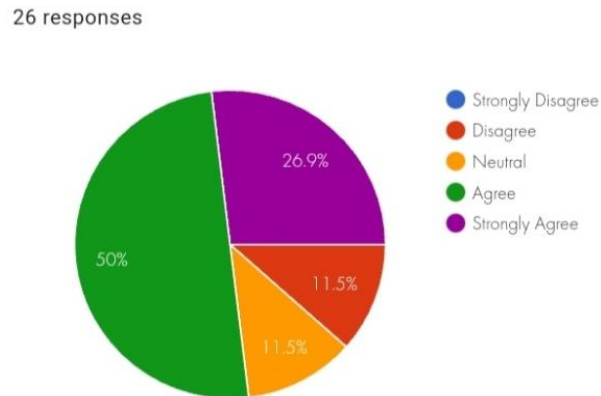


Figure 4.1
The Percentage of Statement One from the Questionnaire

It can be seen from the diagram above the number of students who answered strongly disagree as much as 0 students (0%), disagree as many as 3 students (11.5%), neutral as many as 3 students (11.5%), agree as many as 13 students (50%), and students who answered strongly agree were 7 students (26.9%).

Statement Two: "I can easily do the research when schools are closed during pandemic era."

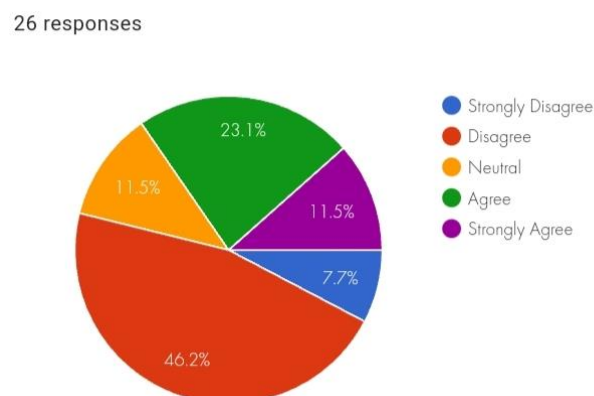


Figure 4.2
The Percentage of Statement Two from the Questionnaire

It can be seen from the diagram above the students who strongly disagree with this statement as many as 2 students (7.7%), disagree as many as 12 students (46.2%), neutral as many as 3 students (11.5%), agreed as many as 6 students (23.1%), and students who answered strongly agreed as many as 3 students (11.5%).

Statement Three: "I find it difficult to do research by online."

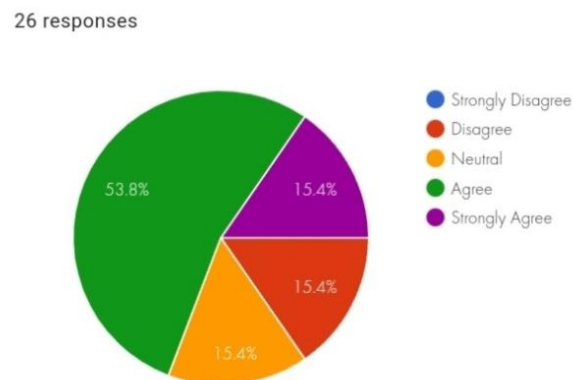


Figure 4.3
The Percentage of Statement Three from the Questionnaire

The difficulties experienced by students in conducting online research were answered strongly disagree by 0 student (0%), disagree as many as 4 students (15.4%), neutral as many as 4 students (15.4%), agree as many as 14 students (53.8%), and students who answered strongly agree as many as 4 students (15.4%).

Statement Four: "The school closing down during the pandemic era made me difficult to find the active respondents who could help me in doing research."

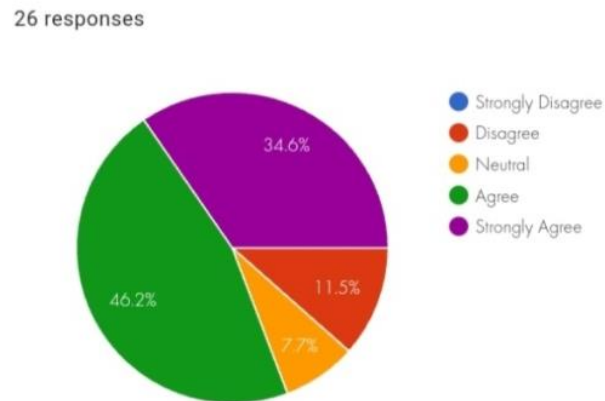


Figure 4.4
The Percentage of Statement Four from the Questionnaire

The difficulties of students in finding active respondents so that they could help the researcher in their research program by online was answered strongly disagree by 0 student (0%), disagree 3 students (11.5%), neutral as many as 2 students (7.7 %), agreed as many as 12 students (46.2%), and students who answered strongly agreed as many as 9 students (34.6%).

Statement Five: "The school closing down during the pandemic era made me postpones my research temporarily."

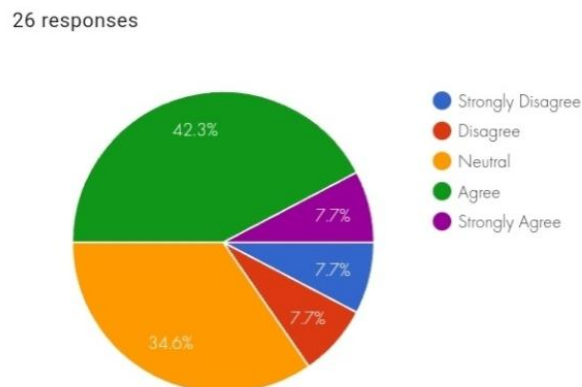


Figure 4.5
The Percentage of Statement Five from the Questionnaire

The postponement in the implementation of the research due to the closure of schools during the pandemic responded strongly disagree by 2 students (7.7%), disagree as many as 2 students (7.7%), neutral as many as 9 students (34.6%), agree as much as 11 students (42.3%), and students who answered strongly agree as many as 2 students (7.7%).

Statement Six: "I keep doing my research by online even though many schools are closed during the pandemic era."

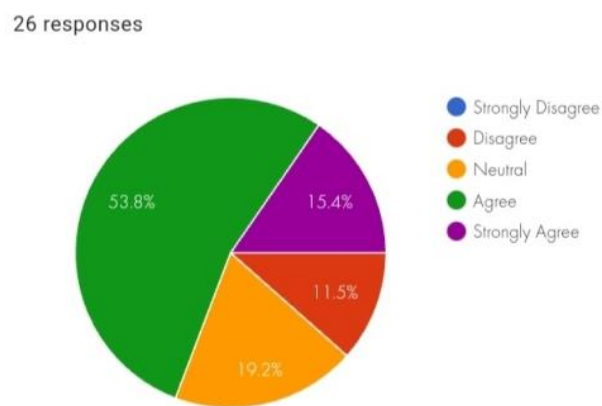


Figure 4.6
The Percentage of Statement Six from the Questionnaire

In this statement, as shown in the diagram above, the students responded strongly disagree with as many as 0 student (0%), disagree as many as 3 students (11.5%), neutral as many as 5 students (19.2%), agree as many as 14 students (53.8%), and students who answered strongly agree as many as 4 students (15.4%).

Statement Seven: "Although many schools are closed during the pandemic, this doesn't prevent me to keep doing research."

