ANALYSIS OF RESEARCH TRENDS ON TOPICS AND METHODS IN UNDERGRADUATE STUDENTS OF ENGLISH DEPARTMENT UIN SYAHADA FROM 2022-2024

A Theses

Submited to the English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement of the Graduate Degree of Education (S.Pd) in English Department

Written By :

DEA SULISTIA NINGSIH

Reg. Num. 21 203 00023

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

2025

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LETTER OF AGREEMENT

Term: Thesis
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Padangsidimpuan, 3 November 2025

To:
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Dea Sulistia Ningsih**, entitled **"Analysis of Research Trends on Topics and Methods in Undergraduate Students of English Department UIN Syahada from 2022-2024".** We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

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Title of The Thesis **: Analysis of Reseacrh Trends on Topics and Methods in Undergraduate Students of English Department UIN SYAHADA from 2022-2024.**

This study aims to analyze the research trends on topics and methods in writing theses of undergraduate students of English department UIN Syahada from 2022-2024. This research was conducted using qualitative methods with document analysis. The data sources were several theses by English language education students. This study involved 282 theses from English major students in 2022-2024, and the data was analyzed to determine research trends on topics and methods among students. The findings revealed that the 3 most trends topic are ”writing” with 61 thesis (21.63%), “vocabulary” with 54 thesis (19.14%), and “other topic related to education” with 47 thesis (16.66%). Meanwhile, the results of trending methods are experimental research with 99 thesis (35.10%). The less topic is listening, the less methods are inferential statistics, narrative research, grounded theory study, case study, exploratory sequential design and the last is embedded design. Overall, there are several research topics and methods that are rarely, if ever, addressed. The low diversity of research methods suggests the need to develop methodological insight through training and mentoring for less frequently used methods.

Keywords*: Research Trends,Topic Research, Method Research.*

.

ABSTRAK

Nama : **Dea Sulistia Ningsih**
Nomor Reg : **2120300023**
Judul Skripsi : **Analisis Tren Penelitian Topik dan Metode pada Mahasiswa S1 Jurusan Sastra Inggris UIN SYAHADA Tahun 2022-2024.**

Penelitian ini bertujuan untuk menganalisis tren penelitian tentang topik dan metode dalam penulisan tesis mahasiswa sarjana jurusan Bahasa Inggris UIN Syahada dari tahun 2022-2024. Penelitian ini dilakukan dengan menggunakan metode kualitatif dengan analisis dokumen. Sumber data nya adalah dari beberapa tesis mahasiswa pendidikan Bahasa Inggris. Penelitian ini melibatkan 282 thesis mahasiswa jurusan bahasa inggris yang ada pada tahun 2022-2024 dan datanya di analisis untuk mengetahui apa saja tren penelitian pada topic dan metode dikalangan mahasiswa. Temuan penelitian mengungkapkan bahwa 3 topik yang paling menjadi tren adalah "writing" dengan 61 tesis (21.63%), "vocabulary" dengan 54 tesis (19.14%), dan "other topic related to education" dengan 47 tesis (16.66%). Sementara itu, metode yang paling menjadi tren adalah penelitian eksperimen dengan 99 tesis (35.10%). Topik yang paling sedikit diminati adalah mendengarkan, metode yang paling sedikit diminati adalah statistik inferensial, penelitian naratif, studi grounded theory, studi kasus, desain sekuensial eksploratif, dan yang terakhir adalah desain embedded. Secara keseluruhan, terdapat beberapa topik dan metode penelitian yang jarang, atau bahkan tidak pernah, dibahas. Rendahnya keragaman metode penelitian menunjukkan perlunya mengembangkan wawasan metodologis melalui pelatihan dan pendampingan untuk metode yang kurang sering digunakan.

***Kata Kunci**: Tren Penelitian, Topik Penelitian, Metode Penelitian*.

ملخّص

الاسم : ديا سوليستيا نينجسيه

رقم التسجيل : ٢١٢٠٣٠٠٠٢٣

عنوان البحث : تحليل اتجاهات البحث للمواضيع والأساليب في كتابة الرسالة العلمية لدى طلاب برنامج بكالوريوس في قسم تدريس اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدمبوان الإسلامية الحكومية في عام الدراسي ٢٠٢٢-٢٠٢٤.

يهدف هذا البحث إلى تحليل اتجاهات البحث للمواضيع والأساليب في كتابة الرسالة العلمية لدى طلاب برنامج بكالوريوس في قسم تدريس اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدمبوان في عام الدراسي ٢٠٢٢-٢٠٢٤. تم إجراء هذا البحث باستخدام المنهج النوعي مع تحليل الوثائق والبيانات المستخدمة من عدة رسائل علمية بكالوريوس في قسم تدريس اللغة الإنجليزية. شملت هذه الدراسة ٢٨٢ أطروحة من طلاب تخصص اللغة الإنجليزية في الفترة ٢٠٢٢-٢٠٢٤، وتم تحليل البيانات لتحديد اتجاهات البحث حول المواضيع والأساليب بين الطلاب. وأظهرت نتائج البحث أن أكثر ٣ مواضيع رواجًا هي الكتابة بـ ٦١ رسالة (٢١.٦٣%)، والمفردات بـ ٥٤ رسالة (١٩.١٤%)، والمواضيع الأخرى بـ ٤٧ رسالة (١٦.٦٦%). في الوقت نفسه، كانت الطريقة الأكثر شيوعًا هي البحث التجريبي، حيث بلغ عدد الرسائل ٩٩ رسالة (٣٥.١٠%). أما الموضوع الأقل شيوعًا فكان الاستماع، يليه الإحصاء الاستدلالي، والبحث السردي، ودراسات النظرية المجذرة، ودراسات الحالة، والتصاميم التتابعية الاستكشافية، وأخيرًا التصاميم المدمجة. بشكل عام، هناك العديد من المواضيع والأساليب البحثية التي نادراً ما يتم مناقشتها، أو حتى لا يتم مناقشتها على الإطلاق. يشير انخفاض تنوع أساليب البحث إلى الحاجة لتطوير الرؤية المنهجية من خلال التدريب والدعم للأساليب قليلة الاستخدام.

الكلمات المفتاحية: اتجاهات البحث، مواضيع البحث، أساليب البحث

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I faced a lot of challenges while finishing this thesis. It was a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. It was impossible for me to finish this thesis without the assistance of the following individuals. As a result, I'd like to thank to:

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I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better. I hope that Allah SWT will reciprocate all of their kindness and health.

Padangsidimpuan, November 2025
Researcher

Dea Sulistia Ningsih
Reg. Num 2120300023

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CHAPTER 1

INTRODUCTION

A. The Background of the Problems

Understanding research trends among undergraduate students can provide valuable insights into the educational environment and the effectiveness of the curriculum. Understanding trends according to Widya [1], trend means a phenomenon that is popular within a certain period of time. According to Maryati[2], a trend is a long-term upward or downward movement (tendency) derived from changes in the average over time. This average change can be either increasing or decreasing. Trends in writing theses or final assignments for students in the form of research reports. By analyzing the types of research being conducted, educators can identify areas of interest and potential gaps in knowledge. This information can inform curriculum development, ensuring that it remains relevant and engaging. Furthermore, tracking these trends can highlight the evolving interests of students, guiding institutions in supporting academic growth and fostering a culture of inquiry. Overall, undergraduate research is a cornerstone of a robust educational experience, equipping students with the tools they need to succeed in their future endeavors.

[1]Tika Widya, "Penulisan Tren Yang Benar Sesuai KBBI," 2023, https://tikawidya.com/writingpedia/teknik-penulisan/penulisan-tren-yang-benar-sesuai dengankbbi/?srsltid=AfmBOoohNwUPqvs8L5wW40HXLvQp2xhTGgAP21eQYO2EJNs4zCXa2w5#Pengertian_Kata_Tren.

[2]Maryati, *Statistika Ekonomi Dan Bisnis*, ed. Maryati, Edisi Revisi Cetakan Kedua (Yogyakarta: UPP AMPYKPN, 2010).

In the English department, current research topic trends cover a wide range of aspects, such as language teaching and learning, applied linguistics, literary analysis, and cultural studies. The research methods used vary, ranging from qualitative approaches, such as interviews and observations, to quantitative methods involving surveys and statistical analysis. Qualitative research often focuses on an in-depth understanding of students' learning experiences and teaching practices, while quantitative research tends to measure the effectiveness of teaching methods or the level of language proficiency.

At State Islamic University Syekh Ali Hasan Ahmad Ad-dary Padangsidimpuan, the trend of research topics in the English Department reflects the growing academic and social needs. The focus of research often centers on language teaching, teaching methods, and cultural and literary analysis. The research methods used vary, with qualitative approaches being dominant, such as in-depth interviews and case studies that explore the experiences of students and lecturers in the teaching and learning process. In addition, quantitative research is also starting to be adopted, especially in surveys to measure the effectiveness of teaching methods and the level of language proficiency among students. This combination of methods allows researchers to gain a more holistic and applicable understanding in improving the quality of education in the English Department. The general public often uses quantitative methods that start with *"The effect...", "The correlation..."*

and others, in qualitative research public often use *"An analysis of …" " The Effectiveness…" "Improving Student…"* and others.

In this writing, the researcher found several existing problems, namely that many previous researchers chose the same topics and methods. The researcher wanted to know which research topics and methods were rarely touched by students, and which topics and methods were the most trending among English students from 2022 until 2024. In this discussion there are several researchers who discuss these trends in the educational space. One of them is Akhmad and Mursid [1] it was found that topics of English language teaching, literature, and translation as the existing individual interest became the tendency in the present period.

After reading and understanding the results of previous researchers related to the author's title, the researcher conducted research to analyze the trending on research topics and methods in the English Department of the UIN Syahada Padangsidimpuan campus from 2022 to 2024.

B. The Focus of the Research

In this case, this research focused to analyze what research trends are often used by undergraduate thesis or research report of English eduaction department students in thesis publish in 2022-2024 at UIN Syahada Padangsidimpuan. Researcher concerned about students who only rely on the same topics and research methods.The topics related to

[1] Akhmad Yani and Mursid Saleh, "Investigating the Topical and Methodological Trends in ELT Research Conducted by English Education Students" 12 (2022): 1–9, file:///C:/Users/ASUS/Downloads/47310-144112-1-PB (1).pdf.

language skill such as speaking, listening, reading, writing and language elements especially in grammar and vocabulary. This study analyzes the research trends of topics and methods in English department students and also wants to analyze the less used of research topics and methods in English major students at UIN Syahada Padangsidimpuan in the period 2022 to 2024.

C. The Definition of Key Terminologies

To avoid misunderstanding and misinterpreting between researcher and reader from the title of the problem, the researcher gave the definition of the problems from the background above. The definition as follows :

1. Document Analysis

Document analysis is a research method used to analyze the content of available documents. Researchers try to analyze and understand the messages, themes, ideas, or values contained in the document. Document analysis collect from data in etheses UIN Syahada Padangsidimpuan on English education department students in 2022 to 2024.

2. Research Topic

A research topic is a research topic that is used as the main topic by students in the thesis. Common research topics in English majors are language teaching, teaching methods, and cultural and literary analysis.

3. Research Method

Research methods are research methods used by researchers from undergraduate students in 2022-2024. Methods refer to systematic processes or approaches used to collect, analyze, and interpret data to answer research questions or test hypotheses.

4. Research Trends

Based on KBBI a trend is a phenomenon that is being widely discussed or is the hottest. Trend refers to a general direction in which something is developing, changing, or moving over time. The trends in question are hot topics over a three year period.

5. Thesis

A thesis is a statement or theory supported by arguments presented in a scientific paper; it is used to obtain a bachelor's degree at a university. A thesis can also be a student's final, formal scientific paper. A thesis demonstrates the student's ability in research and development in a particular field of education, based on the knowledge they have studied.

6. Undergraduate Students of TBI

TBI S1 students are participants who have completed higher education by taking the English language education study program, which is a field hat combines English language skills with teaching skills. Undergraduate refers to individuals who are currently completing

higher education, while education means the process of learning something.

So, analysis of research trends on topics and methods in undergraduated students of English Department UIN Syahada from 2022 until 2024 means reviewing research topics and research methods that are trends and less touched by students among TBI students in the period 2022 until 2024.

D. The Formulations of the Problem

Based on the focus of the problems above, the researcher formulates the problems this research as follows :

1. What is the most trends topic of research in English language education students in 2022 to 2024?
2. What is the less trends topic of research in English language education students in 2022 to 2024?
3. What is the most trends method of research in English language education students in 2022 to 2024?
4. What is the less trends method of research in English language education students in 2022 to 2024?

E. The Objectives of the Research

From the formulations of the problem above, the objectives of this research are :

1. To find out the trend topic of research in English language departmen students at UIN Syahada in 2022 to 2024.
2. To find out the less trend topic of research in English language departmen students at UIN Syahada in 2022 to 2024.
3. To find out the trend method of research in English language departmen students at UIN Syahada in 2022 to 2024.
4. To find out the less trend method of research in English language departmen students at UIN Syahada in 2022 to 2024.

F. The Significances of the Research

This research is expected to give some benefits that are :

1. For Lecture

The result of this research will be useful for the lectures of English education department to inform about the trends of reserach topics and methods and the less happen in 2022 to 2024. It is also to inform that the repetition will not happen in the next research.

2. For Students

This helps students to know the research trend topic and method in English education students of UIN Syahada from 2022 to 2024, and the topic and method that less used by the English language department students. So the next researcher can avoid the repitition topics and research methods.

G. The Outline of the Research

The first chapter is introduction, this chapter talks about the research background, the focus of the problem, the formulation of the research, the objective of the research, the significant of the research and writing system of the research.

The second is literature review, this chapter talks about the theoretical such as: the definition of topic of research, method research including kinds of topics of research and research methods. This chapter talks about the related study too.

Then the third chapter is method of the research, on this chapter researcher would like to discuss the method of the research, that based on research question and aims of the research, the objectives of the research, research design, data source, instrument of the research, technique of data collection, and technique of data analysis, and the last is the technique of data trustworthiness.

The fourth chapter is research findings and discussion, the aims of this research is to answer the research question of the first chapter which consist of research findings and discussion. In research findings there are show the result of the analysis of topics and methods research trends on English Education Department Students of UIN Syahada Padangsidimpuan, followed by the document analysis, and the results of questioners and interview.

The last chapter is conclusion and suggestion, this chapter present to the last chapter of the research including conclusion and suggestion. The

conclusion is a statement example and provides a direct answer to the research question. And then the suggestion is interpreted as proposals and recommendations related to research findings that need to be communicated to the readers.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Thesis

A thesis is a scientific work compiled through research and is a requirement for graduation in higher education. According to Sugiyono, a thesis is a scientific paper that forms part of a student's final assignment.[1] The writing process is based on scientific methods to obtain reliable data, with specific goals and uses. This thesis reflects a student's mastery of the knowledge they have learned and their ability to apply research methods.

Generally, theses in the Indonesian education system are divided into three levels: undergraduate thesis (S1), master's thesis (S2), and doctoral dissertation (S3). These three levels differ in terms of research depth, level of analysis, and contribution to the development of science. At the undergraduate level, a thesis is the final project that students must complete to obtain a bachelor's degree. At the master's level, this program typically lasts 1.5 to 2 years and emphasizes a more specific, in-depth understanding of knowledge. The doctoral program (S3) is the highest level of formal education, requiring the writing of a dissertation as a novel scientific contribution through original and in-depth research. At each level of higher education, students are supervised by highly qualified faculty to ensure focused research.

[1] Sugiyono, *Metode Penelitian Kuantitatif Kuailtatif dan R&D* (Bandung: ALFABETA,2013)

UIN Syahada Padangsidimpuan offers undergraduate and master's degrees. Master's degrees are only available in a few departments. The English department only offers undergraduate degrees. To earn a degree, students must conduct research with themes, topics, and methods that comply with existing regulations with a variety of research themes relevant to their field of study.

2. Themes of Research

Choosing a research topic, you should first decide on the theme of your study. In general, STEM (Science, Technology, Engineering, and Mathematics) is a learning approach that integrates natural sciences, technology, engineering, and mathematics into a single student learning experience. Accurate selection and presentation of learning materials is currently key to successfully achieving desired learning objectives.[2] Therefore, STEM is positioned as a relevant foundational framework to support this research because its approach encourages a systematic understanding of scientific concepts and practices.[3] So, the STEM approach is an appropriate framework in selecting research topics because it helps to organize and present learning materials accurately, so that learning objectives can be achieved more effectively.

[2] Yatin and Zaenal Abidin, "Tinjauan Pustaka: Perkembangan Pembelajaran STEM Di Indonesia Berdasarkan Variasi Mata Pelajaran, Bahan Ajar, Dan Aspek Penilaian Tahun 2019-2022" 8, no. 11 (2020): 23–34, https://doi.org/https://doi.org/10.5281/zenodo.6830219.

[3] Rodger W Bybee, *The Case for Education Challenges and Opportunities*, ed. Jennifer Horak (Arlington: NSTApress, 2013).

Of the four STEM elements, this study emphasizes science as the main foundation. A science-based approach provides a strong epistemological foundation, allowing an understanding of the structure of science to be built in a coherent and directed manner.[4] Therefore, exploring the concept of science is an important step in clarifying the scientific focus of this research.

In its development, science is divided into two major fields, namely Natural Science (Natural Sciences) and Social Science (Social Sciences). Social Science focuses on the study of humans, social interactions, behavior, and societal development. This division shows that science has a broad scope, both in physical and humanitarian aspects, so that the direction of research can be directed according to the needs of the study.[5] This study chose to focus on Social Science because its context is closer to the dynamics of human behavior in the educational process.

In the area of social sciences, education is a key branch that examines the learning process, student development, and teaching practices. As a social science, education plays a role in understanding how knowledge is constructed, how interactions occur in learning environments, and how student competencies are formed through pedagogical processes. Furthermore this research only focused on the theme of educational development and language mastery, and the topics

[4] *Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics* (Washington, D.C.: The National Academies Press, 2011), http://www.nap.edu.

[5] Martin W Bauer and Susana Howard, "Public Understanding of Science," 2012, 256–67, https://doi.org/10.1177/0963662512443407.

that will be discussed in this research focus on four language skills, and the complement of language.

3. Topic Trends in English Educational Reseacrh

A topic is the main subject of a discussion, essay, or talk, in other words, the topic is the main subject or issue being discussed. Research provides an effective and evidentiary way to clarify and addressconflicting perspectives and viewpoints on educational matters.[6] Research must have one topic.

The large scope of teaching English has potential to create some topics research.[7] It is concerning with the implementation of teaching strategies in teaching of English language skill and component. This research focuses on English language education as a field within educational science. English language education plays a crucial role in equipping students with global communication skills, academic literacy, and critical thinking skills.

There are some kinds of research topics based on the context of language skill. In terms of target language skill, writing has been studied most in English Teaching and speaking in Tesol Quartely, and as for research topics, articles based on socio-cultural factors have been

[6] R. Burke Johnson and Larry Christensen, *Educational Research Methods Quantitative Approach, Qualitative.*, ed. Reid Hester, Fifth Edit (London: SAGE Publications, 2014), file:///C:/Users/ASUS/Documents/books of research/Educational Research_ Quantitative, Qualitative, and Mixed Approaches (PDFDrive).pdf.

[7] Yatin and Abidin, "Tinjauan Pustaka: Perkembangan Pembelajaran STEM Di Indonesia Berdasarkan Variasi Mata Pelajaran, Bahan Ajar, Dan Aspek Penilaian Tahun 2019-2022."

published most in TQ and articles based on classrooms pedagogy in ET.[8] Other hand, the result of analyzing data shows that TEFL is the most popular (62.89%) research topics out of the other topics such as linguistics, literature, and pragmatics among the students of English Education Department within the last eleven years.[9] In this research, the listening topic section was only used by 1 person. According to Juan and Flor[10], present a communicative competence framework as a theoretical basis that the four skills (listening, speaking, reading, writing) are interrelated and important to be taught in an integrated manner.

Juan and Flor group the research into skill sections: for example, there are dedicated chapters for "listening research," "speaking research," and "reading research" "writing research" and so on, demonstrating that researchers have identified specific trends in each skill based on teaching needs and communication theory. From the perspective of communicative competence, the development of the four skills must be seen inseparably; language trend research will examine how theory (competence) is translated into the practice of teaching and learning each skill. Apart from the four language skills, there are two other research

[8] Agustia Fadhila and Irvonny Gustira, "Trend on TEFL Research: A Study in English Education Department of IAIN Bukittinggi in the Period of 2015 to 2017," *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)* 579 (2021): 264–70, https://doi.org/10.2991/assehr.k.210914.050.

[9] Erna Iftanti and Arina Shofiya, "Research Trends of EFL Students in English Education Program: A 2005-2015 Survey," *Dinamika Ilmu* 17, no. 1 (2017): 23–37, https://doi.org/10.21093/di.v17i1.636.

[10] Ester Uso' Juan and Alicia Martinez Flor, *Current Trends in the Developtment and Teaching of the Four Language Skill*, ed. Peter Jordens (Berlin: Mouton de Gruyter, 2006), https://vulms.vu.edu.pk/Courses/ENG515/Downloads/Juan and Flor book CurrentTrends in the Development andTeaching of the FourLanguage Skills.pdf.

topics used by English language students, namely the components or elements of language, namely grammar and vocabulary.

According to Richard and Bernandya[11] Grammar and vocabulary are components of language, distinct from language skills. This second component is often the focus of research because it represents the core linguistic knowledge that learners must possess. Grammar research trends include: the use of grammar in context (contextual grammar), communication-based grammar teaching, grammatical errors (error analysis and interlanguage). Vocabulary research trends include: comprehension learning strategies, vocabulary breadth and depth, comprehension learning through digital input and technology. Grammmar and vocabulary are not simply memorized rules or word lists, but part of a system of linguistic knowledge that develops through input, interaction, and context.

The following is an explanation of several topics that are used as research topics.

a). Language Skill Context Topics

1) **Listening Topics**

Listening is one of the four subjects in English learning that must be learned by the students. According to Usman and Herlina,[12] listening skills are the ability to listen to oral communication

[11] Jack C Richards and Willy A Renandya, *Methodology in Language Teaching* (New York: Cambridge University Pres, 2002), https://viancep2012.wordpress.com/wp-content/uploads/2011/12/methodology_in_language_teaching_2002_scanned.pdf.

[12] Herlina Usman and Nidya Chandra Muji Utami, *Buku Teaching English*, ed. Retno Ayu Kusumaningtyas (Jakarta: Bumi Aksara, 2020).

symbols with precision, understanding, appreciation, and interpretation to obtain information, capture the essence or message, and understand the meaning of the interaction that has been conveyed by the orator through speech or spoken language.

In research, listening can be divided into several focuses, such as active versus passive listening skills, listening challenges such as distractions, biases, or emotional factors, and types of listening, such as critical, empathic, informative, and appreciative listening. Research can also focus on specific contexts, such as the role of listening in learning, workplace leadership, technologies such as voice assistants and speech recognition, and counseling or therapy. Furthermore, listening research can highlight methods for measuring listening skills, such as through questionnaires, observations, or listening comprehension tests.

In conclusion, listening is a crucial skill, particularly, an active process by which we receive, understand, interpret, and respond to spoken or non-verbal messages. This skill is used as a choice of research topic, topics related to this skill are one of the research topics at various campuses including UIN Syahada Padangsidimpuan.

2) **Speaking Topics**

Speaking is the verbal expression of thoughts, ideas, and emotions through the use of words and language. According to

Choirunnisa and Sari,[13] that speaking is the process of delivering information or thought from the speaker to the listener. Speaking skills are the most widely used skills in daily interactions. These skills involve not only articulating thoughts clearly and confidently but also using appropriate body language and tone to convey messages effectively. Developing strong speaking skills enables individuals to express their ideas, share information, and engage in meaningful conversations.

In research, speaking can focus on various aspects, such as formal and informal speaking skills, barriers to speaking such as anxiety, lack of comprehension, or language skills, as well as types of speaking, such as persuasive, informative, expressive, and interactive dialogue. Research can also focus on specific contexts, such as language learning, workplace presentations, public communication, or everyday social interactions. Furthermore, research on speaking can explore methods for assessing speaking skills, such as observation, audio/video recordings, assessment rubrics, or speaking tests.

In conclusion speaking is the verbal expression of thoughts, ideas, and emotions through the use of words and language. Speaking skills viewed from the perspective of English learning, the purpose of this activity is to achieve fluency in speaking, enrich

[13] Mia Refsi Choirunnisa and Fatimah Mulya Sari, "TED Talks Use in Speaking Class for Undergraduate Students," *Jambura Journal of English Teaching and Literature* 2, no. 1 (2021): 35–40, https://doi.org/10.37905/jetl.v2i1.7319.

vocabulary, pronunciation, intonation, understanding and organizing ideas. So from the explanation above, listening skills are one of the research topics that we can make a research topic.

3) **Reading Topics**

Reading is the process of interpreting and understanding written text. According to Walidah and Eka, reading is the way to get information from something that was written, to obtain information and to improve the science and knowledge.[14] Reading is an activity which can help the reader get more knowledge without wastingmore money. Engaging with texts serves as the primary channel for gathering knowledge in educational contexts. This assertion holds true as the insights gained through reading can expand the understanding and perspectives of the individual. In today's world, reading has transformed into an essential routine. Reading is an interactive process that involves a reader, a text, and interaction between the reader and the text.[15] The act of reading is typically regarded as consisting of two elements: decoding and understanding, which encompasses language abilities along with applying the reader's existing knowledge to interpret this comprehension.

[14] Walidah Sofyan Siregar and Eka Sustri Harida, "Students' Reading Comprehension in Descriptive Text," *English Education : English Journal for Teaching and Learning* 9, no. 01 (2021): 77–86, https://doi.org/10.24952/ee.v9i01.4104.

[15] Liss Kerstin Sylvén and Sölve Ohlander, *English Reading Comprehension, Investigating Content and Language Integrated Learning: Insights from Swedish High Schools*, 2019, https://doi.org/10.21832/9781788922425-013.

In research, reading can be focused on various aspects, such as intensive and extensive reading skills, effective reading strategies, barriers to reading such as limited or lack of concentration, and types of reading, such as narrative, descriptive, expository, or persuasive reading. Research can also highlight specific contexts, such as reading as part of language learning, academic text comprehension, digital literacy, or creative reading for children. Furthermore, research on reading can explore methods of measuring reading skills, for example through reading comprehension tests, observations, or reading strategy questionnaires.

In conclusion, reading is a vital component of language skills that facilitates knowledge acquisition and personal growth. It involves an interactive process where decoding and understanding work together, allowing readers to engage deeply with texts. It has been found that reading is a skill that can be used as a research topic, alongside listening and speaking skills. Many students choose reading as a research topic because most students prefer reading to listening.

4) **Writing Topics**

Writing is the process of composing text to communicate ideas, thoughts, or information. It requires the use of symbols, mainly letters and characters, to form words and phrases that express

meaning to readers. According to Fareed, et.al.[16] stated that writing is one improrttant ability in language. It becomes even more important when writing in english, which is widely used for knowledge mediarion worldwide. Writing can manifest in numerous styles, such as essays, narratives, poetry, reports, and beyond, serving aims like educating, amusing, convincing, or articulating feelings.

Writing research can focus on various aspects, such as creative and academic writing skills, effective writing strategies, writing barriers such as comprehension, grammar difficulties, or writer's block, and types of writing, such as descriptive, narrative, expository, persuasive, and argumentative. Research can also focus on specific contexts, such as writing in language learning, academic writing, professional writing, or digital literacy. Furthermore, research on writing can explore methods for assessing writing skills, such as through assessment rubrics, text analysis, writing portfolios, or writing tests.

Agustia and Irvonny found that trend on TEFL research of IAIN Bukittinggi in the Period of 2015 to 2017 found that Writing was the trend on target language skill (19.52%).[17] It has been found that writing

[16] Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education & Social Sciences* 4, no. 2 (2016): 83–94, https://doi.org/10.20547/jess0421604201.

[17] Agustia Fadhila and Irvonny Gustira, "Trend on TEFL Research: A Study in English Education Department of IAIN Bukittinggi in the Period of 2015 to 2017,"

is a skill that can be used as a research topic, alongside listening, speaking, and reading. Students can choose writing as a research topic because it is a highly sought-after skill.

b). Languauge Elments Topics

1) Grammar Topics

Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. Grammar research can focus on various aspects, such as common grammatical errors, mastery of sentence structure, tense usage, verb patterns, and grammatical vocabulary. Research can also focus on specific contexts, such as teaching grammar in English classes, applying grammar to academic writing, or technology-based grammar learning. Furthermore, grammar research can explore methods for measuring grammar mastery, such as through written tests, error analysis, questionnaires, or text evaluation.

Grammar has been examined by various educators, researchers, and linguists since the inception of linguistic knowledge throughout human history. Grammar makes us familiar with sentence structure. It enables us to understand how sentences are patterned and how they are used in our practical life for proper and effective communication.

In essence, grammar is the foundational framework governing language, extending beyond mere structural rules to encompass a deeper understanding of language itself. By illuminating the intricacies of word formation, sentence construction, and the practical application of language, grammar empowers effective communication and provides valuable insight into the challenges and nuances of mastering a language. Grammar is a topic component that is suitable to be used as a research topic that is commonly used by students majoring in English, including in UIN Syahada Padangsidimpuan.

2) Vocabulary Topics

Vocabulary is the collection of words and phrases that a person knows and uses in a language. According to Alpino Susanto[18] A language learner's vocabulary is crucial and is regarded as the core of language instruction. The foundation of learning a new language is vocabulary. Therefore, students need to be introduced to a variety of extensive English language exposure to enrich their English vocabulary and improve their understanding of the words they learn. In summary, providing students with diverse and extensive exposure to the English language is crucial for enhancing their vocabulary and deepening their understanding, thereby establishing a solid foundation for their lifelong language learning.

[18] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, https://doi.org/10.22216/jk.v1i2.2136.

In addition, McCarthy et.al, English vocabulary shows an extraordinary breadth, versatility, and resilience.[19] Vocabulary research can focus on various aspects, such as active and passive vocabulary development, vocabulary learning strategies, difficulties in remembering or using new vocabulary, and the influence of vocabulary on other language skills. Research can also focus on specific contexts, such as vocabulary learning in English classes, academic literacy, literacy for children, or technology-based literacy and digital media. Furthermore, vocabulary research can explore methods for measuring vocabulary mastery, such as vocabulary tests, quizzes, observations, or the use of vocabulary analysis in writing or conversation. Research on vocabulary had been performed actively domestically as well as internationally, evidencing growing interest in English vocabulary learning.[20] So, research on English vocabulary shows that vocabulary plays a crucial and complex role in language acquisition. Various aspects, contexts, and research methods examined both nationally and internationally demonstrate a high level of attention to vocabulary development and mastery. This confirms that good vocabulary mastery is the primary foundation for improving overall English language skills.

In conclusion, the remarkable breadth and adaptability of

[19] Michael McCarthy and Felicity O'Dell, *Vocabulary in Use Upper* (Cambridge: Cambridge University Pres, n.d.).

[20] Jee Hyun Ma, "Current Research Trends of English Education in Domestic and International Journals," 2014, 1–13.

English vocabulary, shaped by its historical interactions and ability to create new terms, enable speakers to express nuanced meanings and stylistic variations effectively. Vocabulary is a suitable topic to be used as a research topic that is commonly used by English major students, because vocabulary is one of the challenging English language learning topics so it is suitable to be used as a research topic for research.

4. Research Method Trends in English Education Research

a) The Type of Research Method

Research methods are systematic approaches employed to gather, analyze, and interpret data in a structured and logical manner. These methods serve as essential tools for researchers aiming to answer specific questions, explore phenomena, or test hypotheses within a given field. By following a clear and replicable process, research methods help ensure that findings are valid, reliable, and grounded in evidence. According to Gay et al. research methods represent the formal, systematic application of the scientific method to the study of educational problems.[21] This means that in educational research, scholars do not rely on intuition or anecdotal evidence but instead follow a structured process of inquiry. This process typically involves identifying a problem, reviewing existing

[21] L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research*, ed. L. R Gay, Geoffrey E. Mills, and Peter Airasian, *Pearson*, Tenth (Boston: Pearson, 2019).

literature, formulating hypotheses or research questions, collecting data, and analyzing the results to draw meaningful conclusions.

In the context of education, research methods play a crucial role in shaping policies, improving teaching practices, and understanding student learning and development. Whether through quantitative techniques such as experiments and surveys, or qualitative approaches like interviews and case studies, these methods provide educators and policymakers with evidence-based insights. Ultimately, applying rigorous research methods allows for the continuous improvement of educational systems and outcomes.

There are some research method according to experts. According to Creswell and Creswell, there are three types of research method, there are quantitative methods, qualitative methods, mixed methods.[22]

1) Quantitative Method

Quantitative method is a type of research that focuses on collecting and analyzing numerical data to identify patterns, relationships, and trends. According to L.R Gay et.al. quantitative research is the collection and analy- sis of numerical data to describe, explain, pre- dict, or control phenomena of interest.[23] However, numerical data is only researchers outline the hypotheses

[22] John W. Creswell and J.David Creswel, *Research Design Qualitative, Quntitative, and Mixed Methods Approaches*, ed. Helen Salmon, *SAGE Publications*, Fifth, vol. 1 (Los Angeles: SAGE Publications, 2018), https://doi.org/10.1017/CBO9781107415324.004.

[23] Gay, Mills, and Airasian, *Educational Research*.

to be investigated and the research procedures that will be employed to conduct the study at the beginning of the investigation.one aspect of a quantitative research approach.

Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry, collecting andanalyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study. In this chapter, the reader learns thespecific procedures for designing survey or experimental methods that need to go into aresearch proposal. Checklists provided in the chapter help to ensure that all important steps areincluded.

Quantitative research is typically used to measure frequency, find relationships between variables, or discover patterns in a specific population. This research method became very popular in research from the 19th to the 20th century. This method is based on the view that because the quantitative research approach focuses on testing theories and hypotheses, this approach is recognized. In the research process, a researcher first proposes a hypothesis. After that, they test the hypothesis with empirical data to determine whether it

is valid.[24] These are some basic ideas about the quantitative research approach.

The purpose of this research is to discover relationships between variables and generalize the findings to a larger population using statistical methods to ensure the reliability and objectivity of the results. J.W. Cresswell[25] provides further explanation of the research features, and he lists the main features of quantitative research as follows:

1. Clarifying the problem statement by demonstrating the need for an explanation of the relationships between variables.
2. Providing essential literature insights to answer the research question, explaining the research challenges, and establishing a broad research framework.
3. Creating a specific, measurable, and observable purpose statement, research questions, and hypotheses.
4. Collecting numerical data from the research sample.
5. Identifying patterns, comparing groups, or linking variables using statistical analysis. Then, by comparing these findings with previous research and making predictions, finding interpretations.

[24] Johnson and Christensen, *Educational Research Methods Quantitative Approach, Qualitative.*

[25] John W Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*, Third Edit (London: Sage Publications, 2009), https://doi.org/10.1128/microbe.4.485.1.

6. Presenting an unbiased research report using a standard framework and assessment criteria while remaining objective.

Therefore, in quantitative research, the collected data is numerical, and the results are presented in tables, graphs, or statistics. The researcher acts as a neutral party, attempting to explain cause-and-effect relationships using empirical data. Every study begins by testing a hypothesis through statistical analysis to determine whether it is correct. Data is collected using tools such as questionnaires, tests, or surveys. Furthermore, the research results are expected to be applicable to a wider population. Data analysis is conducted using statistical methods. Quantitative research is designed and presented in a structured manner from the outset. Data can be measured using scales such as nominal, ordinal, interval, or ratio. The purpose of this research is to explain how independent and dependent variables relate to each other.

According to Gay et.al, quantitative methods are divided into several parts, there are : Survey Research, Correlational Research, Causal-Comparative Research, Experimental Research, Single-Subject Experimental Research, Descriptive Statistics, and Inferential Statistics.[26] For research at undergraduate level, research that is generally carried out using quantitative methods is correlation,

[26] Gay, Mills, and Airasian, *Educational Research*.

comparative, experimental, descriptive quantitative research and surevey research.

In summary, quantitative research methods are research approaches that use numerical data to test hypotheses, identify relationships between variables, and discover patterns and trends within a population. This research is systematic, objective, and structured from the outset, with data collection through instruments such as questionnaires, tests, or surveys, and data analysis using statistical techniques.

2) Qualitative Research

Qualitative research is a type of research that focuses on exploring and understanding the meaning, experiences, and perspectives of individuals or groups. It seeks to uncover deeper insights into a phenomenon, rather than measuring it in numerical terms. This approach is often used in fields like psychology, sociology, anthropology, education, and marketing.

Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches. Purposeful sampling, collection of open-endeddata, analysis of text or pictures, representation of information in figures and tables, andpersonal interpretation of the findings all inform qualitative procedures. This chapter advances steps in designing qualitative procedures into a research proposal, and it also

includes a checklist for making sure that you cover all important procedures. Ample illustrations provideexamples from phenomenology, grounded theory, ethnography, case studies, and narrativeresearch.

Qualitative research aims to gain a deep understanding of human and social problems, rather than depicting the surface of reality as quantitative research with its positivism does. This is because researchers interpret how subjects derive meaning from their environment and how that meaning influences their behavior. The research is conducted in a naturalistic setting, not as a result of treatment or manipulation of the variables involved.

Characteristics of qualitative research: Before conducting the research process, a researcher needs to know and understand the characteristics of qualitative research. This will facilitate the research process and enable them to accurately uncover qualitative information in a descriptive-analytical and meaningful manner. Qualitative research is conducted with the characteristic of describing facts or actual situations, but the report must consider scientific interpretation to achieve good results.[27] Frankel & Wallen,[28] outline the following qualitative characteristics: (1)

[27] Robert C Bogdan and Sari Knopp Biklen, *Qualitative Research for Education An Introduction to Theory and Methods*, Third Edit (Boston: Allyn and Bacon, n.d.), https://share.google/ZQjb3thUlgEDQnC2N.