26 responses

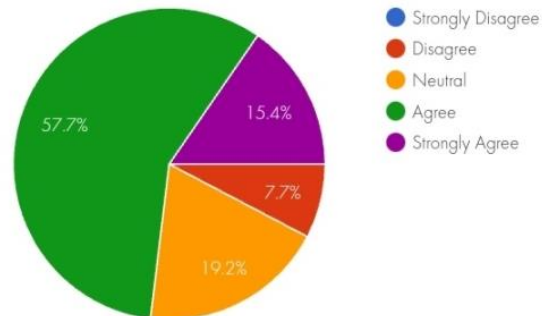


Figure 4.7
The Percentage of Statement Five from the Questionnaire

We can see in the diagram above that students who responded strongly disagreed by 0 student (0%), disagree as many as 2 students (7.7%), neutral as many as 5 students (19.2%), agree as many as 15 students (57.7%), and students who answered strongly agree as many as 4 students (15.4%).

Statement Eight: "The school closing down during the pandemic era made me difficult to collect the data in the field."

26 responses

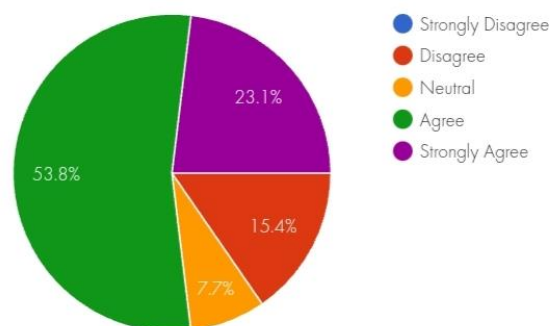


Figure 4.8
The Percentage of Statement Eight from the Questionnaire

The difficulty of students in the process of collecting field data during the pandemic received responses from students who strongly disagree with 0 student (0%), disagree as many as 4 students (15.4%), neutral as many as 2 students (7.7%), agree as many as 14 students (53.8%), and students who answered strongly agree as many as 6 students (23.1%).

Statement Nine: "I prefer to do the research by online because it is easier for me to do anywhere and anytime."

26 responses

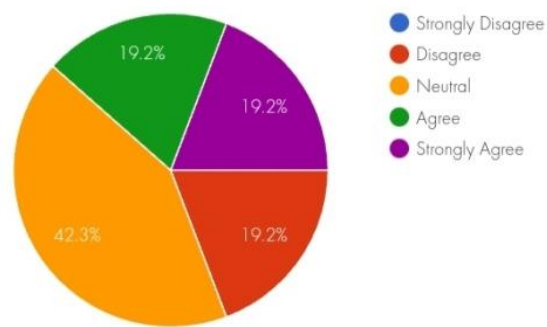


Figure 4.9
The Percentage of Statement Nine from the Questionnaire

In the statement that students are easier to do research online, they get responses strongly disagree by students as many as 0 students (0%), disagree as many as 5 students (19.2%), neutral as many as 11 students (42.3%), agree as many as 5 students (19.2%), and students who answered strongly agree as many as 5 students (19.2%).

Statement Ten: "I find it easier to do the research by offline because I can directly interact with the respondents."

26 responses

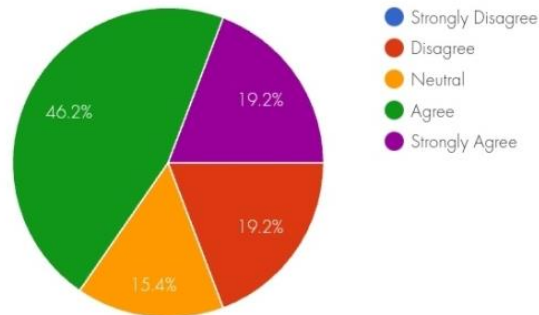


Figure 4.10
The Percentage of Statement Ten from the Questionnaire

In the diagram above, students who like offline research so that they can easily interact directly with the respondents received responses strongly disagree by students as many as 0 students (0%), disagree as much as 5 students (19.2%), neutral as many as 4 students (15.4%), agreed as many as 12 students (46.2%), and students who answered strongly agreed as many as 5 students (19.2%).

2. Interview Result Presentation

In conducting interviews, the questions given to final semester students who are in the process of completing their thesis are different from the statements contained in the questionnaire. The results of this interview are used to strengthen students' responses to the questionnaires they have previously responded to.

In presenting the result of the interview, the researcher used these following codes:

- Q is used for the interview's questions.
- A is used for the responds of the interview.

Below, the researcher displays the data from the interview which consists of 5 questions, as follows:

1. In the first question, the researcher asked about the effect of school closing down on the process of completing the thesis.

(Q.1) Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

(Apakah penutupan sekolah di masa pandemi ini berpengaruh terhadap proses penyelesaian skripsi Anda?)

A.1 IDP: "Yes. It affected not only the research process that I was doing at the time. However, it also affects the process of completing my thesis." *(Ya. Hal itu berpengaruh tidak hanya pada proses penelitian yang sedang saya lakukan pada saat itu. Namun hal itu juga berpengaruh pada proses penyelesaian skripsi saya.)*

SNNN: "It was very influential on the ongoing process

of completing my thesis." (*Sangat berpengaruh terhadap berlangsungnya proses penyelesaian skripsi saya.*)

AF: "Yes, because many schools were closed so it had an effect on the process of completing my thesis." (*Ya karena banyak sekolah yang tutup sehingga berpengaruh pada proses penyelesaian skripsi saya.*)

2. The second question, the researcher asked about the difficulties faced by the students in conducting the research in pandemic era.

(Q.2) Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era? (*ApakahAndamerasasulitdalammelakukanpenelitiankarenabanyaksekolah yang tutupselamamasapandemi?*)

A.2 TS: "It is quite difficult in completing the thesis especially in conducting the research because many schools are closed, including the location of the school that I used as the location of my research." (*Cukup sulit dalam menyelesaikan skripsi terutama dalam melakukan penelitian karena banyak sekolah yang tutup, termasuk lokasi sekolah yang saya gunakan sebagai*

lokasi penelitian saya.)

VTM: "It was very difficult because the access was very limited during this pandemic. Not only the closure of schools but also universities made me postpone in writing my thesis until the school reopened. Because I couldn't do my pre-survey research so I couldn't start working on my thesis." (*Sangat sulit karena aksesnya sangat terbatas di masa pandemi ini. Tidak hanya penutupan sekolah tetapi juga universitas membuat saya menunda penulisan skripsi sampai sekolah dibuka kembali. Karena saya tidak bisa melakukan penelitian pra-survei saya sehingga saya tidak bisa mulai mengerjakan tesis saya.*)

N: "I personally do not find it so difficult even though many schools are closed. Because the location that I used for research was my former school. So I can still get the information I need through the teachers I know." (*Saya pribadi tidak merasa begitu sulit meskipun banyak sekolah yang tutup. Karena lokasi yang saya gunakan untuk penelitian adalah bekas*

sekolah saya. Jadi saya masih bisa mendapatkan informasi yang saya butuhkan melalui guru yang saya kenal.)

3. The third question, the researcher asked about the students' impact on the process of completing their thesis during the pandemic Covid-19.