[28] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in EducationJack*, ed. Michael Ryan, Eight Edit (New York: Mc Graw Hill Companies, 1992), https://share.google/ZQjb3thUlgEDQnC2N.

Naturalistic inquiry, (2) The researcher acts as the key instrument, (3) Descriptive, (4) Qualitative research emphasizes process over outcomes, (5) Data analysis is conducted inductively, and (6) Qualitative research emphasizes meaning.

Accoring to Creswell[29] qualitative method are divided into several parts, there are : Narrative Research, Phenomenology, Ethnographies, Grounded Theory Studies, and Case Study. For research at undergraduate level at UIN Syahada, generally there are qualitative descriptive and document analysis.

In summary, qualitative research is an approach that aims to deeply understand the meaning, experiences, and perspectives of individuals or groups regarding a phenomenon. This research is conducted in a natural context without variable manipulation, with the researcher as the primary instrument and data in the form of words, text, or images analyzed inductively. Having explained quantitative and qualitative, the next step will be to discuss mixed methods.

3) Mixed Method Research

Mixed methods research is an approach that combines both qualitative and quantitative research techniques within a single study. The strategy and underpinnings of accessing, operationalizing, and examining the study problem or issue constitute a research

[29] Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*.

design.[30] This methodology allows researchers to gain a more comprehensive understanding of a research problem by leveraging the strengths of both types of data.

Mixed methods procedures employ aspects of both quantitative methods and qualitativeprocedures. Mixed methods research has increased in popularity in recent years, and this chapter highlights important developments in the use of this design. Six types of mixedmethods designs are emphasized along with a discussion about criteria for selecting one of them based on timing, weight, mixing, and the use of theory.. Researchers obtain an introduction to mixed methods research as practiced today and the types of designs that might be used in a research proposal.

In summary, mixed methods research is an approach that integrates qualitative and quantitative techniques within a single research design to gain a more comprehensive understanding of a research problem. This approach combines the advantages of both methods through various designs selected based on implementation time, data weight, integration method, and use of theory, allowing researchers to analyze phenomena in greater depth, systematically, and comprehensively. In this research there are several kinds of research methods.

[30] D. W. Hoffman, *Research Methods in Education / Louis Cohen, Lawrence Manion and Keith Morrison*, Eighth Edi (New York: Routledge, 2018).

b) Kinds of Research Method

1. Correlational research

Correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Selviana et.al.[31] correlation research or correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence the variables so that there are no manipulated variables.

2. Comparative research

Comparative research is the researcher attempts to determine the cause, or reason, for existing differences in the behavior or status of groups or individuals. Based on Fraenkel et.al.[32] Researchers try to identify the reason or effects of differences that already exist between or among groups of people in causal-comparative research. The example of title is *Comparing the Impact of Online Learning Platforms and Traditional Classroom Settings on Student Performance and Satisfaction*[33]. This study compared online

[31] Lista Selviana, Win Afgani, and Rusdy A Siroj, "Website: Https://J-Innovative.Org/Index.Php/Innovative Correlational Research," *INNOVATIVE: Journal Of Social Science Research* 4 (2024): 5118–28, https://j-innovative.org/index.php/Innovative.

[32] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, "Casual-Comparative Research," *How to Design and Evaluate Research in Education*, 2012, 365–91, www.mhhe.com/fraenkel8e.

[33] Sumaira Batool, Nadia Mehrukh, and Muhammad Waseem, "Comparing the Impact of Online Learning Platforms and Traditional Classroom Settings on Student Performance and Satisfaction," *Global Educational Studies Review* VIII, no. II (2023): 343–54, https://doi.org/10.31703/gesr.2023(viii-ii).31.

learning systems to traditional classrooms for effectiveness and student satisfaction. The study also underscores the importance of student preferences and needs when designing instructional techniques and the potential benefits of blended learning approaches that integrate the qualities of both learning modalities.

3. Experimental Research

In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. Best, John W et.al.[34] stated that Experimentation provides a method of hypothesis testing. After experimenters define a problem, they propose a tentative answer or hypothesis. Accroding to Lisanto and Luwandi,[35] eight or 20.00% theses of speaking used the experimental as a method of research.

4. Single Subject Experiment

Single-subject experimental research designs are designs that can be applied when the sample size is one or when a number of individuals are considered as one group. An example of a title is *Using Single Subject Research Design as Evidence Based Practice in to Implement of educational Psychology and Guidance*

[34] John W Best, I James V Kahn, and Arbind K Jha, *Education Research in Britain*, *Nature*, vol. 194, 1962, https://doi.org/10.1038/194925b0.

[35] Lisanto, Urai Salam, and LuwandiSuhartono, "The Trend Analysis on the Research Methods and Techniques Used in Research on Speaking" 4 (2015): 1–10.

Counseling Services in Schools[36]. This article attempts to describe the study as a single subject research design evidence based practice in the application of educational psychology and guidance counseling services in schools.

5. Descriptive Quantitative

Descriptive quantitative discussed in the following sections are frequencies, measures of central tendency, measures of variabil-ity, measures of relative position, and measures of relationship. According to Larve and Lane,[37] frequently used as a first step in data analysis, descriptive statistics serve two main purposes: (1) to give a summary of the data that has been collected, and (2) to guide further analysis (such as attempts to make predictions based on a sample or draw conclusions about the relationships between variables). An example of a title is *The Causes of the Students' Anxiety in Speaking English*[38]. This research aimed to know about the causes of the students' anxiety in speaking English at the 1st Semester English Students of Makassar Muhammaiyah University. The method of this research was descriptive qualitative and quantitative method.

[36] Rahmad Agung Nugraha, "Using Single Subject Research Design as Evidence Based Practice in to Implement of Educational Psychology and Guidance Counseling Services in School," n.d., 1–13.

[37] Rebecca Lave and Stuart N. Lane, *The Field Guide To Mixing Social and Biophysical Methods in Environmental Research* (Cambridge: OpenBook, 2025).

[38] Nugraha, "Using Single Subject Research Design as Evidence Based Practice in to Implement of Educational Psychology and Guidance Counseling Services in School."

6. Survey Research

Survey research involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue. Provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.[39] It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population.

7. Inferential Statistics

Inferential Statistics are data analysis techniques for determining how likely it is that results obtained from a sample or samples are the same results that would have been obtained from the entire population. According to Kumal et.al.[40] Based on the sample data, inferential statistics enable us to draw conclusions or predictions about a particular population. This involves testing hypotheses and estimating population parameters. It offers a means of extrapolating results beyond the data that has been observed. An example of a itle is *Examining the Impact of Interactive Learning on Students'Performance in English.*

Based on that, quantitative research is a researcher who uses quantitative data to test theories and hypotheses to determine

[39] Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*.

[40] Lave and Lane, *The Field Guide To Mixing Social and Biophysical Methods in Environmental Research*.

whether or not they are confirmed is known as a quantitative researcher.

8. Descriptive Qualitative

Qualitative descriptive research is a research method that describes phenomena in depth without numbers, focusing on the characteristics, qualities, and meaning of an object or event as it is. This method collects data from interviews, observations, and documents, then analyzes it to gain a deeper understanding of social, cultural, or natural phenomena. The results are not statistical figures, but rather rich, interpretive narrative descriptions.

9. Phenomenology

Phenomenology is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. Understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning. *Phenomenological Analysis of Lena Haloway's Experience in Lauren Oliver's Delirium Novel*[41]. Is on of exampe of the tiltle.

[41] N. M. Pitaloka, E. P., Natsir, M., & Valiantien, "A Phenomenological Analysis of Lena Haloway's Experience in Lauren Oliver's Delirium Novel," *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, Dan Budaya* 6, no. 1 (2022): 120–28.

10. Ethnogaphies

Ethnographies is a strategy of inquiry in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational and interview data. The research process is flexible and typically evolves contextually in response to the lived realities encountered in the field setting. An example of a title is *Examining Students' Passion in Speaking English* [42]. This study is an ethnographic study.

11. Grounded Theory Strategies

Grounded theory strategies is a strategy of inquiry in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants. This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information. Two primary characteristics of this design are the constant comparison of data with emerging categories and theoretical sampling of different groups to maximize the similarities and the differences of information. An example of a title is *An Exploration of Students' Coping Strategies in Facing Anxiety in Speaking English on Campus.*

[42] Nur Wahid Akhmad, "Perspective on The Depency of Using Grammarly in Thesis Writing" (Universitas Negeri Makasar, 2024).

12. Case Studies

Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. An example tiltle is *An error analysis of writing spoof text at Grade VII of SMP Negeri 1 Batahan*[43]. This research uses a case study as the research design.

13. Library Reseacrh

Qualitative library research is a research method that collects, analyzes, and presents data in the form of text and images from library sources to produce an in-depth description of a phenomenon. This method uses a qualitative approach that focuses not on numbers but rather on understanding the meaning contained in literature such as books, journals, and articles, without the need for direct fieldwork.

14. Analyisis Document

Document analysis is a qualitative research method for systematically reviewing and interpreting written, visual, or digital documents to answer research questions. It involves examining materials like public records, personal letters, or online articles to find

[43] Akhmad.

patterns, themes, and meaning, and can be used to provide context, corroborate other findings, or stand alone as a study.

In conclusion, qualitative research is a valuable approach for understanding complex social or human issues by collecting and interpreting nonnumerical data. It emphasizes an inductive methodology, allowing researchers to explore and derive meaning from participants' experiences within their natural environments.

15. CAR

CAR is a research approach that focuses on in-depth analysis of a case or action that occurs in a classroom environment to enhance understanding or solve practical problems.

16. Explanatory Sequential Design

The explanatory sequential design (also referred to as the explanatory design) occurs in two distinct interactive phases. This design starts with the collection and analysis of quantitative data. An exapple of a title is *The Students' Interest for Studying in English Tadris.*[44] The researcher used explanatory sequential design which gathering the data sequentially in two phases.

17. Exploratory Sequential Design

Sequential timing is also used in the exploratory sequential design, which is also known as the exploratory design. The exploratory sequential design starts with and usually gives priority to

[44] Ahmad Mahyudi, "The Students' Interest for Studying in English Tadris" (State Institute for Islamic Studies (IAIN) Curup, 2019).

the collecting and analysis of qualitative data in the first phase, as opposed to the explanatory design. The researcher carries out a development phase by creating a quantitative feature based on the qualitative findings, building on the exploratory results. An example of a title is *Perspective on The depency of Using Grammarly in Thesis Writing*[45].

This approach involves several phases of research, where quantitative and qualitative methods are used alternately or simultaneously in different phases. For example, one phase uses quantitative methods to identify a sample group, then the next phase uses qualitative methods to interview sample members. An example of a title is *The Use of English UKBM to Support Independent Learning in Senior High School*.[46]

18. Embedded Design

One of the designs in mixed methods research. In this design, one type of data (qualitative or quantitative) is included or "embedded" as a secondary component within the main research framework which is dominated by the other type of data.

In conclusion, mixed methods research represents a comprehensive approach to inquiry that combines both quantitative and qualitative data collection and analysis. Ultimately, mixed

[45] Akhmad, "Perspective on The Depency of Using Grammarly in Thesis Writing."

[46] Riskiyatul Munaweroh, "The Use of English UKBM to Support Independent Learning in Senior High School," *Research On English Language Teaching in Indonesia* 8, no. 3 (2020): 1–10.

methods research empowers researchers to utilize a diverse range of data-gathering instruments, enriching their analyses and conclusions.

So the research method is divided into three, namely quantitative, qualitative, and mixed method. In each type of research is divided into several parts of the type of research.

B. Related Study

From these tittle, researcher raised many research titles that have similarities. The first is research from Damayanti et.al[47]. The study aimed to produce a systematic literature review on trends in English language education research in Indonesia over the last three years (2019-2021) from an ontological perspective. The analysis of data resulted in identifying the categories of ontology, namely the categories of teaching, learning, assessing, development of teaching documents like syllabus, learning materials, learning media and instructional model. From these categories of ontology, these studies have been identified and discussed.

The second are Akhmad and Mursid[48]. This study explored some students' output in doing the research articles according to their trends in topics and methodology. Therefore, this research aimed to determine the tendency and less frequent research topics interest of English

[47] Rizka Patrika Rizal et al., "Research Trends in English Language Education From Ontological Perspective: A Systematic Review," *Journal of English Language and Culture* 12, no. 2 (2022): 113–22, https://doi.org/10.30813/jelc.v12i2.3114.

[48] Yani and Saleh, "Investigating the Topical and Methodological Trends in ELT Research Conducted by English Education Students."

Education students at UNNES Graduate. The result is it was found that topics of English language teaching, literature, and translation as the existing individual interest became the tendency in the present period.

The third is from Fadila and Gustira[49]. This research was conducted due to the problems that were faced by the students of English Education Department of IAIN Bukittinggi. The problem is that students tended to use the same topic on their research. Students did not explore creatively the scope of TEFL, so that they did the same research topic.

The fourth is from Erna and Arina.[50] Research trend is continuously changing and developing based on the preference of the student researchers and their advisors toward understanding on the theoretical basis of doing research in education and English education specifically, and kee ping up to date with the current issues in TEFL.

The fifth is from Lisanto et.al[51] Based on the findings and the discussion of this research were found that there were four types of research method used in the total 40 theses on speaking during the period of 2009-2012. They were Classroom Action Research, Pre-Experimental, Descriptive Study and Case Study. The most preferred method of research used by the students' in thesis on speaking was the

[49] Fadhila and Gustira, "Trend on TEFL Research: A Study in English Education Department of IAIN Bukittinggi in the Period of 2015 to 2017."

[50] Erna Iftanti and Arina Shofiya, "Research Trends of EFL Students in English Education Program: A 2005-2015 Survey," *Dinamika Ilmu* 17, no. 1 (2017): 23–37, https://doi.org/10.21093/di.v17i1.636.

[51] Lisanto, Salam, and LuwandiSuhartono, "The Trend Analysis on the Research Methods and Techniques Used in Research on Speaking."

Classroom Action Research. The most preferred technique used was role play technique.

In this study, researcher by title "Analysis of Research Trends on Topics and Methods in Undergraduate Students of English Department UIN Syahada from 2022 to 2024," differs significantly from similar studies conducted by previous researchers. Most previous studies focused on general analyses of the quality of scientific papers or the suitability of methods to theory, without specifically highlighting changes in topic trends and methodological approaches over time. Meanwhile, my research focuses on a longitudinal analysis of trends in research topics and methods used by students over the past three years, providing a more up-to-date and dynamic picture of academic trends within the English Department at UIN Syahada.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The location of the research is in UIN Syahada Padangsidimpuan, situated at Jl. H.T. Rizal Nurdin Km. 4.5, Sihitang District. The research has been done from July 2024 up to November 2025.

B. The Research Design

In this study, the researcher used a qualitative method. The researcher used a documentary qualitative research to explore the phenomenon of research trends that are currently popular in student research in 2022 to 2024 majoring in English at UIN Syahada Padangsidimpuan.

C. The Research Subject

The research subjects in this study were the thesis documents of English language education students who graduated in 2022 to 2024.

D. The Data Sources

In this study, the researcher used 282 undergraduated theses in English language education department of UIN Syahada Padangsidimpuan from 2022 to 2024. The researcher can group titles with the same topic.They are about, titles about listening, speaking, reading, writing, grammar or also vocabulary. So the method used by researchers who have graduated.

The main data sources of this research were the topics and the research methods choosen by the researcher. The data sources of this study were

collected from theses undergraduated students who were at the UIN Syahada Etheses in 2022 to 2024.

E. The Instrument of the Research

As part of the qualitative study, this research used document as the instrument. The main instrument in this study is the document analysis sheet. This sheet is designed to record data from each thesis analyzed. The format of the document analysis sheet includes:

Table III.1

Document Analysis Sheet

No	Name/Reg.Numb	Year of theses	Title	Topic	Method
1					
2					
3					

The table above is data from student theses in 2022 until 2024 where with this data researchers would found it easy to analyze the name, year and title of the student. This instrument is to see the topics and methodologies used by the student.

Table III.2

Document Analysis Sheet

No	Indicator		T1	T2	T3	etc
1	**Indicator Topic**	**Sub Indicator**				
	Language Skill Context Topics	Listening Topics				
		Speaking Topics				
		Reading Topics				
		Writing Topics				
	Language Elements Topics	Grammar Topics				
		Vocabulary Topics				
		Other topic related to education				
2	**Indicator Method**	**Sub Indicator**				
	Quantitative Research	Correlation				
		Comparative				
		Experimental				
		Single Subject Experiment				
		Descriptive Statistic				
		Survey Research				
		Inferential Statistic				
	Qualiative Research	Narrative Research				
		Phenomenology				
		Ethnography				
		Grounded Theory Study				
		Case Study				
		Library Research				
		Analysis Document				
	Mix Method	CAR				
		Explanatory Sequential Design				
		Exploratory Sequential Design				
		Embedded Design				

The table above is a table that shows the topics and methods chosen by researchers in their theses from 2022 to 2024.

F. The Technique of Data Collection

The data collection process is carried out with the following steps:

1. Accessing the E-Theses website by the link (https://etd.uinsyahada.ac.id/)
2. Searching by division on the website
3. Finding an English language education study program
4. Selects the thesis on year, 2022, 2023 and 2024.
5. Reads the thesis abstract. Finding the name, student reg. number, year, topic, and research method.
6. Grouping them into table III.1.
7. After that, classify the first instrument into the second instrument in table III.2.

G. The Technique of Data Analysis

Data analysis involves the condensation, conversion, and categorization of information. Data were collected through document analysis.

This analysis is divided into three methods are:

1. Data Reduction

   Data reduction in this context means filtering and selecting data related to topic trends and research methods carried out by alumni students of English language education in 2022 until 2024. Data collected from the results of document analysis, will be selected and processed to find relevant information regarding topic trends and research methods used. Thus, researchers can easily obtain facts in a research trend.

2. Data Display

After the data is reduced, the second step is to present the data. After data reduction, relevant data will be presented regarding topic trends and research methods carried out by undergraduate students in 2022 to 2024.

3. Drawing Conclusion

Once the information is gathered and efficiently distilled and illustrated in line with the aims and goals of this investigation, the researcher has formulated his insights. These insights have addressed the research inquiries based on the data that has been collected and analyzed.

H. The Technique of Data Trustworthiness

The trustworthiness of the research is necessary to be checked in order to reduce the researcher's biases and prejudices. There are several constructs which help promote trustworthiness in qualitative research. The systematic research design, the researcher's credibility, the findings' acceptability, and appropriate research methods decide the trustworthiness of qualitative research.[1] " The trustworthiness of qualitative research relies on credibility, transferability, dependability, and neutrality. The researchers advocated trustworthiness in qualitative research by conducting research studies and developing models to ensure the generalizability of data. The research provided four important criteria of trustworthiness and explored essential strategies of every criterion to ensure trustworthiness.

[1] Zia Ul and Haq Kakar, "Criteria for Assessing and Insuring in Qualittive Research," no. August (2024): 1–174, https://doi.org/10.56249/ijbr.03.01.44.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. The Trends and the Less Topic of Research

The data of trends and the less topic of students' English department thesis research report were collected from reposted UIN Syahada Padangsidimpuan. After analyzed the document, the researcher categorized the 282 theses into seven main research topics based on their focus of study: Listening, Speaking, Reading, Writing, Grammar, Vocabulary and out of the main topic Topic (e.g., motivation, anxiety, media, strategies, and other themes outside the main language skill and core linguistic knowledge). Below is a table of research topics.

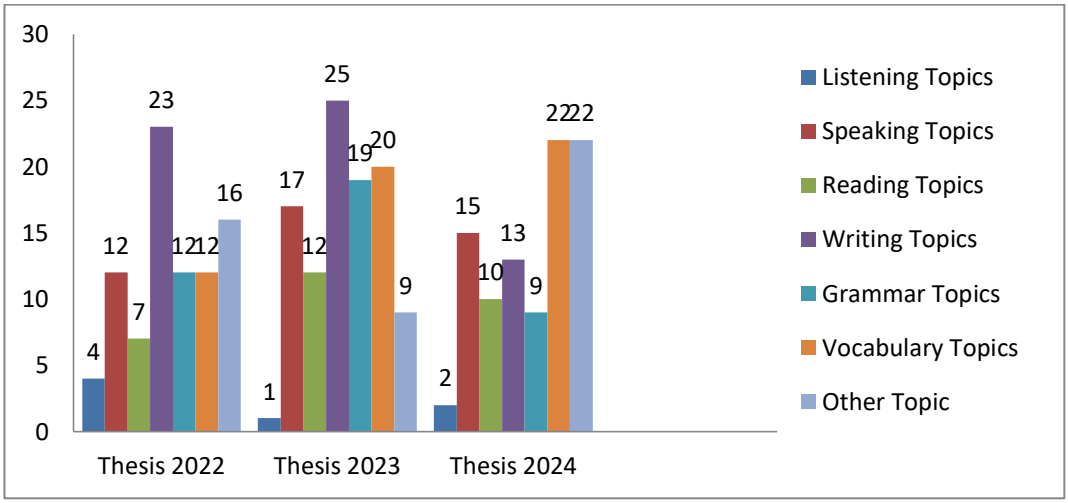
Table IV.1
Topic of Research

No	Topic	Total
1	Speaking Topics	44 Thesis
2	Listening Topics	7 Thesis
3	Reading Topics	29 Thesis
4	Writing Topics	61 Thesis
5	Grammar Topics	40 Thesis
6	Vocabulary Topics	54 Thesis
7	Other topic related to education	47 Thesis

The table shows that the topic appeared in the students' thesis. The categories can be seen in the following histogram. It shows trending and less-used topics.

Table IV.2

The result of research topic trends



After looked the histogram above, it is seen that research topics trends in undergraduated students of English department in UIN Syahada from 2022-2024 or over the last three years is in writing with 61 thesis and the less is in listening with 7 thesis. In listening, the number of items found in the last 3 years in undergraduate students in English department is as many as 7 theses. People who choose listening as a research topic are UH, IP, RRR, and others.

In speaking, the number of items found in the last 3 years in undergraduate students in English department is as many as 44 thesis. People who choose speaking as a research topic are JA, KA, BG and others. Of the 282 existing theses, only those that chose research topics about speaking.

In reading, the number of items found in the last 3 years in undergraduate students in English department is as many as 29 thesis. People who choose reading as a research topic are JMH, LAS, IRBS and other researchers. Of the 282 existing theses, only those that chose research topics about reading.

In writing, the number of items found in the last 3 years in undergraduate students in English department is as many as 61 thesis . People who choose writing as a research topic are NA, KAR, YRY and the other researchers. Of the 282 existing theses, only those that chose research topics about writing.

In grammar, the number of items found in the last 3 years in undergraduate students in English department is as many as 40 thesis. People who choose grammar as a research topic are TD, FYS, ATS and other researcers.

In vocabulary, the number of items found in the last 3 years in undergraduate students in English department is as many as 54 thesis. People who choose vocabulary as a research topic are IKM, ASSH, NKH and other researchers. Of the 282 existing theses, only those that chose research topics about vocabulary.

In other topic related to education, the number of items found in the last 3 years in undergraduate students in English department is as many as 47 thesis. people who choose other related to education topic as a research topic are IFD, WA, MAH, and other researchers. Of the 282 existing theses, only

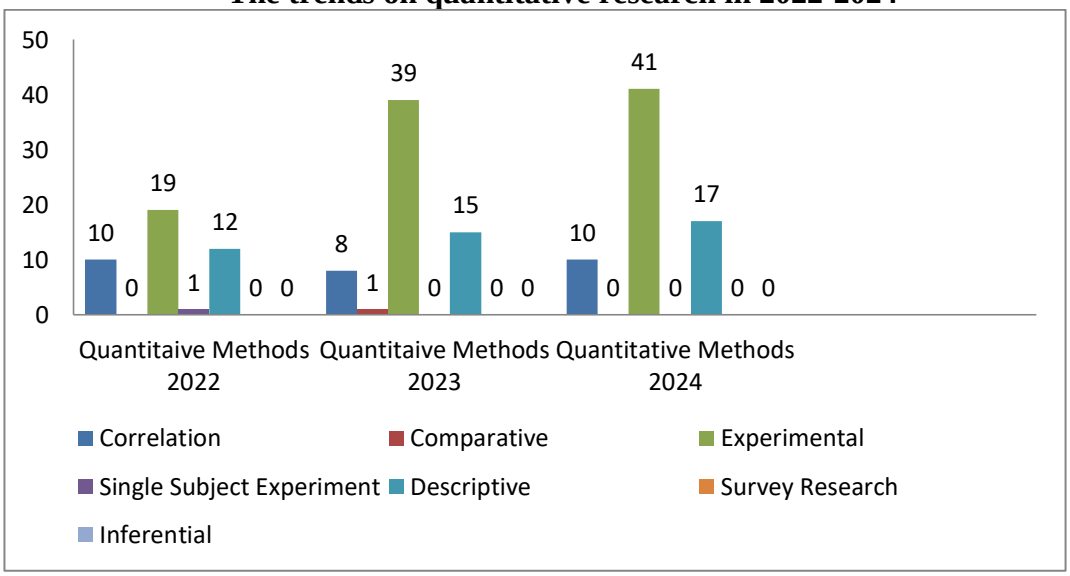
those that chose research topics about out the main topic, like langugae teaching, media, and others.

From the result and explanation above, it can be seen the research topic trends for undergraduates students in English department in UIN Syahada over the past three years 2022-2024, as explained above, are most trending, starting with writing 61 theses, vocabulary 54 theses, other topic related to education with 47 theses that used, speaking with 44 theses, grammar with 40 theses, reading with 29 theses, , and the less is listening with 7 thesis out of from 282 theses..

2. The Research Trend of Research Methods

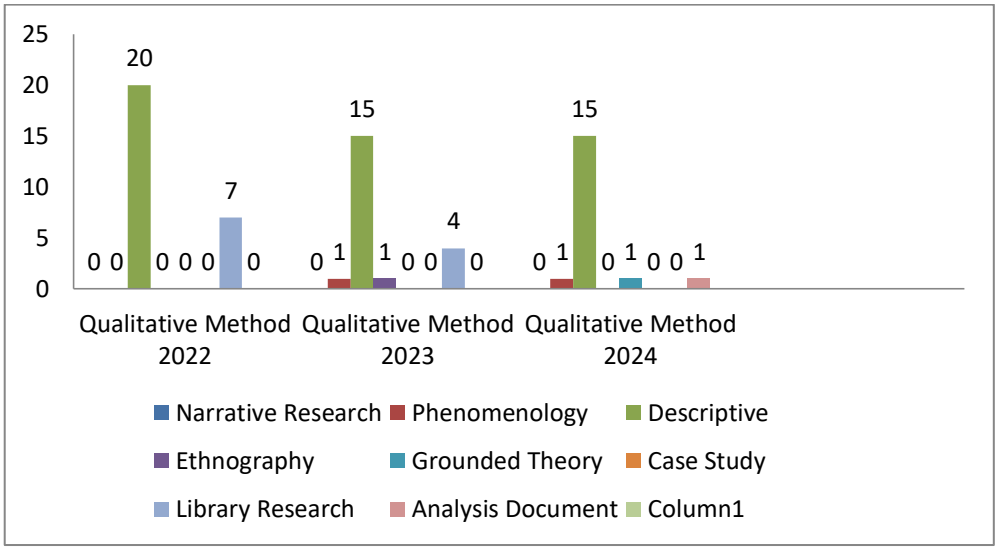
In the state of research method trends, there are research method trends in undergraduate research majoring in English in the last three years (2022-2024) and the following results were obtained.

Table IV.3
The trends on quantitative research in 2022-2024



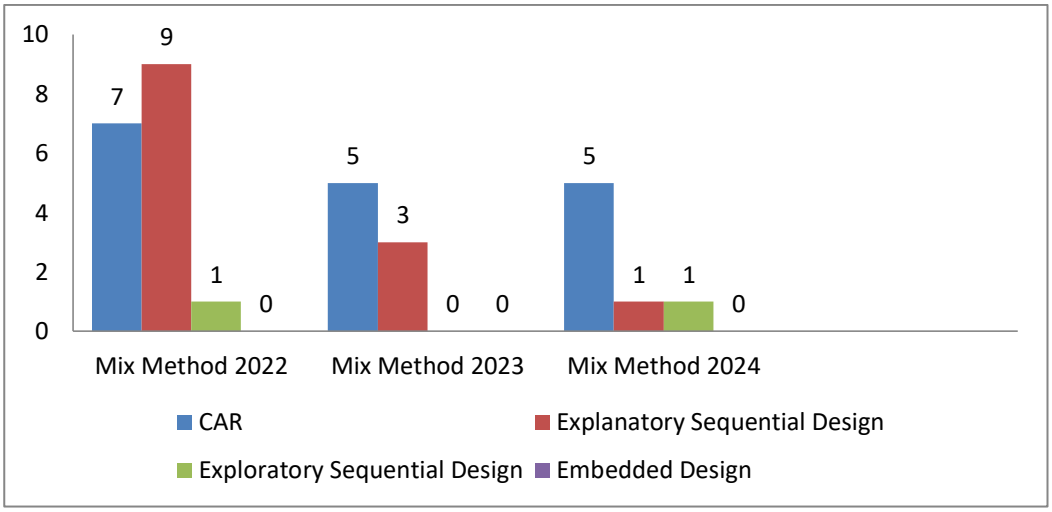
After analyzed the documents, the researcher found that the research method trending in quantitative methods in the last 3 years was experimental research with 99 thesis (35.10%), descriptive qualitative with 44 thesis (15.60), correlation (9.92%), single subject experiment with 1 thesis (0.35%), comparative with 1 thesis (0.35%) and the other method was not used by the students'.

Table IV.4
The trends on of qualitative research method in theses in 2022-2024



After analyzed the documents, the researcher found that the research method trend in qualitativ methods in the last 3 years was descriptive research with 50 thesis (17,73%), library research with 11 thesis (3,9%), phenomenology with 2 thesis (0,70%), analysis document with 1 thesis (0,35) and the others method not even used.

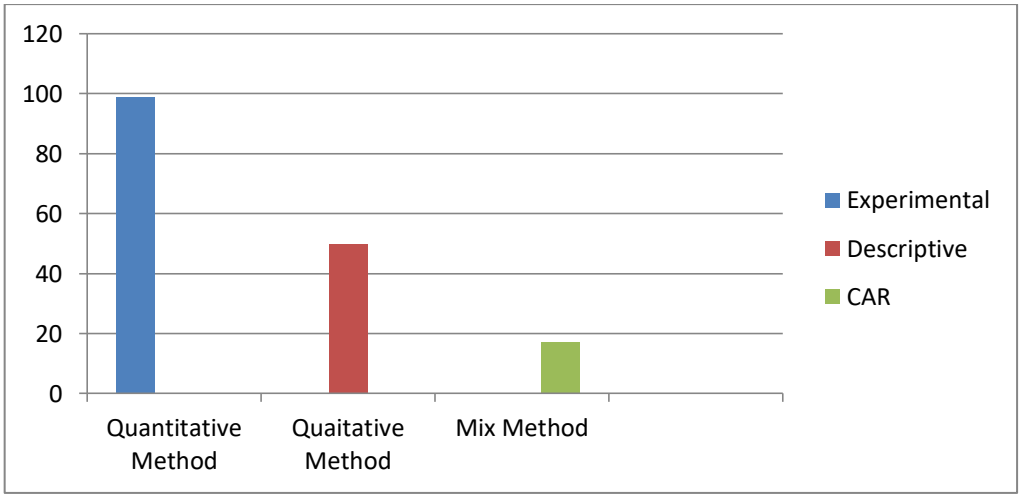
Table IV.5
The of research method trends in 2022-2024



After analyzed the documents, the researcher found that the research method trend in Mix Methods in the last 3 years was CAR research with 17 theses (6.02%).

So, to determine the research method trends in the English department over the past three years, researchers combined the trending methods for each method type for each of the three years, including quantitative, qualitative, and mixed methods. This can be seen in the graph below.

Table IV.6
The trends on research method in 2022-2024



From the histogram abovre, and from the data that has been analyzed, the researcher found that the research method that was trending in the last three years, namely in 2022 to 2024, was the quantitative research method, the type of which was the experimental method, with a total of 99 theses (35.10%) using the qualitative experimental method.

From the research conducted, it can be seen that there are several research methods that are rarely touched upon or even never used at all, such as Inferential Statistics, Narrative Research, Grounded Theory Study, Case Study, Exploratory Sequential Design, and the last is Embedded Design.

B. Discussions

Based on the analysis of 282 theses from the English Language Education Study Program at UIN Syahada during the 2022–2024 period, writing was the most dominant topic, with 61 theses. This dominance of topics aligns with Harmer's opinion, which states that writing is a complex

productive skill because it involves mastery of grammar, vocabulary, and organizational ideas.[1] Therefore, writing is often the focus of research because it offers many aspects to examine. Furthermore, writing requires the ability to construct clear and coherent sentences, choose appropriate words, and organize thoughts logically. This makes writing not only a linguistic skill but also a cognitive process that requires attention to various interconnected elements.

The research results show that listening is the least researched topic, with only 7 theses. This finding can be explained by Brown who stated that listening is a receptive skill that is difficult to observe directly and requires special instruments to measure.[2] Limited audio facilities and difficulties in data collection are factors contributing to low student interest in this topic. Listening skills encompass not only oral comprehension but also rapid information processing, which is often difficult to measure using conventional research methods. This has led to less research on listening compared to other skills such as speaking or writing, which are more easily measured and observed in learning contexts.

In terms of methodology, quantitative research methods with experimental designs were the most trend used, with 99 theses (35.10%) using them. This finding aligns with Creswell's opinion, which states that experimental research is highly suitable for educational research because it

[1] Jeremy Harmer, *The Practice of English Language Teaching*, *Longman*, Third Edit (Harlow: Longman, 2004), https://doi.org/10.1093/elt/57.4.401.

[2] H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagody*, ed. Louisa Hellegers, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (New York: Longman, 2001), https://share.google/vylvcmP5jW0wqrU0x.

aims to test the effect of a treatment on learning outcomes.[3] The experimental method is widely chosen because it has clear procedures and results that are easy to analyze statistically. Furthermore, this method allows students to objectively measure their progress, particularly in research related to language skills such as writing, vocabulary, and speaking.

The research also shows that several research methods are rarely or not used at all, such as Inferential Statistics, Narrative Research, Grounded Theory Studies, Case Studies, Exploratory Sequential Designs, and Embedded Designs. According to Creswell and Plano Clark, these methods require a deeper methodological understanding and longer research time.[4] This situation indicates that students tend to choose simpler and more commonly used methods, thus limiting the variety of research methodologies. However, qualitative and mixed methods can provide a deeper understanding of the language learning process.

Taken together, the findings indicated that undergraduate research at UIN Syahada tends to prioritize practicality, familiarity, and institutional expectations. While this orientation supports students in completing their theses efficiently, it also contributes to an imbalance in research topics and methods. Writing skills and experimental designs dominate, whereas listening skills and qualitative inquiry remain underrepresented.

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[3] John W Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*, Third Edit (London: Sage Publications, 2009), https://doi.org/10.1128/microbe.4.485.1.

[4] John W. Creswell and Vicky L. Plano Clark, *Designing and Conducting Mixed Mehods Research*, ed. Helen Salmon, *Designing and Conducting Mixed Methods Research Approach*, Third Edit (London: SAGE Publications, 2018), https://share.google/wCfml6IdjABJS7ZOy.

These trends highlight the need for stronger support in research methodology instruction. Lecturers and thesis supervisors play a crucial role in broadening students' perspectives by encouraging exploration of less-studied language skills and alternative research approaches. Integrating more exposure to qualitative and mixed-methods research in methodology courses may help students develop richer analytical and interpretive skills.

Despite its contributions, this study has several limitations. First, the analysis is limited to thesis documents from a single institution and a specific time period, which limits the generalizability of the findings. Second, the study relies solely on document analysis, without incorporating interviews or surveys to explore students' motivations and challenges in selecting research topics and methods. As a result, the interpretations are based on observable patterns rather than personal perspectives.

Future research is recommended to involve multiple universities to allow comparative analysis of research trends. In addition, incorporating interviews with students and supervisors could provide deeper insights into the factors influencing research decisions. Further studies may also focus on institutional policies and curriculum design to understand how they shape undergraduate research practices in English language education.

Overall, the results of this study indicate that the thesis trends of English Language Education students at UIN Syahada for the 2022–2024 period is dominated by writing topics, as well as the use of quantitative methods with experimental designs. Meanwhile, listening topics and qualitative

and mixed methods research methods remain less popular. These findings indicate an imbalance in the selection of research topics and methods that requires further attention.

C. The Threats of the Research

The researcher found some threats of the research as follows:

1. Limited Timeframe

   This study only covers a three-year period (2022–2024). Therefore, the findings may not fully represent long-term trends in research topics and methods in the English Literature Department. Changes in curriculum or academic focus beyond this period may produce different results.

2. Coding and Categorization Challenges

   In qualitative analysis, classifying data into categories of research topics and methods can be complex. Ambiguities in thesis titles or methodological descriptions may cause overlap or misclassification.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the result of the analysis of research trends on topics and methods in undergraduate students of English department UIN SYAHADA from 2022-2024 for the last three years (2022-2024). From the formulation of the problems that have been determined, several important conclusions can be drawn, namely:

A. Conclusion

This study aimed to analyze the research trends on topics and methods in undergraduate students of English department UIN SYAHADA for the last three years. Based on the analysis of thesis titles and abstracts within the specified period, several key findings were identified:

From the results of the trend analysis, it was found that the three topics most frequently researched by students in 2022-2024 were writing with 61 theses, vocabulary 54 theses, and out of main topic 47 theses. The less topic is listening with 7 theses.