(Q.3) What are the impacts that you feel on the process of completing your thesis during the pandemic Covid-19?
(*Apadampak yang kamurasakanterhadap proses penyelesaian skripsi di masapandemic Covid-19?*)

A.3 PCSIP: "Because at that time it was a pandemic covid-19 that made us all unable to do activities outside the home, so when I wanted to apply for permission to do research at the school I was going to, there were obstacles. The problem was that the school I was going to was closed, so I had to postpone in doing research until the school reopened. Not only that, online thesis guidance makes me difficult to understand what my lecturer wants to convey with what I want to convey, so miscommunication often occurs. Looking for

references is also one of my obstacles in working on this thesis during this pandemic. The limitations of reference sources and facilities from the campus made me feel confused to find references with a wider scope. So from all the obstacles that I experienced, there was a feeling of laziness in working on the thesis." (*Karena saat itu sedang masa pandemi Covid-19 yang membuat kita semua tidak bisa beraktivitas di luar rumah, makanya saat ingin mengajukan izin untuk melakukan penelitian di sekolah yang akan saya tuju, ada kendala. Masalahnya adalah sekolah yang akan saya tuju ditutup, jadi saya harus menunda melakukan penelitian sampai sekolah dibuka kembali. Tidak hanya itu, bimbingan skripsi online membuat saya sulit memahami apa yang ingin disampaikan dosen saya dengan apa yang ingin saya sampaikan, sehingga sering terjadi miskomunikasi. Mencari referensi juga menjadi salah satu kendala saya dalam mengerjakan skripsi ini di masa pandemi ini. Keterbatasan sumber*

referensi dan fasilitas dari kampus membuat saya merasa bingung untuk mencari referensi dengan cakupan yang lebih luas. Maka dari semua kendala yang saya alami, ada rasa malas dalam mengerjakan skripsi.)

LM: "Lack of motivation from myself to do the thesis. The online tutoring process is very slow in responding. As a student, I also have other activities that make my thesis neglected. Internet network is not stable so sometimes there was miscommunication between me and my lecturer. It is difficult to find active respondents who are willing to help online because schools are closed during the pandemic." *(Kurangnya motivasi dari diri saya sendiri untuk mengerjakan skripsi. Proses bimbingan belajar online sangat lambat dalam merespon. Sebagai mahasiswa, saya juga memiliki kegiatan lain yang membuat skripsi saya terbengkalai. Jaringan internet tidak stabil yang membuat beberapa kali terjadi miskomunikasi antara saya dengan dosen pembimbing. Sulit mendapatkan*

responden aktif yang mau membantu secara online karena sekolah diliburkan selama pandemi.)

YAS: "It was difficult to get the information I needed because the schools were closed. In addition, the feeling of being lazy to do thesis is also due to a lack of motivation to complete it, especially during a pandemic. The last is the difficulty of expressing ideas and finding the references in the thesis writing that I am working on." (*Sulit mendapatkan informasi yang saya butuhkan karena sekolah-sekolah tutup. Selain itu, rasa malas mengerjakan skripsi juga karena kurangnya motivasi untuk menyelesaikannya, apalagi di masa pandemi seperti sekarang ini. Yang terakhir adalah sulitnya menuangkan ide dan mencari referensi dalam penulisan skripsi yang sedang saya kerjakan.*)

4. In the fourth question, the researcher asked to the students whether they prefer doing the research by online or offline.

(Q.4) Did you find it easier to do research by offline than online?
(ApakahAndamerasalebihmudahmelakukanpenelitiansecara offline daripada online?)

A.4 DSP: "Yes, I find it easier to do research offline than online because it's easier to meet respondents in person and get responses quickly without wasting time. Because what I feel right now is that it is difficult to find respondents who are active and willing to help when doing online research." (*Ya, saya merasa lebih mudah melakukan riset secara offline daripada online karena saya lebih mudah bertemu dengan responden secara langsung dan mendapatkan tanggapan dengan cepat tanpa perlu membuang waktu. karena yang saya rasakan saat ini adalah sulitnya mencari responden yang aktif dan mau membantu saat melakukan riset online.*)

MYS: "Yes, I prefer to do research offline than online because only few active respondents are willing to help me in doing this research." (*Ya, saya lebih suka melakukan penelitian secara offline daripada online karena sangat sedikit*

responden aktif yang mau membantu saya dalam melakukan penelitian ini.)

FM: "In my opinion, I prefer offline. Because it's easier and you can meet more respondents in person than online. Because what I experienced while doing this online research, many of the respondents actually didn't want to be a respondent but they were uncomfortable in refusing it so they preferred a slow response or even no response at all." (*Menurut saya, saya lebih suka offline. Karena lebih mudah dan bisa bertemu langsung dengan lebih banyak responden daripada online. Karena yang saya alami saat melakukan riset online ini, banyak dari responden yang sebenarnya tidak mau menjadi responden tetapi mereka tidak nyaman dalam menolaknya sehingga mereka lebih memilih respon yang lambat atau bahkan tidak ada respon sama sekali.*)

5. The last question, the researcher asked about the efforts made by the students in order they are still being able to do the research when the schools are closed during the Covid-19 pandemic.

(Q.5) Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

(Adakah upaya yang bisa dilakukan untuk tetap melakukan penelitian guna mendapatkan data lapangan meskipun sekolah diliburkan selama pandemi?)

A.5 LNF: "The effort I made to obtain field data for my research purposes was to wait until schools reopened and students returned to school. After the school reopens then I can get more information that I need for my research purposes." *(Upaya yang saya lakukan untuk mendapatkan data lapangan untuk keperluan penelitian saya adalah menunggu sampai sekolah dibuka kembali dan siswa kembali ke sekolah. Setelah sekolah dibuka kembali maka saya bisa mendapatkan lebih banyak informasi yang saya butuhkan untuk keperluan penelitian saya.)*

FA: "Because the location I used for research was my former school. So I can still get the information I need through teachers I know. So that the effort I make to continue to do research is by doing an online research through

Whatsapp Group where later I will ask respondents to fill out the questionnaire that I distributed in the group. I used Google Meet for the interview section." (*Karena lokasi yang saya gunakan untuk penelitian adalah bekas sekolah saya. Jadi saya tetap bisa mendapatkan informasi yang saya butuhkan melalui guru yang saya kenal. Sehingga upaya yang saya lakukan untuk terus melakukan penelitian adalah dengan melakukan penelitian secara online melalui Grup Whatsapp dimana nantinya saya akan meminta responden untuk mengisi kuesioner yang saya bagikan di grup tersebut. Saya menggunakan Google Meet untuk sesi interview.*)

NUA: "I keep doing research by online. So the data collection system used the Whatsapp Group that I created. Although it seems quite difficult, because the respondents tend to be passive compared to when we collect data directly or offline. So if the respondent didn't give any respond in the group, I have to have a private chat with them in order I can get the data I

need. Besides that I also did my interview via Zoom." (*Saya tetap melakukan penelitian secara online. Sistem pendataan menggunakan grup whatsapp yang saya buat. Walaupun kelihatannya cukup sulit, karena respondennya cenderung pasif dibandingkan saat kita mengumpulkan data secara langsung. Jadi jika responden tidak memberikan respon di grup, saya harus melakukan obrolan pribadi dengan mereka sehingga saya bisa mendapatkan data yang saya butuhkan. Selain itu saya juga melakukan wawancara melalui Zoom.*)

C. Discussion

1. The Difficulties Faced by the Final Semester Students in the Thesis Writing Research Process

Based on the results of the research above, it can be said that many final semester students find it difficult to conduct research because many schools are closed during this pandemic. First, school closures during this pandemic have quite affected the process of working on their thesis, especially in conducting research. We can see this in the first indicator as many as 13 students agree with a percentage of 50%. As IDP said "*Yes. It affected not only the research process that I*

was doing at the time. However, it also affects the process of completing my thesis."