The research method trends found include three research methods that are often chosen by students, namely experimental research 35 theses, descriptive qualitative 50 thesis, and descriptive quantitative 44 thesis. The less research methods is Case Study.

B. Implication

Implication was a consequence or direct result of the findings of a scienttific study. The result of this research was about the analysis of research trends on topics and methods in undergraduate students of English departement UIN Syahada Padangsidimpuan.

Based on the result of this study, it is known that the research trend topic and method in undergraduate students was about writing and experimental method. The less topic was about listening, and the less method were Inferential Statistics, Narrative Research, Grounded Theory Study, Case Study, Exploratory Sequential Design, and the last is Embedded Design.

The results of this study are expected to be useful for students majoring in English Language Education at UIN Syahada Padangsidimpuan, by helping them choose topics and methods that are trending and less used at UIN Syahada in order to increase the variety of topics and research methods for students.

C. Suggestion

Based on the conclusions above, the following suggestions are proposed for various stakeholders:

1. For Students

    a. Students are encouraged to explore under-researched areas such as listening in order to contribute to a more balanced academic discourse in English language education.

b. Students should also be motivated to diversify their methodological approaches by considering alternative methods such as qualitative research, case studies, action research, or mixed-methods to enhance the richness and variety of research perspectives in the department.

2. For Lecturers and Supervisors

a. Lecturers and research supervisors are advised to guide students toward identifying gaps in research topics, especially in areas that are less frequently chosen like listening, speaking, and pragmatics.

b. They can also promote the use of various research methodologies by conducting workshops or seminars focused on research design, thereby expanding students' methodological competencies.

3. For the English Depaertment

a. The depertment can play a role in encouraging more diverse research by providing access to resources, tools, and literature related to lesser-explored topics.

b. It is also recommended that the department regularly evaluate and analyze thesis trends to identify possible imbalances or gaps and address them through curriculum and research policy adjustments.

4. For Future Researchers

a. This study can serve as a reference for future researchers who are interested in conducting meta-research or bibliometric studies in the field of English education.

b. Future researchers may also expand this study by including other variables such as students' academic performance, supervisors’ influence, or technological integration in research topics.

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CURRICULUM VITAE

A. Identify

Name	: DEA SULISTIA NINGSIH
Nim	: 2120300023
Place and Birthday	: Padangsidimpuan, 03 Maret 2003
Gender	: Female
Religion	: Islam
Address	: Sihitang, Padangsidimpuan

B. Parent

1. Father's name : Syahnan Purba
2. Mother's name : Hotnida Gultom

C. Educational Background

1. Elementary School : SD Negeri 200211 Padangsidimpuan
2. Junior High School : SMP N 5 Padangsidimpuan
3. Senior High School : MAN 1 Padangsidimpuan
4. Collage : UIN SYAHADA Padangsidimpuan

D. Organizational Background

Himpunan Mahasiswa Jurusan Tadris Bahasa Inggris (HMJ TBI) Anggota (2023–2024)

APPENDIX I

Table 1

Document Analysis Sheet

No	Name/Nim	Year of Theses	Title	Topic	Method
1	Nurliana Agustina/1820300073	2022	*The effect of using demonstration method on students writing procedure text at The IX Grade Of SMP Negeri 2 Saipar Dolok Hole.*	Writing	Experimental Research
2	Jennit Aidha/1620300118	2022	*The correlation between students' self-confidence and speaking ability at XI Grade Madrasah Aliyah Swasta (MAS) Babussalam Basilam Baru.*	Speaking Ability	Quantitive Research with Correlational Research
3	Siti Aminah/1720300017	2022	*An analysis on students' ability in writing descriptive text at Fifth Semester Students of English Department IAIN Padangsidmpuan.*	Writing	Quantitative Descriptive
4	Kiki Andriati/1720300033	2022	*Improving speaking mastery through small group discussion method at the Eighth Grade Students of MTs Al-Ansor Manunggang Julu Padangsidimpuan.*	Speaking	CAR
5	Maya Anjela/1720300066	2022	*Teachers' body*	Teaching	Descriptive

			language in teaching vocabulary at SMP N 01 Batahan Mandailing Natal.		Qualitative
6	Ardiani/1720300026	2022	*The correlation between students' vocabulary and speaking mastery at The Fourth Semester Students of English Deparment IAIN Padangsidimpuan.*	Vocabuary	Descriptive Qualitative
7	Arini/1820300065	2022	*The perception on project based learning in RELT subject of English Department Students IAIN Padangsidimpuan.*	Method	Explanatory Sequential Mix Method
8	Heni Arwida/1820300002	2022	*The effect of clustering technique on students' descriptive text writing skill at X Grade MAN 5 Mandailing Natal.*	Writing	Experimental Method
9	Ika Maya Sari Dalimute/1720300012	2022	*Improving students' vocabulary mastery by using storytelling at X Grade MAN 2 Padang Lawas.*	Vocabulary	CAR
10	Tia Destiana/1520300044	2022	*An analysis of word class in the Jakarta Post article.*	Grammar	Library Research Qualitative
11	Indah Febrianingsih Dongoran/1720300008	2022	*An analysis of deixis in the Rainbow Troops Novel translated*	Deixis	Library Research

			By Angie Kilbane.		
12	Elmina Dorifa/1620300082	2022	*The correlation between vocabulary mastery and writing ability of The Fifth Semester Students English Departement IAIN Padangsidimpuan.*	Vocabulary	Correlation
13	Bambang Gunawan/1520300081	2022	*Improving speaking ability through role play strategies at Grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.*	Speaking	CAR
14	Rahmad Gunawan/1620300092	2022	*The students' ability on speaking mastery at the languange center of IAIN Padangsidimpuan.*	Speaking	Descriptive Quantitative
15	Adelia Susanti Hasibuan/1720300116	2022	*Improving student's vocabulary mastery through index card match at Grade VIII of Pondok Pesantren Al Anshor – Manunggang Julu.*	Vocabulary	CAR
16	Hany Isma Handayani/1720300109	2022	*An analysis of morphemic shifts in english translation of Al-Qur'an Surah Al-Mulk.*	Morphemic Shifs	Library Research
17	Ummu Hani/1720300020	2022	*The difficulties of the Eleventh Grade Students of MAS Darul Ikhlas*	Listening	Mixed Method

			Panyabungan in learning listening.		
18	Anggi Handayani Harahap/1820300053	2022	*The effect of storytelling on students' speaking ability at Grade X SMA N 1 Angkola Selatan (TAPSEL).*	Speaking	Experimetal
19	Indah Sepatianni Wardah Harahap/1720300078	2022	*Code-mixing in Shirin Al Athrus' 5 vlogs youtube october to desember 2020 Indonesia.*	Code-Mixing	Library Reserch
20	Jerni Mayanti Harahap/1830200029	2022	*The correlation between reading interest and reading comprehension of The Tenth Grade Students MAN Padang Lawas Utara*	Reading	Correlational
21	Meriyani Harahap/1720300023	2022	*The students' perception on online english teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan.*	English Teaching	Descriptive Quantitative
22	Nilda Sani Harahap/1720300100	2022	*An analysis on category shifts in Walt Disney Film "Frozen II"-USA-2019.*	Category Shifts	Library Method
23	Rapika Andriani Harahap/1720300092	2022	*The effect of using talking stick strategy on speaking mastery at the XI Grade Students of SMA N*	Speaking	Experimental Quantitative Method

			1 Padang Bolak Julu.		
24	Rizky Indah Sari Harahap/1620300102	2022	*The effect of role play towards speaking mastery at The XI Grade Students Of SMA Negeri 6 Padangsidimpuan.*	Speaking	Experimental Quantitative Method
25	Siti Nirwana Harahap/1820300079	2022	*The correlation between students' learning styles and students' present continuous tense mastery at Grade VIII of SMPN 1 Dolok Padang Lawas Utara.*	Grammar	Correlation
26	Lia Hardianti/1720300032	2022	*Teaching vocabulary at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan by using games.*	Teaching	Descriptive Qualitative
27	Erwina Hasibuan/1720300037	2022	*An analysis of lexical collocation in the Novel Earth by Tere Liye translated by Gill Westaway.*	Vocabulary	Descriptive Qualitative Research
28	Hindun Hasibuan/1720300118	2022	*Improving students` reading comprehension through collaborative strategic reading (CSR) at Grade XI MAS Syahbuddin Mustafa Nauli Padang Lawas Utara.*	Reading	CAR
29	Munawaroh	2022	*Error analysis in*	Grammar	Descriptive

	Hasibuan/1820300019		*using comparison degree at The XI Grade Students of SMA N 3 Padangsidimpuan.*		Qualitative Method
30	Robiatul Aminah Hasibuan/1820300051	2022	*The effect of brainstorming technique on students' writing skill at Grade X MAS Al – Amin Mompang Padang Lawas.*	Writing	Experimental
31	Safriyaldi Rahadi Hasibuan/1820300117	2022	*An analysis on the students errors in placing punctuation in narrative text at Grade VIII SMP Negeri 5 Panyabungan.*	Grammar	Qualitative Descriptive
32	Sakti Hasibuan/1520300057	2022	*Students reading comprehension ability at Grade XI MIA 1 Ma'had Al-Azhar Bi'ibadillah.*	Reading Comprehension	Quantitative Desriptive Method
33	Winni Murru Mora Hrp/1720300002	2022	*Teachers' teaching grammar strategies at the Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan.*	Grammar	Qualitative Descriptive Method
34	Mawaddah Tunnur Hsb/1520300099	2022	*Analysis students' ability in writing recount text at Four Semester in IAIN Padangsidimpuan.*	Writing	Mix Method Explanatory Design
35	Mutmainnatul Hubbi/1620300106	2022	*The ability of the VIII Grade Students in identifying verbs in narrative text at SMP Negeri 5*	Vocabulary	Mix Method Explanatory Design

			Siabu Kabupaten Mandailing Natal.		
36	Rohana Jelita/1820300039	2022	*The effect of picture word inductive model (PWIM) on writing ability at Grade XI Students SMA N 1 Angkola Selatan.*	Writing	Mix Method Explanatory Design
37	Nur Karima/1820300018	2022	*The effect of using poster media toward writing descriptive text at Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan.*	Writing	Exprimental Quantiative Research
38	Siti Khodijah/1720300079	2022	*The correlation between self confidence and speaking mastery at the Eleventh Grade Students of SMA IT Al-Husnayain Panyabungan.*	Speaking	Correlation Quantitaive Researcch
39	Vivi Sri Lestari/1820300043	2022	*Error analysis in writing report text based on surface strategy taxonomy theory at the XI Grade Students of MAN 1 Padangsidimpuan.*	Writing	Descriptive Qualitative
40	Juli Ermina Lubis/1820300118	2022	*The effect of task based language teaching method on students' writing achievement in procedure text at IX Grade of SMP 1 Lumut Tapanuli*	Writing	Descriptive Qualitative

			Tengah.		
41	Suci Maharani/1620300108	2022	*The effect of metacognitive strategy on reading narrative text mastery at The Tenth Grade Students of MAS Al-Ansor Padangsidimpuan.*	Reading	Experimental
42	Indah Wahyuni Marbun/1720300108	2022	*Code switching and code mixing in question and answer session through zoom meeting application used by English Students Department IAIN Padangsidimpuan.*	Code-Mixing	Descriptive Qualitative
43	Sri Wahyuni Marpaung/1620300036	2022	*The effect of mime game on vocabulary learning interest at the VIII Grade Students of SMP N 2 Sorkam.*	Vocabulary	Experimental
44	Dewi Sartika Matondang/1620300067	2022	*Teacher's strategies in teaching writing at X Grade of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin.*	Writing	Descriptive Quantitative Research
45	Gustina Nasution/1720300122	2022	*Teachers' strategies in teaching speaking at Language Development Center of IAIN Padangsidimpuan.*	Teaching	Mix Method Explanatory
46	Murni Dahlena Nasution/1720300046	2022	*English speaking anxiety at the*	Speaking	Mix Method Explanatory

			Eleventh Grade of Ponpes Darul Ikhlas H. Abdul Manaf Siregar Goti Padangsidimpuan.		
47	Azza Ayu Nizori/1720300069	2022	*Students' perceptions toward blended learning method in English Language learning during COVID-19 pandemic at X Grade in MAN 1 Padangsidimpuan.*	Blended Learning Method	Descriptive Qualitative Research
48	Nurbaiti/1720300117	2022	*An analysis of conjunction in Maher Zein's Song "Forgive Me, Assalamu Alayka, Insha Allah and Baraka Allhu Lakuma.*	Grammar	Library Research
49	Aulia Sylvia Devana Pane/1620300064	2022	*The ability on reading recount text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan.*	Reading	Descriptive Quantitative
50	Khadijah Panjaitan/1720300081	2022	*Interaction patterns in teaching english at Language Development Center of IAIN Padangsidimpuan.*	Teaching	Mix Method Explanatory
51	Ulfah Romaito Pardede/18203000116	2022	*The correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN*	Writing Mastery	Correlational

			Padangsidimpuan.		
52	Mustafha Fadli Perksyah/1720300105	2022	*Improving students` speaking skill by using describing pictures media at Grade X MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara.*	Speaking	CAR
53	Indah Pertiwi/1820300036	2022	*The implementation of technologies in teaching listening at the Grade XI Students of SMA Negeri 1 Panyabungan Utara.*	Listening	Descriptive Qualitative
54	Pahwin Alfarizi Pulungan/1720300074	2022	*An analysis on students' ability in writing spoof text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas.*	Writing	Descriptive Quantitative
55	Karina Indah Putri/1720300007	2022	*Teaching writing recount text at the seventh grade students of MTs Al–Ansor Manunggang Julu Padangsidimpuan.*	Writing	Decriptive Qualitative
56	Nur Wahidah Putri/1820300090	2022	*The effect of list group label strategy on vocabulary mastery at the grade viii students of SMP N 4 Padangsidimpuan.*	Vocabulary	Experimental
57	Siti Rahayu/1720300071	2022	*An analysis of english phrasal verb use in "Religi Album"*	Vocabulary	Library Research

			by Maher Zain Awakening Records-Lebanon.		
58	Muharnita Rahman/1620300003	2022	*The students' difficulties in mastering passive voice at Grade X Madrasah Aliyah Swasta Baharuddin Tapanuli Selatan.*	Grammar	Mix Method Explanatory
59	Yuni Annisa Hafni Rambe/1820300063	2022	*The effect of spelling bee game on vocabulary mastery at XI Grade Students of SMAN 3 Padangsidimpuan.*	Vocabulary	Experiental
60	Siti Kholijah Ray/1720300129	2022	*An analysis of grammatical collocation in the Jakarta Post Online Newspaper.*	Grammar	Library Research
61	Bulan Ritonga/1820300101	2022	*The process of using project based learning in RELT Classroom in English Department IAIN Padangsidimpuan.*	PBL	Descriptive Qualitative
62	Rizky Romaito Ritonga/1720300019	2022	*The correlation between vocabulary mastery and listening skill at the Tenth Grade Students of Madrasah Aliyah Islamic Boarding School Al-Ansor Manunggang Julu.*	Vocabulay Mastery and Listening Skill	Correlation
63	Alfi Rahma Safitri/1720300127	2022	*Error analysis in using modal auxiliaries of the*	Grammar	Mix Method Explanatory

			XI Grade Students SMA IT Al-Husnayain Panyabungan Mandailing Natal.		
64	Dhea Sari/1720300126	2022	*The correlation between simple past tense mastery and writing narrative text mastery at The Eleventh Grade Students of SMA Negeri 1 Kotapinang.*	Writing	Correlation
65	Rini Yohana Siagian/1720300125	2022	*An analysis of students' ability in writing recount text at Tbi-1 Sixth Semester English Department Iain Padangsidimpuan Academic year 2021-2022.*	Writing	Descriptive Quantitative
66	Liawardani Sihombing/1620300039	2022	*The correlation between simple present tense mastery and writing analytical exposition text mastery at The XI Grade Students of MAS Baharuddin.*	Writing	Correlation
67	Nur Safitri Simanjuntak/1720300021	2022	*The effect of audio-lingual method on speaking ability at VIII Grade SMP IT Darul Hasan.*	Speaking	Experimental Research
68	Meliana Sinaga/1720300028	2022	*An error analysis of passive voice in simple present tense at Grade VIII Students of Mts S Al-Makmur Sibito*	Grammar	Descriptive Qualitative

			Labuhanbatu Utara.		
69	Sahduan Sinaga/1720300070	2022	*The effect of using pictures toward writing descriptive text at Tenth Grade Students of MAN Tapanuli Selatan.*	Writing	Experimental Research
70	Asmeni Handayani Siregar/1720300098	2022	*Improving students` writing ability by using genre based approach at Grade XI MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara.*	Writing	CAR
71	Asmida Yanti Siregar/1820300011	2022	*Students' Ability in phrasal verbs at the Second Semester of Intensive Language Program in UIN Syahada Padangsidimpuan.*	Vocabulary	Descriptive Quantitative
72	Desy Nurbayanti Siregar/1720300036	2022	*The students' basic tenses mastery in active verbal sentences of the Third Year Students Englis Department IAIN Padangsidimpuan.*	Grammar	Descriptive Quantitative
73	Erin Febryanna Siregar/1820300006	2022	*The effect of collaborative strategic reading (CSR) to students' reading comprehension of The Grade XI SMA N 3 Padangsidimpuan.*	Reading Comprehension	Experimental Research
74	Fuja Anggun	2022	*The students'*	Writing	Descriptive

	Siregar/1520300056		*ability in writing recount text at 6 Grade Students in English Department IAIN Padangsidimpuan.*		Quantitative
75	Hafsatul Mardiyah Siregar/1820300081	2022	*The correlation between self-efficacy and reading comprehension ability of the second year TBI students IAIN Padangsidimpuan.*	Reading Comprehension	Correlation
76	Ikmal Siregar/1820300016	2022	*Analysis of code-mixing in WhatsApp group of English Education Department Students at UIN Syahada Padangsidimpuan.*	Code-Mixing	Descriptive Qualitative
77	Ilham Rifandi Siregar/1620300017	2022	*The effect of note-taking strategy on listening mastery at the Grade XI Students of SMA Islam Terpadu Darul Hasan Padangsidimpuan.*	Listening	Experimental Research
78	Khairul Mahlil/1520300034	2022	*The ability of The Sixth Semester Students of English Education Department at IAIN Padangsdimpuan in mastering english affixation.*	Vocabulary	Descriptive Quantittive
79	Mariana Putri/1720300110	2022	*Identifying teacher's strategies in teaching writing at Grade XI in*	Writing	Descrptive Qualitative