Second, not infrequently they postpone in doing research as can be seen in the fifth indicator, as many as 12 students agree on the indicator with a percentage of 46.2%. The postponement in conducting this research occurred because many students were going to conduct research but the target schools were closed due to the government regulations requiring schools to be closed for a while until the situation began to recover. Starting from the postponement of this thesis, most of the students feel lazy to continue working on their thesis. PCSIPadded *"Because at that time it was a pandemic covid-19 that made us all unable to do activities outside the home, so when I wanted to apply for permission to do research at the school I was going to, there were obstacles. The problem was that the school I was going to was closed, so I had to postpone in doing research until the school reopened. Not only that, the online thesis guidance makes me difficult to understand what my lecturer wants to convey with what I want to convey, so miscommunication often occurs. Looking for references is also one of my obstacles in working on this thesis during this pandemic. The limitations of reference sources and facilities from the campus made me feel confused to find references with a wider scope. So from all the obstacles that I experienced, there was a feeling of laziness in working on the thesis."*

Third, the difficulties in the process of finding the data collection were also felt by the final semester students who are conducting research. This can be seen in the eighth indicator as many as 14 students agree with a percentage of 53.8%. Even so, they are still trying to do research during this pandemic, but online. Not a few of them complain because they feel more comfortable doing research offline than online. *"Yes, I find it easier to do research offline than online because it's easier to meet respondents in person and get responses quickly without wasting time. Because what I feel right now is that it is difficult to find respondents who are active and willing to help when doing online research"*, said DSP.

2. The Efforts Made by the Final Semester Students to Keep Searching for the Data in Pandemic Era

Although in a situation that is not conducive for final semester students to be able to conduct research offline during this Covid-19 pandemic, they are still trying several things to keep getting field data. The efforts made include:

a) Distributing the questionnaire via WhatsApp

The distribution of questionnaires in this way is considered the most widely used by final semester students during this pandemic. Dissemination of questionnaires via Whatsapp is considered to be the easiest option to do even though you have to be extra in finding respondents who are active and willing to help. Because many

respondents are less responsive in responding (passive) and not all respondents are willing to become research respondents.

b) Conducting interviews with Zoom and Google Meet

In addition to distributing questionnaires via Whatsapp, final semester students also use Zoom and Google Meet as media to conduct interviews. This is because they cannot conduct the interviews directly as they have to keep their distance. As the result 66.6% of respondents chose to take interview data by utilizing the existing applications. At least this way can help students to still be able to do research even though online.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research obtained regarding to the difficulties in finding data and thesis writing experienced by the final semester students of English Education Department at IAIN Metro, firstly, the difficulty of conducting online research during pandemic era because the targeted school was being closed in order to reduce the spread of the Covid-19 virus. Secondly, the students revealed the difficulties in carrying out data collection online, including the difficulty in finding respondents, the difficulty in building relationships with respondents, and the refusal to become research respondents which made the period of data collection longer. Thirdly, in collecting the data during the pandemic also requires more time and energy, where students as a researcher must remind their respondents more often to fill out questionnaires. Fourthly, the feeling of laziness that is often coming is due to too many obstacles experienced by students so that it makes them postpone in writing on the thesis.

B. Suggestion

Based on the results of the study and conclusions, the researcher can provide the following suggestions:

1. For the Students

For students who are working on their undergraduate thesis, it would be nice to communicate more often with their friends in arms to

increase their motivation in writing the undergraduate thesis. Although there are many obstacles in conducting the research process during this pandemic, this should not be used as an excuse for you to postpone working on your undergraduate thesis.

2. For the Lecturers

Miscommunication is one of the problems experienced between students and lecturers during thesis work during the pandemic. The difficulty of communication between students and lecturers makes most students find it difficult to do guidance. Therefore, to increase student motivation in completing the undergraduate thesis, it is expected to improve communication by making a special schedule and can be adhered to together so that good communication can be established between lecturers and students.

3. For The Other Researchers

This research can be a reference for other researchers who want to examine the difficulties experienced by final semester students in conducting research during the COVID-19 pandemic.

C. Recommendation

In line with the topic under discussion, there are several recommendations for further researchers based on the findings of current research who are interested in conducting similar research in the future. Firstly, since the number of subjects in this study was only less than 30

participants, the future research would be better to conduct on a larger scale, so that the study can gain a wider perspective from various subjects.

Secondly, further research should increase the number of items in the questionnaire and interviews. Make it in a form that is easy to understand and interesting so that respondents can easily understand and want to fill out the questionnaire properly and correctly. Last, the researcher also recommends other researchers to start working on other topics dealing with the difficulties on the faced by the final semester students in completing their undergraduate thesis such as in another situation or condition and many more in order to know other obstacles faced by the final semester students.

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APPENDICES

LISTS OF STUDENTS QUESTIONNAIRE

Name :

SN :

Table of Questionnaire

No.	Statement	Answer				
		1	2	3	4	5
1	The school closing down during the pandemic era had an effect on my thesis research activities.					
2	I can easily do research when schools are closed during pandemic era.					
3	I find it difficult to do research by online.					
4	The school closing down during the pandemic era made me difficult to find the active respondents who could help me in doing research.					
5	The school closing down during the pandemic era made me postpones my research temporarily.					
6	I keep doing my research by online even though many					

	schools are closed during the pandemic era.					
7	Although many schools are closed during the pandemic, this does not prevent me to keep doing my research.					
8	The school closing down during the pandemic era made me difficult to collect the data in the field.					
9	I prefer to do the research by online because it is easier for me to do anywhere and anytime.					
10	I find it easier to do the research by offline because I can directly interact with the respondents.					

Note :

- The answer choices consist of 5 levels. There are number 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree.
- (✓) Tick for each selected answer.

The Responds from the Questionnaire by Google Form

No.	Respondents	Statement									
		1	2	3	4	5	6	7	8	9	10
1	SNNN	5	2	5	5	3	5	5	4	3	5
2	JP	4	5	4	3	3	3	4	4	3	4
3	ERT	4	2	4	5	4	3	4	5	2	4
4	LNF	2	5	2	2	3	4	4	2	4	2
5	NUA	3	2	4	4	3	3	3	3	4	3
6	VW	4	4	3	4	4	3	4	4	3	4
7	NA	5	1	5	5	5	2	2	5	2	5
8	DSP	5	2	4	5	5	4	3	4	2	4
9	Y	3	4	3	4	3	4	4	4	3	3
10	N	4	4	2	2	3	4	3	2	5	2
11	FM	4	2	4	4	4	5	5	2	4	5
12	SM	4	2	4	4	3	4	5	4	3	4
13	MYS	4	3	4	4	4	4	4	4	3	4
14	AF	4	3	4	4	4	5	4	5	5	5
15	PCSIP	5	2	3	5	3	4	4	4	5	4
16	RPM	4	2	4	4	4	3	4	4	2	4
17	NRA	5	1	4	5	4	4	3	5	3	2
18	RS	4	4	2	3	3	4	4	3	4	3
19	VTM	5	2	5	5	4	4	4	4	3	4
20	IDP	4	5	5	4	4	4	3	5	3	4
21	AMS	3	3	3	4	4	4	4	4	3	3
22	TS	4	4	4	5	1	5	2	4	5	5
23	LM	4	2	4	5	2	2	4	4	2	2
24	RY	2	2	4	4	2	2	4	4	4	4
25	YAS	5	2	4	4	4	4	4	5	3	4
26	FA	2	4	2	2	1	4	5	2	5	2

Data Analysis Table based on the Questionnaire

No.	Statement	Total Students					Respondent's Most Answers
		SD	D	N	A	SA	
1	The school closing down during the pandemic era had an effect on my thesis research activities.	-	3	3	13	7	Agree (13 Respondents)
2	I can easily do research when schools are closed during pandemic era.	2	12	3	6	3	Disagree (12 Respondents)
3	I find it difficult to do research by online.	-	4	4	14	4	Agree (14 Respondents)
4	The school closing down during the pandemic era made me difficult to find the active respondents who could help me in doing research.	-	3	2	12	9	Agree (12 Respondents)
5	The school closing down during the pandemic era made me postpones my research temporarily.	2	2	9	11	2	Agree (11 Respondents)

6	I keep doing my research by online even though many schools are closed during the pandemic era.	-	3	5	14	4	Agree (14 Respondents)
7	Although many schools are closed during the pandemic, this does not prevent me to keep doing my research.	-	2	5	15	4	Agree (15 Respondents)
8	The school closing down during the pandemic era made me difficult to collect the data in the field.	-	4	2	14	6	Agree (14 Respondents)
9	I prefer to do the research by online because it is easier for me to do anywhere and anytime.	-	5	11	5	5	Neutral (11 Respondents)
10	I find it easier to do the research by offline because I can directly interact with the respondents.	-	5	4	12	5	Agree (12 Respondents)

LISTS OF STUDENTS INTERVIEW

Name :

SN :

Table of Interview

No.	Questions	Answer
1	Does the school closing down during this pandemic era have an effect on the process of completing your thesis?	
2	Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?	
3	What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?	
4	Do you find it easier to do research offline than online?	
5	Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?	