			MAN 2 Model Padangsidimpuan.		
80	Melati Suri Siregar/1720300038	2022	*The effect of chain drill technique on students' speaking skill at Grade X MA Syekh Ahmad Basyir Batangtoru.*	Speaking Skill	Experimental Research
81	Sintia Siregar/1720300001	2022	*Teaching grammar by using media at the VIIth Grade Students Of SMP N 1 Batang Toru.*	Grammar	Descriptive Qualitative
82	Tukma Wanita Siregar/1620300037	2022	*The effect of powerpoint media on students' writing skill grade VIII MTs. YPKS Padangsidimpuan.*	Writing Skill	Experimental Research
83	Sriana/1720300101	2022	*The effect of think talk write (TTW) strategy on students' writing ability in procedure text at VIII Grade MTs Swasta Ittihadiyah Aek Korsik Labuhan Batu Selatan.*	Writing	Experimental Research
84	Nia Syahri/1720300022	2022	*An analysis of motivation in learning english at The Grade VIII Students Of Mts S Islamiyah Kotapinang Labuhanbatu Selatan.*	Motivation	Descriptive Quantitative
85	Diah Ayu Wayuni/1720300054	2022	*An analysis of teaching and learning group work interaction pattern in reading*	Teaching and Learning group work interaction	Descriptive Quantitative

			activities at Language Development Center UIN Syekh Ali Hasan Ahmad Addry Padangsidimpuan.		
86	Mahrenda Wulandari/1720300089	2022	*Lecturers' feedback in teaching speaking (a study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022.*	Speaking	Descriptive Qualitative
87	Yasser Al Wahid A.R/1820300066	2023	*Improving students' ability in writing procedure text by using picture series in power point presentation at Grade X SMK Negeri 1 Sei Kanan Langga Payung Labuhan Batu Selatan*	Writing	CAR
88	Rahli Aditya/1720300102	2023	*The effect of improvisation technique to improve student's speaking english ability at Grade Eleventh in Islamic Boarding School Darul Ikhlas Panyabungan*	Speaking	Experimental Research
89	Fitri Amelia/1720300112	2023	*Translation shift of noun phrase in three Taufik Ismail's poem*	Grammar	Library Research

			translated by Jhon H. McGlynn		
90	Anelsa/1820300097	2023	*The effect of graphic organizers media on students' achievement in writing narrative text at Grade XI SMA Negeri 1 Batangtoru*	Writing	Experimental Research
91	Radia Anggina/1820300113	2023	*The correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN SYAHADA Padangsidimpuan in year 2022/2023*	Speaking	Correlation
92	Siti Nur Annisa/1720300124	2023	*Students' interest on reading printed text and electronic text in the third year of English Department State Institute for Islamic Studies Padangsidimpuan year 2021/2022 (comparative study)*	Reading	Comparative
93	Syaiful Anwar/1720300130	2023	*An analysis of word formations in Rowan Atkinson's speech in American Youtube Channel in 20th of march 2021*	Vocabulary	Descriptive Qualitative
94	Wilda Ariannur/1920300069	2023	*The effect of total physical response on students' imperative sentence mastery*	TPR Method	Experimental Research

			at the Grade VIII MTs Hubbul Wathan Tabuyung		
95	Siti Asiah/1820300102	2023	*The correlation between reading habit and reading comprehension at the tenth grade students of MA Aljunaidiyah Mandailing Natal*	Reading	Correlation
96	May Sari Aisyah Dalimunte/1920300068	2023	*An analysis of students' ability in using will and be going to in future tense at The XII Grade of MAS Alliful Ikhwan SAA*	Grammar	Mix Method Explanatory Sequential Design
97	Enni Faujiah Daulay/1920300025	2023	*The analysis of student's interest in learning English at Grade VII in Darussalam Islamic Boarding High School*	Student Intrest in Learning	Descriptive Qualitative
98	Reza Setia Daulay/1720300050	2023	*Present continuous tense mastery of the fourth semester students (NIM 21) of English Department UIN Syahada Padangsidimpuan*	Grammar	Descriptive Quantitative
99	Rahayu Utami Dewi/1920300030	2023	*The effect of using holiday pictures in writing recount text at Grade X SMKS Budaya Cikampak, Labuhan Batu Selatan*	Writing	Experimental Research
100	Ulpa Dewi/1920300102	2023	*Vocabulary learning strategies at the xi grade*	Vocabulary	Descriptive Quantitative

			students of MAN 2 Padang Lawas		
101	Rizka Fadilah/1720300084	2023	*An analysis of tenses errors on the thesis written by English Educational Department student*	Grammar	Descriptive Qualitative
102	Febri Sakinah Fadjrin/1720300003	2023	*The ability of the grade students of MAS Abu Bakar Siddik in writing narrative text*	Writing	Descriptive Quantiative
103	Rizky Fadilah/1820300103	2023	*The effect of short animated film on writing narrative text at The Ninth Grade Students of MTs N 2 Madina*	Writing	Experimental Research
104	Ira Faujiah/1820300050	2023	*The ability of the eight grade students of SMP Negeri 8 Padangsidimpuan in mastering present continuous tense*	Grammar	Descriptive Quantitative
105	Reska Maulina Gultom/1820300060	2023	*The effect of Alvin and The Chipmunks Cartoon Movie on students' vocabulary mastery at VIII Grade SMP Negeri 1 Angkola Barat Tapanuli Selatan*	Vocabulary	Experimental Research
106	Kaipah Haebahan/1920300029	2023	*The effect of listing technique on writing descriptive text at the Seventh Grade Students of SMPN 1 Batang Angkola*	Writing	Experimental Research

			South Tapanuli Regency.		
107	Amna Sari Harahap/1820300061	2023	*The effect of question-answer relationship (QAR) technique on reading comprehension at Grade XI Students of SMA N 1 Angkola Barat*	Reading	Experimental Research
108	Anita Harahap/1820300108	2023	*The students' ability in writing compound sentence by using simple past tense at Grade XI SMA N 2 Kotapinang*	Writing	Descriptive Quantitative
109	Elvi Dewina Harahap/1820300069	2023	*The analysis of lexical collocation in Rainbow Troops Novel written by Andrea Hirata 2009 translated by Angie Kilbane*	Vocabulary	Library Research
110	Mufidah Saleh Harahap/1820300112	2023	*Comparative study of English affixes and Arabic in Q.S (Al-Qur'an Suroh) Al-Fatihah, Al-Ikhlas, Al-Falaq and An-Naas*	Vocabulary	Descriptive Qualitative
111	Nasta Agustina Harahap/1820300089	2023	*The effect of using Presentation, Practice and Production (PPP) method toward students' speaking ability at Grade XI SMK Negeri 2 Batangtoru*	Speaking	Experimental Research
112	Nur Saidah Harahap/1620300090	2023	*Students' ability in using gerund at Grade XI Jabalul*	Grammar	Descriptive Qualitative

			Madaniyah Pargarutan Angkola Timur		
113	Nurul Khofifah Harahap/1820300015	2023	*A comparative study between vocabulary mastery learned by word card and picture media at The Grade Eight Student of SMP N 2 Batang Angkola*	Vocabulary	Experimental Research
114	Oppie Anriani Harahap/1620300101	2023	*An analysis of cultural contents in English Textbook for senior high school*	Cultural Content	Ethnogrhapy
115	Saima Putri Harahap/1920300026	2023	*Teachers' strategy in building students' English learning motivation at the grade xi students of SMA N 4 Padangsidimpuan*	Learning Motivation	Descriptive Qualitative
116	Tri Ramadani Harahap/1920300051	2023	*Improving the students' pronunciation through homophone games at Grade XI SMA N 5 Padangsidimpuan.*	Pronunciation	CAR
117	Nur Hasanah/1620300117	2023	*The effect of think pair share technique to students' reading comprehension at Grade VIII MTs Darul Istiqomah Padangsidimpuan*	Reading	Experimental Research
118	Salma Hasanah/1720300014	2023	*The effect of songs on students' speaking ability at Grade XI of SMA Terpadu Darul*	Speaking	Experimental Research

			Hasan Padangsidimpuan		
119	Ade Hotma Sari Hasibuan/1720300087	2023	*An analysis of adjective in the Umar Bin Khattab's drama script*	Vocabulary	Library Research
120	Anita Adha Hasibuan/1720300059	2023	*The effect of collaborative writing strategy on students' writing recount text at the Eleventh Grade Students of MA Pesantren Mardhatillah Tanoponggol.*	Writing	Experimental Research
121	Gusti Wiranda Hasibuan/1820300004	2023	*Students' difficulties in writing recount text at Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara.*	Writing	Descriptive Qulitative
122	Hamzah Safawi Hasibuan/1820300071	2023	*The effect of using picture in teaching vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan*	Voabulary	Experimental Research
123	Hikmah Ramdani Hasibuan/1920300064	2023	*The effect of guessing game on students' writing narrative text at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara*	Writing	Experimental Research
124	Meidy Annisa Hasibuan/1820300022	2023	*The effect of snowball throwing model on*	Speaking	Experimental Research

			students' speaking ability at XI Grade of SMAN 3 Padangsidimpuan		
125	Nurhikmah Hasibuan/1820300028	2023	*The students' ability in indetifying nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan*	Vocabulary	Descriptive Quantitative
126	Okta Mulyani Hasibuan/1820300083	2023	*The effect of total physical response on students' vocabulary mastery at the Eighth Grade Students SMP Negeri 1 Padangsidimpuan*	Vocabulary	Experimental Research
127	Siti Wildayati Hasibuan/1720300035	2023	*The students' difficulties in speaking English at the third semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan*	Speaking	Descriptive Qualitative
128	Wilda Nulhikmah Hasibuan/1820300025	2023	*An analysis of speaking anxiety at The Grade XI Students of MAN 1 Padangsidimpuan*	Speaking	Descriptive Quantitative
129	Devy Syahrani Hutabarat/1620300114	2023	*The effect of discussion method to writing descriptive text mastery at X Grade of Students*	Writing	Experimental Research

			Pondok Pesantren Muhammad Baqi Basilam Baru		
130	Maya Iqhlima/1620300051	2023	*The students' ability in using personal pronoun at VIII-1 Grade MTs Pesantren Modern Baharuddin Tapanuli Selatan*	Grammar	Descriptive Quantitative
131	Rizki Khairani/1620300070	2023	*Vocabulary mastery of the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan*	Vocabulary	Descriptive Quantitative
132	Asyrof Kholil/1920300096	2023	*The correlation between debate mastery and writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan*	Writing	Correlation
133	Winda Kholilah/1620300097	2023	*The students' noun mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan*	Vocabulary	Descriptive Quantitative
134	Nur Ainun Lubis/1820300088	2023	*The effect of fix up strategy to reading descriptive text ability of The Eight Grade Students SMP Negeri 1 Lembah Sorik Marapi*	Reading	Expeminteal Research

			Mandailing Natal		
135	Nur Sakinah Lubis/1720300025	2023	*An error analysis in writing recount text at the third year students TBI-2 English Department UIN Syahada Padangsidimpuan Academic Year 2022/2023*	Writing	Descriptive Qualitative
136	Masriah/1620300120	2023	*The ability in identifying countable and uncountable nouns at Grade VII Students' MTs Darul Istiqomah Padangsidimpuan*	Grammar	Descriptive Quantitative
137	Agus Mulia/1720300073	2023	*The students' ability in using comparative degree at The VIII Grade Students of SMP Negeri 8 Padangsidimpuan*	Grammar	Descriptive Quantitative
138	Sarita Riski Nasution/1820300076	2023	*The effect of using english animation video on students' speaking ability at Grade VIII SMPN 1 Sayurmatinggi*	Speaking	Experimental Research
139	Sarleni Nasution/1720300111	2023	*An analysis of polysemy in songs lyrics selected from Maher Zain*	Vocabulary	Library Research
140	Siti Hajar Nasution/1820300013	2023	*The effect of talking chips technique on speaking mastery at the eighth grade students of SMPN 3 Padangsdimpuan*	Speaking	Experimental Research
141	Sri Utami Endang Retno Ningsih/1920300012	2023	*The effect of anagram game to*	Vocabulary	Experimental Research

			the vocabulary mastery at the eight grade of MTs Baharuddin		
142	Muhibbah Nst/1820300026	2023	*The correlation between conjunction mastery and writing analytical exposition text mastery at the Eleventh Grade Students of SMAN 1 Panyabungan Utara*	Writing	Correlation
143	Nuraini/1620300022	2023	*The effect of anagram game on vocabulary mastery at the eight grade students of MTs Pondok Pesantren Subulussalam Kabupaten Mandailing Natal*	Vocabulary	Experimental Research
144	Nursyamsiah/1820300078	2023	*The effect of natural approach on students' speaking ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan*	Speaking	Experimental Research
145	Latifah Nurussaadah/1920300094	2023	*The effect of chain story technique on writing narrative text at The XI Grade Students of SMAN 1 Panyabungan*	Writing	Experimental Research
146	Muhammad Yzul Hermawan Pane/1720300119	2023	*Improving students' speaking ability through action learning strategy at Grade X Students of SMK*	Speaking	CAR

			1 Batang Angkola		
147	Anggi Setia Panggabean/1820300070	2023	*The correlation between the scores of micro teaching and PLP II subject students' of English Department UIN Syahada Padangsidimpuan*	Scores of Micro Teaching	Correlation
148	Indah Sari Panjaitan/1620300005	2023	*The correlation between reading habit and vocabulary mastery at Grade VIII of SMP Muhammadiyah 29 Padangsidimpuan*	Reading and Vocabulary	Correlation
149	Ade Paratiwi/1720300024	2023	*English teachers' classroom management at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidimpuan*	Classroom Management	Descriptive Qualitative
150	Iqbal Habibi Pasaribu/1820300023	2023	*The perception of Ma'had Aljami'ah students UIN Syahada Padangsidimpuan toward English Language learning*	ELL	Descriptive Qualitative
151	Nursaadah Pasaribu/1920300016	2023	*Teaching grammar in intensive program at Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan*	Grammar	Descriptive Qualitative

152	Marlina Pohan/1920300063	2023	*The effect of using board game in mastering simple present tense at Grade VIII Students (at 2022/2023) MTs Robi'ul Islam Pasar Latong Padang Lawas*	Grammar	Experimental Research
153	Sry Wahyuni Pohan/1720300058	2023	*Students' mastery in identifying adverbs on descriptive text at Grade Vlll Pesantren Al-Ansor Padangsidimpuan*	Grammar	Descriptive Quantitative
154	Cicha Agustin Pratiwi/1820300093	2023	*Students' error analysis in writing descriptive text at Grade X SMA Negeri 3 Padangsidimpuan*	Writing	Descriptive Qualitative
155	Aditya Dwi Prayoga/1720300013	2023	*The word formation ability of the third year TBI Students of IAIN Padangsidimpuan*	Vocabulary	Descriptive Qualitative
156	Anisa Putri/ 1820300057	2023	*The effect of using Personal Vocabulary Notes (PVN) technique on students vocabulary mastery at the second year of MTs Al-Junaidiyah Kampung Lamo*	Vocabulary	Experimental Research
157	Asbiya Putri/1820300020	2023	`	Writing	Experimental Research
158	Ingrid Nauli Ramadhani/1920300046	2023	*The correlation between habit of watching movie*	Speaking	Correlation

			and speaking mastery at The Fifth Semester of English Department UIN Syahada Padangsidimpuan		
159	Nurlatifah Rangkuti/1720300082	2023	*A study on teachers' strategies in teaching reading comprehension at SMP N 1 Puncak Sorik Merapi Mandailing Natal*	Reading	Descriptive Qualitative
160	Yuli Rasmita/1820300082	2023	*The students' ability in identifying part of speech at Grade XI MAS Syahbuddin Mustafa Nauli Desa Aek Nauli Kec. Hulu Sihapas Kab. Padang Lawas Utara*	Vocabulary	Descriptive Quantitaive Research
161	Afrida Riarisani/1720300065	2023	*Lecturer-students' verbal interaction in classroom at Language Development Centre UIN SYAHADA Padangsidimpuan*	Verbal Interaction	Descriptive Qualitative
162	Sazli Hidayat Ritonga/1820300014	2023	*The effect of scaffolding strategy to students' writing ability at grade XI SMA Negeri 1 Sipirok*	Writing	Experimental Research
163	Tihajar Ritonga/1720300005	2023	*Improving students' vocabulary mastery through outdoor learning*	Vocabulary	CAR

			activities at Grade V SD Negeri 100501 Sigolang Tapanuli Selatan		
164	Atika Rahma Riza/1820300105	2023	*The effect of using snake and ladder game towards students' speaking ability at X Grade SMK N 3 Panyabungan*	Speaking	Experimental Research
165	Masniyari Sihombing/1820300008	2023	*Students ability in identifying types of sentence at Grade XI MAN 1 Padangsidimpuan*	Grammar	Mix Method
166	Windy Putriani Sihombing/1820300092	2023	*The effect of fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan*	Speaking	Experimental Research
167	Nursafitri Sinaga/1720300015	2023	*The use of word card to improve students' vocabulary mastery at Grade VII of MTs Pondok Pesantren Al - Ansor Manunggang Julu Padangsidimpuan*	Vocabulary	CAR
168	Safitri Dalila Sirait/1920300071	2023	*The effect of Students Teams Achievement Division (STAD) method on reading comprehension of the grade IX Students MTs Swasta PP Ahmadul Jariah Kota Pinang*	Reading	Experimental Research
169	Ahamad Roja'	2023	*The effect of*	Reading	Experimental

	Siregar/1620300110		*Herringbone Technique (HT) on reading narrative text at Grade Tenth Students of SMA IT Darul Hasan Padangsidimpuan*		Research
170	Hotrina Siregar/1920300057	2023	*The effect of using story mapping technique on reading narrative text at x grade students of SMK LMC Model Industry Sipirok South Tapanuli Regency*	Reading	Experimental Research
171	Meli Handayani Siregar/1920300039	2023	*The correlation between translation ability and reading comprehension of The English Education Students UIN Syahada Padangsidimpuan*	Reading	Correlation
172	Putri Rifani Siregar/1820300010	2023	*The effect of impromptu speech technique to speaking ability at Grade IX Students of SMP N 3 Padangsidimpuan.*	Speaking	Experimental Research
173	Rahmadi Siregar/1820300104	2023	*The effect of scrabble game to students' vocabulary mastery at Grade VIII MTs N 3 Padang Lawas Utara*	Vocabulary	Experimental Research
174	Rizki Putri Siregar/1820300012	2023	*Students' ability in building sentences by using*	Grammar	Descriptive Quantitative

			preposition at Ponpes Modern Daarul Muhsinin Janji Manahan Kawat Labuhan Batu		
175	Saddia Ansari Siregar/1920300035	2023	*The effect of suggestopedia method on writing descriptive text of The X Grade Students of MAS Darul Ikhlas Padangsidimpuan*	Writing	Experimental Research
176	Siti Asrodiah Siregar/1820300035	2023	*The students' ability in writing narrative text at Grade XI MAS Al Ahliyah Aek Badak Kec. Sayurmatinggi Kab. Tapanuli Selatan 2022/2023*	Writing	Mix Method
177	Siti Hamijah Siregar/1820300009	2023	*The effect of using scattergories game towards students' vocabulary mastery at Grade XI MAN Labusel.*	Vocabulary	Experimental Research
178	Sonia Siregar/1720300049	2023	*The ability of the VIII Grade Students of MTs Roudhotul Jannah Pasar Matanggor in mastering simple present tense*	Grammar	Descriptive Quantitative
179	Inayati Purti Sitompul/1920300015	2023	*Teaching listening material at the xi grade students of MAN 2 Padangsidimpuan*	Listening	Document Analysis
180	Siti Suleha/1620300055	2023	*The effect of three step interview technique on*	Grammar	Experimental Research

			students' present continuous tense mastery at Grade X MAS Darul Azhar Muara Kumpulan in Muarasipogi Mandailing Natal		
181	Ade Irma Suriani/1820300007	2023	*The ability of the XI Grade Students of MAS Nahdlatul Ulama Batang Toru in writing recount text*	Writing	Descriptive Quantitative
182	Ali Musbar Nauli Tambunan/1920300008	2023	*The correlation between simple present and translation ability of The Grade XI Students SMA Negeri 1 Angkola Barat*	Grammar and Translation	Correlation
183	Sopian Tambunan/1920300089	2023	*Students' ability in reading narrative text at Grade XI of SMKN 2 Batang Toru*	Reading	Descriptive Quantitave
184	Sumiati Tambunan/1720300004	2023	*The effect of using crossword puzzle game on students' vocabulary mastery at Grade XI MAN Sipagimbar Tapanuli Selatan*	Vocabulary	Experimental Research
185	Nesy Cahyani Tumanggor/1920300027	2023	*The effect of cooperative learning method towards students' writing abiity at the X Grade of SMAN 1 Tukka*	Writing	Experimental Research
186	Wahdini/1920300036	2023	*The effect of small group discussion method to writing*	Writing	Experimental Research

			ability at X Grade Students of Tarbiyah Islamiyah Islamic Boarding High School Hajoran		
187	Medita Wiloka/1820300110	2023	*The effect of brainwriting 6-3-5 technique on students' writing skill at Grade Ninth MTs N 4 Tapanuli Selatan*	Writing	Experimental Research
188	Morija Yani/1720300128	2023	*The media of teaching speaking Grade Xth students of SMA N 1 Batang Angkola*	Speaking	Descriptive Qualitative
189	Nirmayani Zega/1920300023	2023	*The effect of using mind mapping technique in writing analytical exposition text at eleventh grade students of SMA N 8 Padangsidimpuan.*	Writing	Experimental Research
190	Syahdinar Adelina/1820300047	2024	*The effect of treasure hunt game on vocabulary mastery at the tenth grade stundets of SMA N 1 Batangtoru.*	Vocabulary Mastery	Experimental
191	Reni Agustina/1920300017	2024	*The effect of just a minute game on speaking ability at the eleventh grade students of SMA N 5 Padangsidimpuan*	Speaking Ability	Experimental
192	Vivi Agustina/1820300038	2024	*The effect of direct method on students' vocabulary*	Vocabulary Mastery	Experimental

			mastery at grade viii SMPN 01 Sayurmatinggi		
193	M. Faiz Alfajri/1920300067	2024	*Exploring daily conversation activity at Ma'had Al-Jami'ah UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Conversation Activity	Descriptive Qualitative
194	Yesi Fitri Aulia/1920300037	2024	*The students' ability in writing report text at the 5TH semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Writing	Descriptive Quantiative
195	Safwan Arif/1820300075	2024	*An error analysis of writing spoof text at Grade VII of SMP Negeri 1 Batahan.*	Writing	Case Study
196	Ayu Ashari/1820300030	2024	*The effect of using song on listening comprehension at the tenth grade students of MAS NU Batangtoru.*	Listening	Experimental
197	Putri Asni/1820300056	2024	*The effect of using mind mapping technique towards student's speaking skill at Grade X MA NU Batahan Kab. Mandailing Natal*	Speaking	Experimental
198	Aziratul Fahmil Azmi/1920300098	2024	*The analysis of speaking materials on students' english textbook at grade XI MAN 1 Padangsidimpuan.*	Speaking	Document Analysis
199	Desy Syahputi	2024	*Students'*	Digital Media	Descriptive

	Daulay/1920300022		*perception on digital media used by English Lecturers at the Fifth Semester of English Department-UIN SYAHADA Padangsidimpuan.*		Quantitative
200	Widya Natahsya Daulay/2020300065	2024	*The effect of using baamboozle game on vocabulary mastery at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi.*	Vocabulary Mastery	Experimental
201	Hairanita Dongoran/1920300040	2024	*The effect of visual material to students' vocabulary mastery at MTsN 2 Padangsidimpuan.*	Vocabulary Mastery	Experimental
202	Fauziah Anita Fitri/2020300003	2024	*The effect of Think-Talk-Write (TTW) strategy on descriptive text writing ability at Grade VIII students of SMP Negeri 8 Padangsidimpuan.*	Writing Ability	Experimental
203	Sukri Habibi/1820300100	2024	*The effect of using word wall media on vocabulary mastery of the Grade VII students SMPN 1 Lembah Sorik Marapi.*	Vocabulary Mastery	Experimental
204	Ela Septi Hairani/1720300060	2024	*Analysis of teachers' questioning strategies in*	*Teachers' questioning strategies*	Descriptive Qualitative

			classroom interaction at eight grade of SMP IT Darul Hasan Padangsidimpuan.		
205	Elisa Hairani/2020300056	2024	*The correlation between listening habit to english songs and vocabulary mastery at the XI Grade Students of MAN Tapanuli Selatan.*	Listening and Vocabulary	Correlation
206	Rubiyah Hannum/1920300020	2024	*The effect of using tic tac toe game to students' understanding on preposition (in, at, and on) at the VIII Grade of SMP N 5 Padangsidimpuan.*	Grammar	Experimental
207	Ananta Junita Harahap/1920300047	2024	*Improving pronunciation through the use of google translation audio at tenth grade students of SMA N 1 Portibi.*	Pronunciation	Action Research
208	Awandha Fitri Kharisma/1820300091	2024	*The effect of mistake buster technique to simple past tense mastery at the eight grade students of SMP Negeri 5 Padangsidimpuan.*	Grammar	Experimental Reseacrh
209	Gita Ariesta Harahap/1920300005	2024	*Improving vocabulary mastery by using flashcards at the viii grade students of SMP Negeri 3*	Vocabulary Mastery	Action Research

			Padangsidimpuan.		
210	Hotnida Sapitri Harahap/1920300095	2024	*The effect of using audio visual on students' pronunciation at the eleventh grade students of MAN 1 Padangsidimpuan.*	Pronunciation	Experimental
211	Lisna Fatimah Harahap/1920300105	2024	*The effect of English songs on students' speaking ability at xii grade SMA N 1 Padang Bolak.*	Speaking Ability	Experimental
212	Melda Aisyah Rani Harahap/1920300021	2024	*The correlation between habit in watching \movie and vocabulary mastery at the xi grade students SMA N 1 Padangsidimpuan.*	Vocabulary Mastery	Correlation
213	Miqdad Ali Anshori Haharap/1820300095	2024	*Analyzing the use of ice breaker in teaching English at Language Development Centre of UIN Syahada Padangsidimpuan*	Teaching English	Descriptive Qualitative
214	Siti Khodijah Harahap/1820300040	2024	*The effect of herringbone technique on students' reading comprehension in narrative text at Grade X of SMA Negeri 6 Padangsidimpuan.*	Reading Comprehension	Experimental
215	Suri Wahyuni Harahap/1820300037	2024	*The effect of Show and Tell (S&T) method on speaking ability at the viii grade students of MTsN 1*	Speaking Ability	Experimental

			Padangsidmpuan.		
216	Husnul Br Hasibuan/1820300031	2024	*Teachers' strategy in teaching speaking skill at Grade XI MAS Al Ahliyah Aek Badak.*	Speaking Skill	Descriptive Qualitative
217	Karmila Hasibuan/1820300084	2024	*The effect of question and answer technique toward speaking mastery at the eleventh grade students of SMA Negeri 3 Padangsidimpuan.*	Speaking Mastery	Experimental
218	Nur Azijah Khoiriyah Hasibuan/720300113	2024	*An analysis of language styles in Prophet Yusuf film directed by Farajollah Salahshour.*	Language Style	Descriptive Quantative
219	Nur Habibah Lailan Hasibuan/1920300112	2024	*The effect of turn-taking strategy on students' speaking ability at the Grade VIII MTs YPKS Padangsidimpuan.*	Speaking Ability	Experimental
220	Nur Khodijah Hasibuan/2020300060	2024	*The effect of dominoes game on vocabulary mastery at the VIII Grade Students of MTs N 2 Palopat Pijorkoling.*	Vocabulary Mastery	Experimental
221	Wildan As'at Taufik Hasibuan/2020300028	2024	*The students' perception on reward toward their motivation in English learning at The Tenth Grade of MAS Ponpes NU Paringgonan Padang Lawas.*	Motivation in English Learning	Descriptive Qualitative

222	Titi Arisawati Hasugian/1720300091	2024	*Error analysis in forming active to passive sentences at The Sixth Semester Of TBI-I UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan*	Grammar	Descriptive Qualitative
223	Nur Hilda/1720300107	2024	*An analysis of phrasal verb in the novel Earth by Tere Liye translated by Gill Westaway.*	Grammar	Descriptive Qualitative
224	Nur Hoddina/1920300103	2024	*The effect of make a match technique to students' vocabulary mastery grade viii of SMPN1 Puncak Sorik Marapi-Mandailing Natal.*	Vocabulary Mastery	Experimental
225	Depi Sarmila Sari Hsb/2020300057	2024	*The correlation between imperative sentence mastery and writing procedure text at IX Grade Students of SMP N 1 Barumun Padang Lawas.*	Imperative Sentece Mastery and Writing	Correlational
226	Saimarito Hutahaean/1920300110	2024	*The effect of direct method on students' pronunciation at Grade XII in Islamic Senior High School of Mardhatillah.*	Students' Pronunciation	Experimental
227	Ummi Khodijah Hutasuhut/1820300059	2024	*The effect of using audiolingual method on the students' speaking*	Speaking Abiliy	Experimental

			ability at the tenth grade of MAN 1 Padangsidimpuan		
228	Wahyuni Sapriani Hutasuhut/1820300034	2024	*The effect of quizizz media on vocabulary mastery at VII Grade Students of SMP Negeri 11 Padangsidimpuan*	Vocabulary	Experimental
229	Martina Ingis/1920300084	2024	*The effect of charades game on vocabulary mastery of the grade x students SMKN 1 Panyabungan.*	Vocabulary Mastery	Experimental
230	Sinta Irawati/1920300079	2024	*Students` ability in pronouncing short and long vowel at the Fourth Semester of English Department UIN Syahada Padangsidimpuan.*	Pronounciation	Quantitative-Descriptive
231	Rabiatul Jamilah/1920300109	2024	*The effect of problem based learning method to exposition text writing ability at the Grade XI Students of MAS KH Ahmad Dahlan Sipirok.*	Writing Ability	Experimental
232	Putri Khairani/1920300045	2024	*The effect of using drill technique to students' pronunciation ability at eight grade of MTs KH Ahmad Dahlan Sipirok.*	Pronunciation Ability	Experimental Design
233	Ayu Triana Khairunisa/1820300054	2024	*The effect of comic strips on students' reading*	Reading Interest	Experimental

			interest at second grade of SMP Negeri 10 Padangsidimpuan.		
234	Ica April Lianja/2020300035	2024	*The effect of Quizizz Application on vocabulary mastery at The VII Grade Students of SMP N 1 Badiri Tapanuli Tengah.*	Vocabulary Mastery	Experimental
235	Ade Irma Lubis/1920300101	2024	*The correlation between simple present tense mastery and procedure text writing mastery at the ninth grade students of SMP Negeri 8 Padangsidimpuan.*	Writing Mastery	Correlation
236	Amardi Halomoan Lubis/1820300041	2024	*Teacher's questioning strategies in teaching English at Grade XI SMAN 1 Panyabungan Utara.*	Questioning Strategies	Descriptive Qualitative Method
237	Intan Rapita Lubis/1820300021	2024	*The correlation between giving reward and English learning motivation at the eleventh grade students of MAN 3 Tapanuli Tengah.*	Learning Motivation	Correlation
238	Lian Fitriadi Lubis/1820300064	2024	*The difficulties in differentiating countable and uncountable nouns at VII grade students of MTs. YPKS Padangsidimpuan.*	Grammar	Descriptive Qualitative

239	Nur Habibah Lubis/1720300099	2024	*Students' ability in identifying adjective of descriptive text at the fifth year of UIN Syahada Padangsidimpuan.*	Grammar	Descriptive Quantitative
240	Nurmala Sinta Lubis/1920300060	2024	*The correlation between students' learning styles and speaking ability of the grade X SMA N 1 Batangtoru.*	Speaking Ability	Correlation
241	Purnama Lubis/1920300006	2024	*The students' ability in writing explanation text at The 5th Semester of English Department Academic Year 2023/2024 UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Writing	Descriptive Quantitative
242	Syafrianni Lubis/2020300005	2024	*The correlation between learning environment and English learning motivation at The Eleventh Grade Students of MAN 1 Padangsidimpuan.*	Learning Environment and English Learning Motivation	Correlation
243	Devi Amalia Lumban Tobing/1920300075	2024	*The effect of story face strategy on students' reading comprehension of narrative text at Grade X SMA N 1 Simangumban.*	Reading Comprehension	Experimental
244	Fitri Ramadani Nasution/1920300018	2024	*The effect of time token strategy towards students' speaking ability at grade XI MA Nurul Falah*	Speaking	Experimental

			Tamosu Panompuan-Tapanuli Selatan		
245	Jamiah Nasution/1920300065	2024	*Students ability in using quantifier at the viii grade students of SMP Negeri 1 Hutabargot.*	Students' Ability in using Quantifier	Descriptive Quantitative Research
246	Khairani Nasution/1920300082	2024	*An analysis of reading assessment techniques in the English textbook in Language Development Centre UIN SYAHADA Padangsidimpuan.*	Reading	Descriptive Qualitative Research
247	Siti Sarah Nasution/1920300052	2024	*The students' difficulties in mastering passive voice at Grade XI MAN 1 Padang Lawas.*	Grammar	Explanatory Sequential Design
248	Sri Wahyuni Nasution/2020300067	2024	*The effect of pop up book for students' on vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu.*	Vocabulary Mastery	Experimental
249	Nelmawati/1720300039	2024	*Teachers' perception on the use of English textbook in teaching English at SMA Negeri 1 Sosopan.*	Teachers' Percepcion	Phenomenology
250	Nurhafifah/1920300001	2024	*The correlation between critical reading strategy and reading comprehension of The Fifth Semester Students*	Critical Reading Strategiy and Reading Comprehensions	Correlation

			English Department UIN Syahada Padangsidimpuan.		
251	Rodia Nurhasani/1720300115	2024	*The students' ability in writing descriptive text at sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Writing	Descriptive Method with Mixed Method
252	Masnun Pane/1920300086	2024	*The effect of using English Song on student's pronunciation at Grade XI SMA N 1 Batangtoru.*	Pronunciation	Experimental
253	Seilviani Pasaribu/2020300017	2024	*Improving students' vocabulary mastery by using role play technique at Grade VII SMP N 5 Padangsidimpuan.*	Vocabulary Mastery	CAR
254	Ari Yudha Perdana/1720300067	2024	*Students' ability in writing descriptive text at The VIII Grade Students of SMP Negeri 1 Hutabargot.*	Writing	Quantitative Research
255	Ika Priasty/1920300078	2024	*The students' antonyms and synonyms mastery of the grade vii MTs Ell-Firdaus Cikampak-Labuhanbatu Selatan*	Students' antonyms and synonyms mastery (Vocabulary)	Descriptive Quantitative
256	Muhammad Rasyid	2024	*The effect of bingo*	Vocabulary	Experimental

	Pulungan/2020300064		*word game on students vocabulary mastery at Grade VIII Students MTS Robiul Islam Pasar Latong.*	Mastery	
257	Royhan Malik Pulungan/1920300091	2024	*The effect of quartet cards game to students' speaking ability at Grade VIII SMP Negeri 1 Batang Natal.*	Speaking Ability	Experimental
258	Masitoh Rahmadani/2020300029	2024	*The students' perception of using webtoon application at The Sixth Semester of The English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Students' Perceptions	Descriptive Quantitative Research
259	Khalipah Ayu Rahmawati/1920300107	2024	*The correlation between learning discipline and english learning achievement at The XI Grade Students of SMA Negeri 1 Kotanopan.*	Learning Dicipline and English Learning Achievment	Descriptive Quantitative Research
260	Resti Rambe/1920300056	2024	*An analysis of reading materials in English textbook forward for vocational high school grade X.*	Reading	Descriptive Qualitative Research
261	Lutfiah Sa'adah Rangkuti/1920300014	2024	*Students' perception on the use of round table technique in writing activities*	Writing	Descriptive Quantitative Reseacrh

			at the eight grade of SMP Muhammadiyah 31 Panyabungan.		
262	Nu'aim Marsudin Rangkuti/1720300106	2024	*The effect of reciprocal teaching method to reading comprehension in spoof text at The VIII Grade Students of MTs. Muhammadiyah 09 KH. Ahmad Dahlan Sipirok.*	Reading	Experimental Reserach
263	Ulfah Oktora Rangkuti/1720300103	2024	*The vocabulary mastery at the seventh grade students of SMP Negeri 1 Lembah Sorik Marapi.*	Vocabulary Mastery	Descriptive Quantitative Research
264	Kiki Alipia Ritonga/1820300067	2024	*Grammatical errors in writing recount text of The X Grade Students at MAS NU Batangtoru*	Writing	Descriptive Qualitative
265	Adinda Safrini/202030009	2024	*The students' perception of using fly swatter game in vocabulary learning at The Sixth Semester of The English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Vocabulary	Descriptive Quantitative Research
266	Dewi Serliani/1920300111	2024	*Vowels accuracy in pronouncing English words of English Department of State Islamic*	Pronounciation	Descriptive Qualitative Method

			University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.		
267	Windi Seviani/2020300010	2024	*The Effect of group investigation strategy on speaking ability at The Grade XI Students of SMAN 2 Padang Bolak.*	Speaking Ability	Experimental Method
268	Ilham Idris Siagian/1820300077	2024	*The effect of word square game to vocabulary mastery of the Grade VIII students SMPN 1 Angkola Timur.*	Vocabulary Mastery	Experimental
269	Mujahidah Rizki Sihombing/2020300034	2024	*The effect of tongue twister technique in pronuncing /s/ and //sounds at the XI Grade Students of SMAN 4 Padangsidimpuan.*	Tongue Twister	Experimental
270	Eli Sahdia Siregar/1920300108	2024	*The correlation between learning style and reading comprehension at the Eighth Grade Students of SMP Negeri 8 Padangsidimpuan.*	Reading	Correlation
271	Fatma Yuliara Siregar/1920300009	2024	*The possessive pronouns mastery in writing sentences at the viii grade students of SMP Negeri 8 Padangsidimpuan academic year 2023/2024.*	Grammar	Descriptie Quantitative Method
272	Ifan Mulia Novrijal	2024	*The effect of*	Speaking	Experimental