The Interview Results in Written Text

Data 1

Name : IDP

SN : 1801070034

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes. It affected not only the research process that I was doing at the time. However, it also affects the process of completing my thesis

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes, I find it difficult to do research because the school I am going to is currently closed during this pandemic.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :The obstacle that I feel is that it is difficult to do research, because of the difficulties that arise so I feel lazy to work on the thesis. Not to mention that it is difficult to find references due to limited sources of books with existing facilities on campus.

4. Did you find it easier to do research by offline than online?

Answer :I find it easier to take samples offline than online because while I was doing research online many of the students didn't respond to the WhatsApp group I had created. There are also many of them who do not want to be respondents but do not have the courage to convey.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :Keep trying to do research online even though I have to be more patient and more extra to find respondents.

Data 2

Name : SNNN

SN : 1801070058

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer : It was very influential on the ongoing process of completing my thesis.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes, I find it difficult to do research because my thesis examines students and the school is closed, it was very difficult for me to observe directly.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :The problem was difficult to collect research subjects (students), so during the observation and interview process was taking a very long time because it waited for students to be willing to become research subjects.

4. Did you find it easier to do research by offline than online?

Answer :Yes, it feels easier when the research was done offline because I can see directly the behavior of the research subject.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :It can be done online by Whatsapp or Google Form, and also as long as the research subject can be invited to work together so that research can run easily.

Data 3

Name : AF

SN : 1801071003

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, because many schools were closed so it had an effect on the process of completing my thesis.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes, as everything is online, can't do research in person. If the respondent was offline, it was easier to get, but if it was done online, the respondent did not necessarily want to be a research respondent.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer : The longer it takes to complete because respondents take longer to respond because they have to adjust their schedule. If it was offline, it could be completed immediately. Finding references was difficult because you could only search it by online because at that time the campus was closed.

4. Did you find it easier to do research by offline than online?

Answer : Of course by offline. It was easier to do the research and it felt like you could complete your thesis faster.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :Keep doing research online by distributing questionnaires via Google Forms and conducting interviews via Whatsapp. Another thing is to always contact respondents who take too long to respond.

Data 4

Name : TS

SN : 1801070065

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :It really has an effect on the process of completing the thesis I'm working on.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :It is quite difficult in completing the thesis especially in conducting the research because many schools are closed, including the location of the school that I used as the location of my research.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :There is a feeling of laziness to work on the thesis because it is difficult to find references that are relevant to the title of my thesis.

4. Did you find it easier to do research by offline than online?

Answer :Yes, I prefer to do research offline than online because it is more convenient and easier to get respondents.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :Keep doing research by online, both from distributing questionnaires via Google form to interview sessions via Whatsapp chat.

Data 5

Name : VTM

SN : 1801071062

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, very influential.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :It was very difficult because the access was very limited during this pandemic. Not only the closure of schools but also universities made me postpone in writing my thesis until the school reopened. Because I couldn't do my pre-survey research so I couldn't start working on my thesis.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :The obstacle was difficult to get respondents.

4. Did you find it easier to do research by offline than online?

Answer :Yes. I prefer offline because I can get the respondents I need easily.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer : Keep doing research online as my last option so that i can finish my thesis as soon as possible.

Data 6

Name : N

SN : 1801071040

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, it does.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :I personally do not find it so difficult even though many schools are closed. Because the location that I used for research was my former school. So I can still get the information I need through the teachers I know.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :Difficult to find respondents. Hard to get references.Online guidance which get a very long response from the supervisor.Feeling lazy due to environmental factors.

4. Did you find it easier to do research by offline than online?

Answer :Although I could still do research by online but I prefer to do research by offline. Besides, it's easier to get field data and doesn't drain too much energy.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer : Keep doing the research by online. If I wait for school to open then my thesis will be abandoned.

Data 7

Name : PCSIP

SN : 1801070053

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, it has an effect on the process of completing my thesis.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes there are difficulties that I felt especially in terms of doing research.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :Because at that time it was a pandemic covid-19 that made us all unable to do activities outside the home, so when I wanted to apply for permission to do research at the school I was going to, there were obstacles. The problem was that the school I was going to was closed, so I had to postpone in doing research until the school reopened. Not only that, online thesis guidance makes me difficult to understand what my lecturer wants to convey with what I want to convey, so miscommunication often occurs. Looking for references is also one of my obstacles in working on this thesis during this pandemic. The limitations of reference sources and facilities from the campus made me feel confused to find references with a wider scope. So from all the obstacles that I experienced, there was a feeling of laziness in working on the thesis.

4. Did you find it easier to do research by offline than online?

Answer :Offline. The process is faster because if you go online you have to wait in terms of research because you have to adjust the

respondent's schedule. If it is offline, it is easier to manage and there will be no rejection from respondents. Meanwhile, if offline, there are many rejections from them to be used as research respondents.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :Keep doing research online by distributing questionnaires and interviews via Whatsapp.

Data 8

Name : RPM

SN : 1801072029

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer : Yes, it was very difficult.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer : Lack of motivation from myself to do the thesis. The online tutoring process is very slow in responding. As a student, I also have other activities that make my thesis neglected. Internet network is not stable so sometimes there was miscommunication between me and my lecturer. It is difficult to find active respondents who are willing to help online because schools are closed during the pandemic.

4. Did you find it easier to do research by offline than online?

Answer :Yes. It will be much easier offline than online.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :By Online.

Data 9

Name : YAS

SN : 1801071065

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, of course it does. Because the object of my research is a student, there is a government policy that requires studying from home and in its implementation there are many obstacles.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Considering that the object of my research is a student, of course I felt so difficult.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :It was difficult to get the information I needed because the respondents were slow responding. In addition, the feeling of being lazy to do thesis is also due to a lack of motivation to complete it, especially during a pandemic. The last is the difficulty of expressing ideas and finding the references in the thesis writing that I am working on.

4. Did you find it easier to do research by offline than online?

Answer :Yes of course it would be easier if it was done offline. If the research was done offline, the researcher will get answers directly from the respondents. The researcher can also interact directly to obtain the information needed without having to go through a medium to communicate.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :By utilizing online media that is two-way, such as a conference application so that they can interact even with a media. Both researcher and respondent must be more committed so that the research is completed within the allotted time.

Data 10

Name : DSP

SN : 1801070016

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Very influential.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer : Because my research respondents are high school students. It was quite difficult for me to do research because the school was closed.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :The most noticeable thing so far is during the research process. Besides that it may be difficult to take care of all my needs by online.

4. Did you find it easier to do research by offline than online?

Answer :Yes, I find it easier to do research offline than online because it's easier to meet respondents in person and get responses quickly without wasting time. Because what I feel right now is that it is difficult to find respondents who are active and willing to help when doing online research

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :There is no other choice but to do research online by utilizing existing applications and media.

Data 11

Name : MYS

SN : 1801072022

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, it does.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes, I find it difficult to obtain field data because the school that will be used as the research location is closed.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :Delaying conducting pre-surveys until the children return to school. Because I postponed the pre-survey, it also resulted in the delay of my thesis work. It is difficult to find references online, and the existing facilities on campus, especially in terms of horse reference books are adequate.

4. Did you find it easier to do research by offline than online?

Answer :Yes, I prefer to do research offline than online because only few active respondents are willing to help me in doing this research.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :I continue to do research online because the teaching and learning process has started to be carried out again even though it is a study form at home.

Data 12

Name : FM

SN : 1801070030

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer : Yes, it was very influential.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer : Yes, I did.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :It was difficult to find references online, then the campus facilities are inadequate. The difficulties on internet access. The process of tutoring is quite difficult to do online.

4. Did you find it easier to do research by offline than online?

Answer :In my opinion, I prefer offline. Because it's easier and you can meet more respondents in person than online. Because what I experienced while doing this online research, many of the respondents actually didn't want to be a respondent but they were uncomfortable in refusing it so they preferred a slow response or even no response at all.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :By doing the research online.

Data 13

Name : LNF

SN : 1801071031

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, it has quite an influence on the thesis completion process because it is difficult to meet the teacher or lecturer concerned in conducting the research process.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Because the school is closed so it is necessary to rearrange the research schedule.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :Difficult to meet respondents and data collection process.

4. Did you find it easier to do research by offline than online?

Answer : The research is easier offline because face-to-face is more free to do, while online it is constrained by signal if it is done by Zoom Meeting.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :The effort I made to obtain field data for my research purposes was to wait until schools reopened and students returned to school. After the school reopens then I can get more information that I need for my research purposes

Data 14

Name : FA

SN : 1801070031

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer :Yes, it's quite influential.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes, it's quite difficult.

3. What are the obstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :Looking for references by online was very difficult, while if you want to go to the campus library, the condition is that the campus is closed because of the rise of Covid-19 cases. In addition, the online guidance process makes me have to be extra patient in waiting for the revision reply from the supervisor.

4. Did you find it easier to do research by offline than online?

Answer : It's better offline because it is difficult to do research online. Many students take a long time to respond, have to be contacted and reminded many times so that I can get the data I need.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer :Because the location I used for research was my former school. So I can still get the information I need through teachers I know. So that the effort I make to continue to do research is by doing an online research through Whatsapp Group where later I will ask respondents to fill out the questionnaire that I distributed in the group. I used Google Meet for the interview section.

Data 15

Name : NUA

SN : 1801071039

1. Does the school closing down during this pandemic era have an effect on the process of completing your thesis?

Answer : Yes, of course very effected.

2. Did you find it difficult in the thesis writing research process because many schools are closed during the pandemic era?

Answer :Yes, I did because my respondents are junior high school students.

3. What are theobstacles that you feel on the process of completing your thesis during the pandemic Covid-19?

Answer :It was difficult to find active respondents because many of them refuse to be respondents. That causes my research process to take longer to complete.

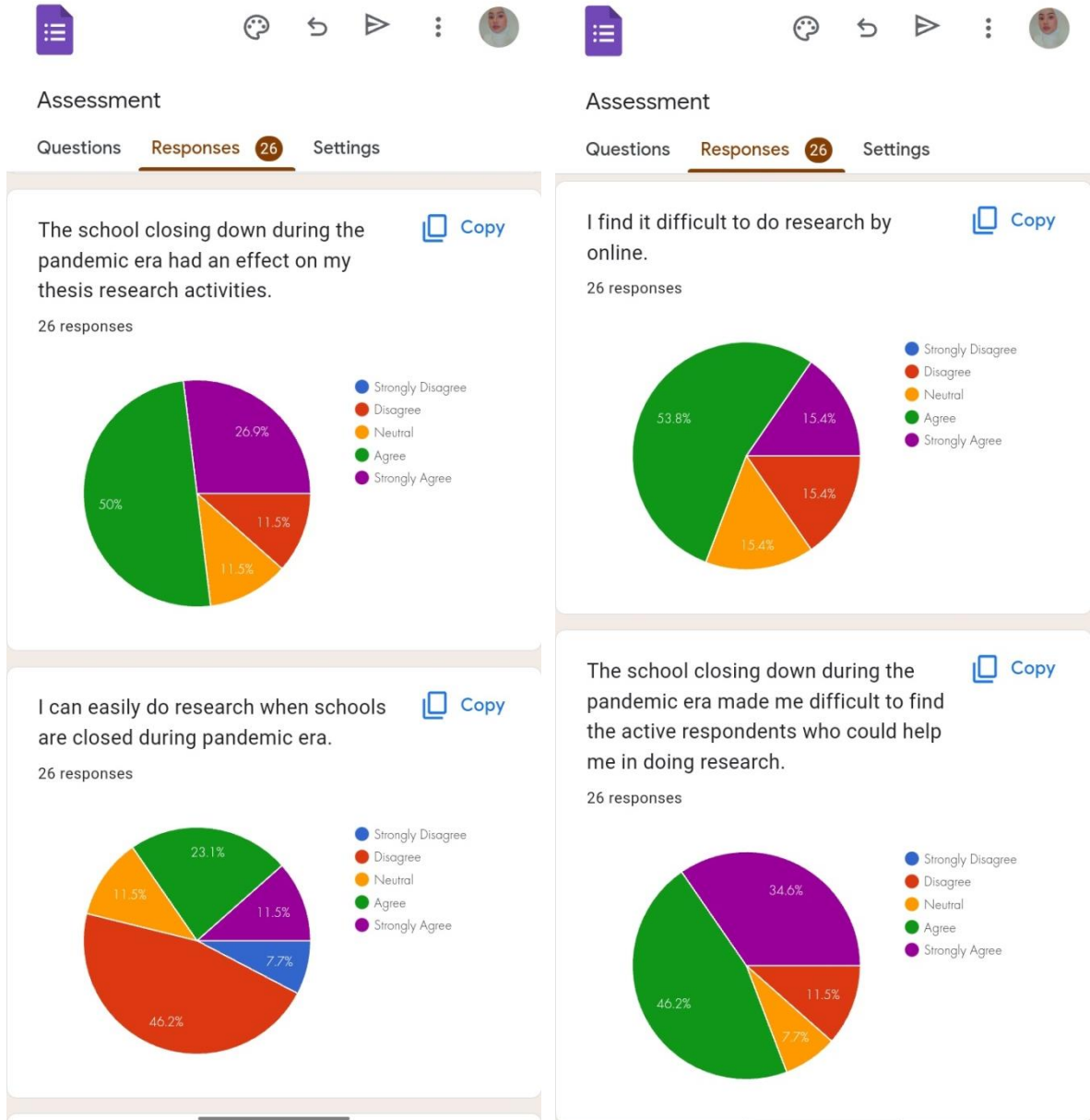
4. Did you find it easier to do research by offline than online?

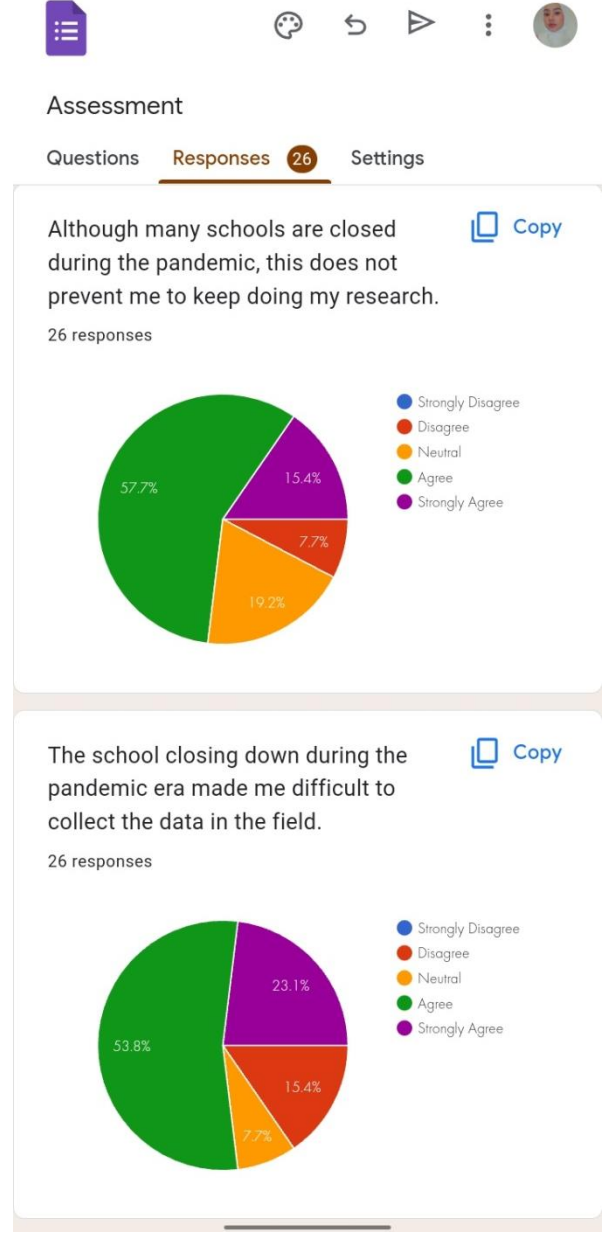
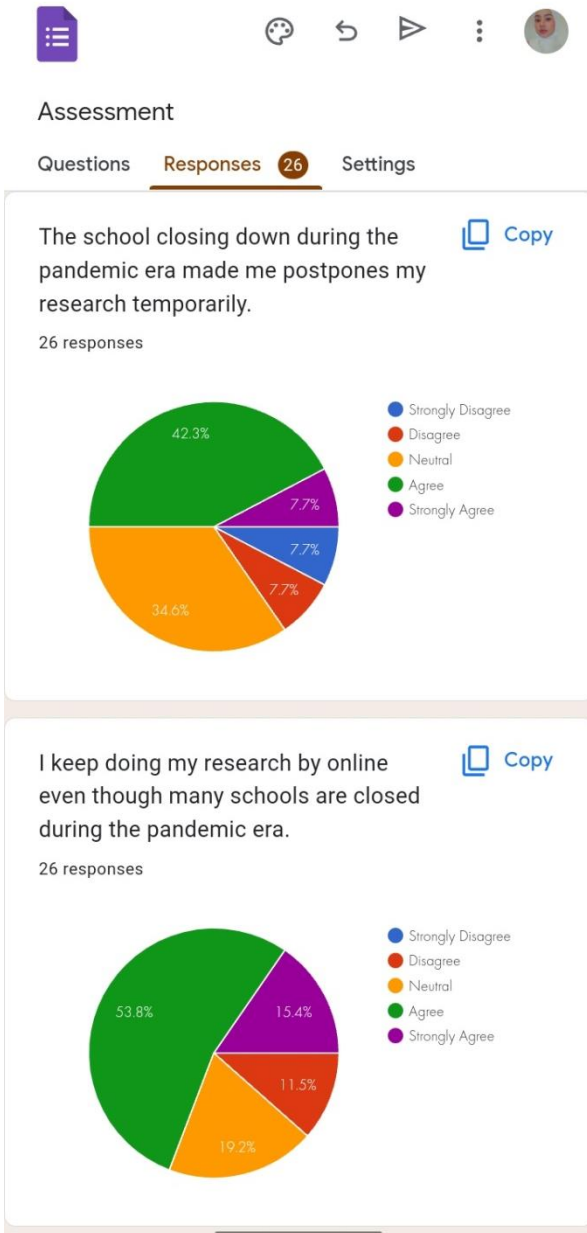
Answer :Yes, I prefer offline because when I do offline research, I can get research results faster and there will be no rejection from respondents to become research respondents.

5. Is there anything you can do to keep doing research to get field data even though schools are closed during the pandemic?

Answer : I keep doing research by online. So the data collection system used the Whatsapp Group that I created. Although it seems quite difficult, because the respondents tend to be passive compared to when we collect data directly or offline. So if the respondent didn't give any respond in the group, I have to have a private chat with them in order I can get the data I need. Besides that I also did my interview via Zoom.

The Screenshot of Questionnaire Result in Google Form







Assessment

Questions

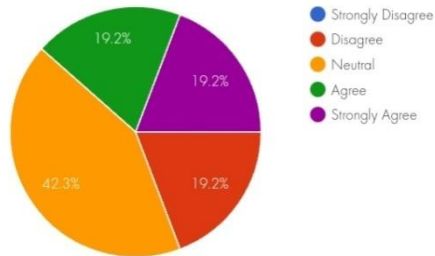
Responses **26**

Settings

I prefer to do the research by online because it is easier for me to do anywhere and anytime.

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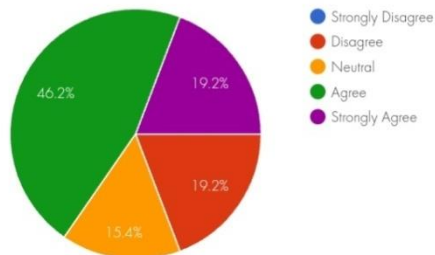
26 responses



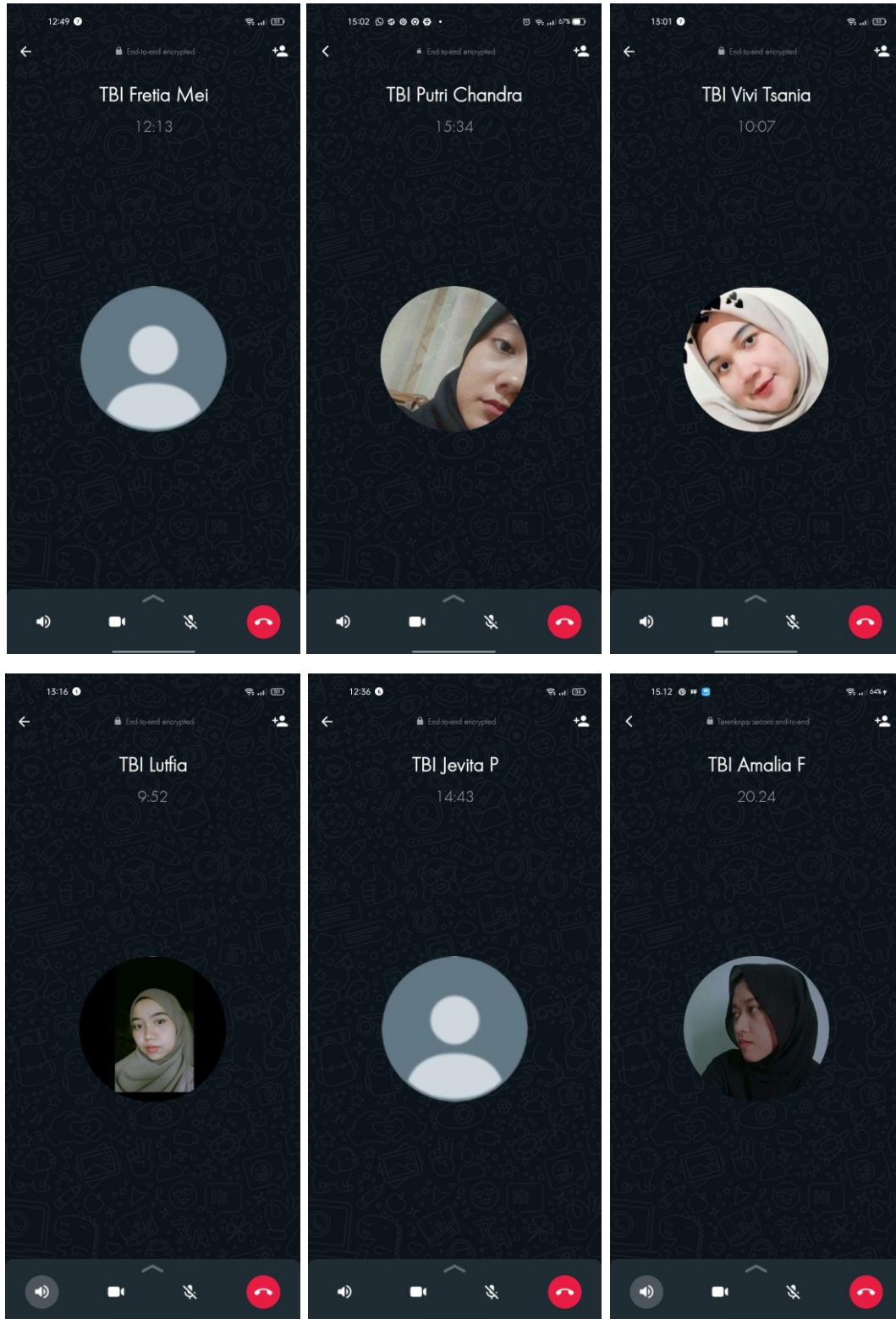
I find it easier to do the research by offline because I can directly interact with the respondents.

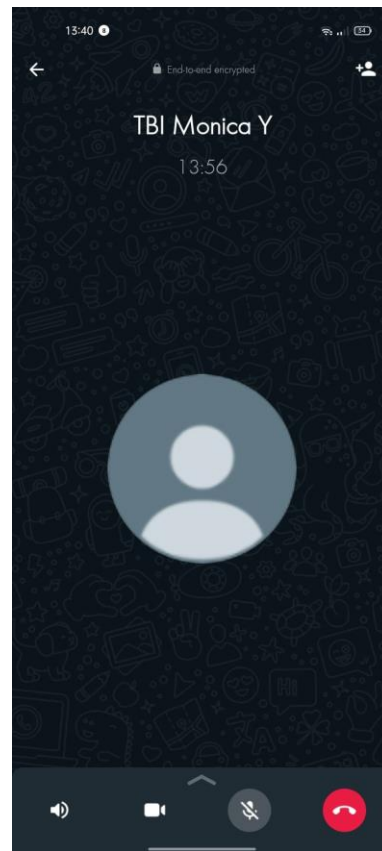
Copy

26 responses



**Screenshot of the Final Semester Students Interview of English Education
Study Program in IAIN Metro**







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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-3690/In.28/J/TL.01/09/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ANITA SUCIATI RAHAYU**
NPM : 1801071005
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF THE IMPACT OF COVID-19
PANDEMIC SCHOOL CLOSE DOWN ON THE
RESEARCH PROGRAMME OF HIGHER INSTITUTIONS
IN IAIN METRO

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 September 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-0650/In.28.1/J/TL.00/02/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Anita Suciati Rahayu
NPM : 1801071005
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF THE IMPACT OF COVID-19 PANDEMIC SCHOOL CLOSE DOWN ON THE RESEARCH PROGRAMME OF HIGHER INSTITUTIONS IN IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 24 Februari 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004

Nomor : B-2471/In.28.1/J/TL.00/06/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ANITA SUCIATI RAHAYU**
NPM : 1801071005
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER STUDENTS IN IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2022

Ketua Jurusan,



Andianto M.Pd

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



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Nomor : B-2760/In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2759/In.28/D.1/TL.01/06/2022, tanggal 17 Juni 2022 atas nama saudara:

Nama : **ANITA SUCIATI RAHAYU**
NPM : 1801071005
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER STUDENTS IN IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN

Nomor: B-4619/ln.28.1/J/TL.00/11/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : ANITA SUCIATI RAHAYU
NPM : 1801071005
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER STUDENTS IN IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 26 Oktober 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004

SURAT TUGAS

Nomor: B-2759/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

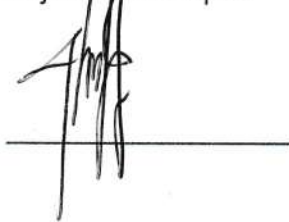
Nama : **ANITA SUCIATI RAHAYU**
NPM : 1801071005
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER STUDENTS IN IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 Juni 2022

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anita Suciati Rahayu
NPM : 1801071005

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Senin, 6 Desember 2021	Dr. Ahmad Subhan Roza, M.Pd	- BAB I, II x III - Revisi bab II x III teks harus rata kanan kiri - Revisi footnote	
2	Sabtu, 17 Desember 2021	Dr. Ahmad Subhan Roza, M.Pd	- BAB I, II x III - Revisi BAB I tambah word connector - Revisi pra survey	
3	Senin, 10 Januari 2022	Dr. Ahmad Subhan Roza, M.Pd	- BAB I, II x III - Revisi BAB II	
4	Senin, 21 Februari 2022	Dr. Ahmad Subhan Roza, M.Pd		

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anita Suciati Rahayu
NPM : 1801071005

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Kamis, 2 Juni 2022		APD (Pengajuan) <u>AEC APD</u>	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610200811014




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anita Suciati Rahayu
Jurusan : TBI

NPM : 1801071005
Semester : IX

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	TandaTangan Dosen
1	Senin, 3 Oktober 2022		Revisi BAB IV - Findings	
2	Kamis, 6 Oktober 2022		Revisi BAB IV - Discussion	
3	Senin, 10 Oktober 2022		Revisi BAB V Revisi Abstrak Revisi Dedication Page	
4	Rabu, 19 Oktober 2022			

Mengetahui
Ketua Jurusan TBI



Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing



Dr. Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1233/In.28/S/U.1/OT.01/10/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Anita Suciati Rahayu
NPM : 1801071005
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071005

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Oktober 2022
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Anita Suciati Rahayu
NPM : 1801071005
Jurusan : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 19 Oktober 2022

Ketua Jurusan TBI



Andianto, M.Pd

NIP. 198711022015031004

N ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER STUDENTS IN IAIN METRO

by Anita Suciati Rahayu

Submission date: 02-Nov-2022 12:45AM (UTC+0700)

Submission ID: 1941587678

File name: 19._ANITA_SUCIATI_RAHAYU_1801071005.docx (1.5M)

Word count: 9744

Character count: 52569

N ANALYSIS OF SCHOOL CLOSE DOWN CAUSED BY COVID-19 PANDEMIC ON THE THESIS WRITING FOR THE FINAL SEMESTER STUDENTS IN IAIN METRO

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The writer's name is Anita Suciati Rahayu. She is the second daughter of Mr. Nurul Qomar and Mrs. Sukarmi. She was born in Metro, May 7th, 1999. She grows up and lives in Metro. She graduated from SD Negeri 4 Metro Timur in 2011. Then she continued her study at SMP Negeri 4 Metro and graduated in 2014. At the high school level, she continued at SMA Negeri 1 Metro and graduated in 2017. After her school period, the writer continued her study at IAIN Metro and taking Bachelor Degree in English Education Department.