	Siregar/1920300054		*repetition drill towards students' speaking accuracy at the second grade MAN 2 Model Padangsidimpuan academic year 2023-2024.*		
273	Lenni Agustina Siregar/1820300086	2024	*Reading recount text ability of the eleventh grade students at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran.*	Reading	Descriptie Quantitative Method
274	Mahmul Anshary Nabasa Siregar/1920300093	2024	*Learning models in speaking at the ninth grade of MTs. Muhammadiyah 22 Padangsidimpuan.*	Speaking	Descriptive Qualitative Research
275	Nihlan Juniar Siregar/1920300050	2024	*The effect of using English video on pronuncing vowel sounds at the tenth grade students' of SMA Negeri 1 Portibi.*	Pronounciation	Experimental
276	Nurlaila Siregar/1920300028	2024	*The effect of pictionary game on vocabulary mastery at Grade VIII Students of SMPN 4 Angkola Sangkunur.*	Vocabulary Mastery	Experimental
277	Yeni Rizky Yanti Siregar/1820300107	2024	*The problem in writing descriptive text at the eleventh grade students of MAS Darul 'Adalaah Padang Lawas*	Writing	Descriptive Qualitative
278	Yunita Permata Sari	2024	*Improving*	Vocabulary	CAR

	Siregar/2020300021		*students' vocabulary mastery by using the crossword puzzle game at Grade VII SMP N 5 Padangsidimpuan.*	Mastery	
279	Alwan Thoha Sitompul/1820300032	2024	*The compound sentences mastery of the fourth semester students English Education Department UIN Syahada Padangsidimpuan on 2023/2024 academic year.*	Grammar	Descriptive Quntitative
280	Indah Rizki Boru Suti/2020300008	2024	*Improving students' reading comprehension through choral reading strategy at the Grade X SMA N 5 Padangsidimpuan.*	Reading	CAR
281	Levi Yanti/1920300077	2024	*The correlation between learning motivation and students' vocabulary mastery of the grade VIII SMP N 1 Angkola Timur.*	Vocabulary Mastry	Correlation
282	Muhammad Yusuf/1720300085	2024	*The students' ability in mastering simple past tense at fourth semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.*	Grammar	Descriptive Quantitative

APPENDIXES II

No	Indicator		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking		✓		✓								**2**
		Reading												**-**
		Writing	✓		✓					✓		✓		**4**
	Language Elements Topics	Grammar												**-**
		Vocabulary						✓			✓			**2**
		Other topic related to education					✓		✓				✓	**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation		✓										**1**
		Comparative												**-**
		Experimental	✓							✓		✓		**3**
		Single Subject Experiment												**-**
		Descriptive Statistic			✓									**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive					✓	✓						**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research											✓	**1**
	Mix Method	CAR				✓					✓			**2**
		Explanatory Sequential Design							✓					**1**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**
No	**Indicator**		**T 12**	**T 13**	**T 14**	**T 15**	**T 16**	**T 17**	**T 18**	**T 19**	**T 20**	**T 21**	**T 22**	**Total**

1	Indicator Topic	Sub Indicator												
	Language Skill Contex Topics	Listening						✓						**1**
		Speaking		✓	✓				✓					**3**
		Reading									✓			**1**
		Writing												**-**
	Language Elements Topics	Grammar												**-**
		Vocabulary	✓			✓								**2**
		Other topic related to education					✓			✓		✓	✓	**4**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation	✓								✓			**2**
		Comparative												**-**
		Experimental							✓					**1**
		Single Subject Experiment												**-**
		Descriptive Statistic			✓							✓		**2**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive												**-**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research					✓			✓			✓	**3**
	Mix Method	CAR		✓		✓								**2**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design						✓						**1**
		Embeddedd Design												**-**

No	Indicator		T 23	T 24	T 25	T 26	T 27	T 28	T 29	T 30	T 31	T 32	T 33	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking	✓	✓										**2**

		Reading						✓				✓		**2**
		Writing								✓				**1**
	Language Elements Topics	Grammar			✓				✓		✓		✓	**4**
		Vocabulary					✓							**1**
		Other topic related to education				✓								**1**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation			✓									**1**
		Comparative												**-**
		Experimental	✓	✓						✓				**3**
		Single Subject Experiment												**-**
		Descriptive Statistic										✓		**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive				✓	✓		✓		✓		✓	**5**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR						✓						**1**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**

No	Indicator		T 34	T 35	T 36	T 37	T 38	T 39	T 40	T 41	T 42	T 43	T 44	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												-
		Speaking					✓							1
		Reading								✓				1
		Writing	✓		✓	✓		✓	✓				✓	6
	Language Elements Topics	Grammar												-
		Vocabulary		✓								✓		2
		Other topic related to education									✓			1
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation					✓							1
		Comparative												-
		Experimental				✓				✓		✓		3
		Single Subject Experiment												-
		Descriptive Statistic												-
		Survey Research												-
		Inferential Statistic												-
	Qualitative Method	Narrative Research												-
		Phenomenology												-
		Descriptive						✓	✓		✓		✓	4
		Ethnography												-
		Grounded Theory Study												-
		Case Study												-
		Library Research												-
	Mix Method	CAR												-
		Explanatory Sequential Design	✓	✓	✓									3
		Exploratory Sequential Design												-
		Embeddedd Design												-

No	Indicator		T 45	T 46	T 47	T 48	T 49	T 50	T 51	T 52	T 53	T 54	T 55	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening									✓			**1**
		Speaking		✓						✓				**2**
		Reading					✓							**1**
		Writing							✓			✓	✓	**3**
	Language Elements Topics	Grammar				✓								**1**
		Vocabulary												**-**
		Other topic related to education	✓		✓			✓						**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation							✓					**1**
		Comparative												**-**
		Experimental												**-**
		Single Subject Experiment												**-**
		Descriptive Statistic					✓					✓		**2**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive			✓						✓		✓	**3**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research				✓								**1**
	Mix Method	CAR								✓				**1**
		Explanatory Sequential Design	✓	✓				✓						**3**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 56	T 57	T 58	T 59	T 60	T 61	T 62	T 63	T 64	T 65	T 66	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening							✓					**1**
		Speaking												**-**
		Reading												**-**
		Writing									✓	✓	✓	**3**
	Language Elements Topics	Grammar			✓		✓			✓				**3**
		Vocabulary	✓	✓		✓			✓					**4**
		Other topic related to education						✓						**1**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation							✓		✓		✓	**3**
		Comparative												**-**
		Experimental	✓			✓								**2**
		Single Subject Experiment												**-**
		Descriptive Statistic										✓		**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive						✓						**1**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research		✓			✓							**2**
	Mix Method	CAR												**-**
		Explanatory Sequential Design			✓					✓				**2**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 67	T 68	T 69	T 70	T 71	T 72	T 73	T 74	T 75	T 76	T 77	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening											✓	**1**
		Speaking	✓											**1**
		Reading							✓		✓			**2**
		Writing			✓	✓				✓				**3**
	Language Elements Topics	Grammar		✓			✓	✓						**3**
		Vocabulary												**-**
		Other topic related to education										✓		**1**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation									✓			**1**
		Comparative												**-**
		Experimental	✓		✓				✓				✓	**4**
		Single Subject Experiment												**-**
		Descriptive Statistic					✓	✓		✓				**3**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive		✓								✓		**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR				✓								**1**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 78	T 79	T 80	T 81	T 82	T 83	T 84	T 85	T 86	T 87	T 88	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**

		Speaking			✓						✓		✓	**3**
		Reading												**-**
		Writing		✓			✓	✓				✓		**4**
	Language Elements Topics	Grammar				✓								**1**
		Vocabulary	✓											**1**
		Other topic related to education							✓	✓				**2**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation												**-**
		Comparative												**-**
		Experimental			✓		✓	✓					✓	**4**
		Single Subject Experiment												**1**
		Descriptive Statistic	✓						✓	✓				**2**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive		✓		✓					✓			**3**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR										✓		**1**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**
No	**Indicator**		**T 89**	**T 90**	**T 91**	**T 92**	**T 93**	**T 94**	**T 95**	**T 96**	**T 97**	**T 98**	**T 99**	**Total**
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking			✓									**1**
		Reading				✓			✓					**2**
		Writing		✓									✓	**2**
	Language Elements Topics	Grammar	✓							✓		✓		**3**
		Vocabulary					✓							**1**

		Other topic related to education						✓			✓			**2**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation			✓				✓					**2**
		Comparative				✓								**1**
		Experimental		✓				✓					✓	**3**
		Single Subject Experiment												**-**
		Descriptive Statistic										✓		**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive					✓				✓			**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research	✓											**1**
	Mix Method	CAR												**-**
		Explanatory Sequential Design								✓				**1**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 100	T 101	T 102	T 103	T 104	T 105	T 106	T 107	T 108	T 109	T 110	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking												**-**
		Reading								✓				**1**
		Writing			✓	✓			✓		✓			**4**
	Language Elements Topics	Grammar		✓			✓							**2**
		Vocabulary	✓					✓				✓	✓	**4**
		Other topic related to education												**-**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation												**-**
		Comparative												**-**
		Experimental				✓		✓	✓	✓				**4**
		Single Subject Experiment												**-**
		Descriptive Statistic	✓		✓		✓				✓			**4**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive		✓									✓	**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research										✓		**1**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 111	T 112	T 113	T 114	T 115	T 116	T 117	T 118	T 119	T 120	T 121	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking	✓							✓				**2**
		Reading							✓					**1**
		Writing										✓	✓	**2**
	Language Elements Topics	Grammar		✓										**1**
		Vocabulary			✓						✓			**2**
		Other topic related to education				✓	✓	✓						**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation												**-**
		Comparative												**-**
		Experimental	✓		✓				✓	✓		✓		**5**
		Single Subject Experiment												**-**
		Descriptive Statistic												**-**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive		✓			✓						✓	**3**
		Ethnography				✓								**1**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research									✓			**1**
	Mix Method	CAR						✓						**1**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 122	T 123	T 124	T 125	T 126	T 127	T 128	T 129	T 130	T 131	T 132	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking			✓			✓	✓					**3**
		Reading												**-**
		Writing		✓						✓			✓	**3**
	Language Elements Topics	Grammar									✓			**1**
		Vocabulary	✓			✓	✓					✓		**4**
		Other topic related to education												**-**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation											✓	**1**
		Comparative												**-**
		Experimental	✓	✓	✓		✓			✓				**5**
		Single Subject Experiment												**-**
		Descriptive Statistic				✓			✓		✓	✓		**4**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive						✓						**1**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 133	T 134	T 135	T 136	T 137	T 138	T 139	T 140	T 141	T 142	T 143	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking						✓		✓			✓	**3**
		Reading		✓										**1**
		Writing			✓							✓		**2**
	Language Elements Topics	Grammar				✓	✓							**2**
		Vocabulary	✓						✓		✓			**3**
		Other topic related to education												**-**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation										✓		**1**
		Comparative												**-**
		Experimental		✓				✓		✓	✓		✓	**5**
		Single Subject Experiment												**-**
		Descriptive Statistic	✓			✓	✓							**3**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive			✓									**1**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research							✓					**1**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 144	T 145	T 146	T 147	T 148	T 149	T 150	T 151	T 152	T 153	T 154	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking	✓		✓									**2**
		Reading					✓							**1**
		Writing		✓									✓	**2**
	Language Elements Topics	Grammar								✓	✓	✓		**3**
		Vocabulary												**-**
		Other topic related to education				✓		✓	✓					**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation				✓	✓							**2**
		Comparative												**-**
		Experimental	✓	✓							✓			**3**
		Single Subject Experiment												**-**
		Descriptive Statistic										✓		**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive						✓	✓	✓			✓	**4**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR			✓									**1**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 155	T 156	T 157	T 158	T 159	T 160	T 161	T 162	T 163	T 164	T 165	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												-
		Speaking				✓						✓		2
		Reading					✓							1
		Writing			✓					✓				2
	Language Elements Topics	Grammar	✓	✓									✓	3
		Vocabulary						✓			✓			2
		Other topic related to education							✓					1
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation				✓								1
		Comparative												-
		Experimental		✓	✓					✓		✓		4
		Single Subject Experiment												-
		Descriptive Statistic						✓						1
		Survey Research												-
		Inferential Statistic												-
	Qualitative Method	Narrative Research												-
		Phenomenology												-
		Descriptive	✓				✓		✓					3
		Ethnography												-
		Grounded Theory Study												-
		Case Study												-
		Library Research												-
	Mix Method	CAR									✓			1
		Explanatory Sequential Design											✓	1
		Exploratory Sequential Design												-
		Embeddedd Design												-

No	Indicator		T 166	T 167	T 168	T 169	T 170	T 171	T 172	T 173	T 174	T 175	T 176	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking	✓						✓					**2**
		Reading			✓	✓	✓	✓						**4**
		Writing										✓	✓	**2**
	Language Elements Topics	Grammar									✓			**1**
		Vocabulary		✓						✓				**2**
		Other topic related to education												**-**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation						✓						**1**
		Comparative												**-**
		Experimental	✓		✓	✓	✓		✓	✓		✓		**7**
		Single Subject Experiment												**-**
		Descriptive Statistic									✓			**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive												**-**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR		✓										**1**
		Explanatory Sequential Design											✓	**1**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 177	T 178	T 179	T 180	T 181	T 182	T 183	T 184	T 185	T 186	T 187	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening			✓									**1**
		Speaking												**-**
		Reading							✓					**1**
		Writing					✓				✓	✓	✓	**4**
	Language Elements Topics	Grammar		✓		✓		✓						**3**
		Vocabulary	✓							✓				**2**
		Other topic related to education												**-**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation						✓						**1**
		Comparative												**-**
		Experimental	✓			✓				✓	✓	✓	✓	**6**
		Single Subject Experiment												**-**
		Descriptive Statistic		✓			✓		✓					**3**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive												**-**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
		Document Analysis			✓									**1**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 188	T 189	T 190	T 191	T 192	T 193	T 194	T 195	T 196	T 197	T 198	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening									✓			**1**
		Speaking	✓			✓						✓	✓	**4**
		Reading												**-**
		Writing		✓					✓	✓				**3**
	Language Elements Topics	Grammar												**-**
		Vocabulary			✓		✓							**2**
		Other topic related to education						✓						**1**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation												**-**
		Comparative												**-**
		Experimental		✓	✓	✓	✓				✓	✓		**6**
		Single Subject Experiment												**-**
		Descriptive Statistic							✓					**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive	✓					✓						**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study								✓				**1**
		Library Research												**-**
		Document Analysis											✓	**1**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 199	T 200	T 201	T 202	T 203	T 204	T 205	T 206	T 207	T 208	T 209	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening							✓					**1**
		Speaking												**-**
		Reading												**-**
		Writing				✓						✓		**2**
	Language Elements Topics	Grammar								✓				**1**
		Vocabulary		✓	✓		✓						✓	**4**
		Other topic related to education	✓					✓			✓			**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation							✓					**1**
		Comparative												**-**
		Experimental		✓	✓	✓	✓			✓		✓		**6**
		Single Subject Experiment												**-**
		Descriptive Statistic	✓											**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive						✓						**1**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR									✓		✓	**2**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 210	T 211	T 212	T 213	T 214	T 215	T 216	T 217	T 218	T 219	T 220	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking		✓				✓	✓	✓		✓		**5**
		Reading					✓							**1**
		Writing												**-**
	Language Elements Topics	Grammar												**-**
		Vocabulary			✓								✓	**2**
		Other topic related to education	✓			✓					✓			**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation			✓									**1**
		Comparative												**-**
		Experimental	✓	✓			✓	✓		✓		✓	✓	**7**
		Single Subject Experiment												**-**
		Descriptive Statistic				✓					✓			**2**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive							✓					**1**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 221	T 222	T 223	T 224	T 225	T 226	T 227	T 228	T 229	T 230	T 231	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking							✓					**1**
		Reading												**-**
		Writing					✓						✓	**2**
	Language Elements Topics	Grammar		✓	✓									**2**
		Vocabulary				✓				✓	✓			**3**
		Other topic related to education	✓					✓				✓		**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation					✓							**1**
		Comparative												**-**
		Experimental				✓		✓	✓	✓	✓		✓	**6**
		Single Subject Experiment												**-**
		Descriptive Statistic										✓		**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive	✓	✓	✓									**3**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 232	T 233	T 234	T 235	T 236	T 237	T 238	T 239	T 240	T 241	T 242	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												-
		Speaking									✓			1
		Reading		✓										1
		Writing				✓						✓		2
	Language Elements Topics	Grammar							✓	✓				2
		Vocabulary			✓									1
		Other topic related to education	✓				✓	✓					✓	4
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation				✓		✓			✓		✓	4
		Comparative												-
		Experimental	✓	✓	✓									3
		Single Subject Experiment												-
		Descriptive Statistic								✓				1
		Survey Research												-
		Inferential Statistic												-
	Qualitative Method	Narrative Research												-
		Phenomenology												-
		Descriptive					✓		✓			✓		3
		Ethnography												-
		Grounded Theory Study												-
		Case Study												-
		Library Research												-
	Mix Method	CAR												-
		Explanatory Sequential Design												-
		Exploratory Sequential Design												-
		Embeddedd Design												-

No	Indicator		T 243	T 244	T 245	T 246	T 247	T 248	T 249	T 250	T 251	T 252	T 253	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking		✓										**1**
		Reading	✓			✓				✓				**3**
		Writing									✓			**1**
	Language Elements Topics	Grammar					✓							**1**
		Vocabulary						✓					✓	**2**
		Other topic related to education			✓				✓			✓		**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation								✓				**1**
		Comparative												**-**
		Experimental	✓	✓				✓				✓		**4**
		Single Subject Experiment												**-**
		Descriptive Statistic			✓									**1**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology							✓					**1**
		Descriptive				✓								**1**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR											✓	**1**
		Explanatory Sequential Design					✓							**1**
		Exploratory Sequential Design									✓			**1**
		Embeddedd Design												**-**

No	Indicator		T 254	T 256	T 257	T 258	T 259	T 260	T 261	T 262	T 263	T 264	T 265	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking			✓									**1**
		Reading						✓		✓				**2**
		Writing							✓			✓		**2**
	Language Elements Topics	Grammar												**-**
		Vocabulary	✓	✓							✓		✓	**4**
		Other topic related to education				✓	✓							**2**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation												**-**
		Comparative												**-**
		Experimental		✓	✓					✓				**3**
		Single Subject Experiment												**-**
		Descriptive Statistic	✓			✓	✓		✓		✓		✓	**6**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive						✓				✓		**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 266	T 267	T 268	T 269	T 270	T 271	T 272	T 273	T 274	T 275	T 276	Total
1	**Indicator Topic**	**Sub Indicator**												
	Language Skill Contex Topics	Listening												**-**
		Speaking		✓					✓		✓			**3**
		Reading					✓			✓				**2**
		Writing												**-**
	Language Elements Topics	Grammar						✓						**1**
		Vocabulary			✓								✓	**2**
		Other topic related to education	✓			✓						✓		**3**
2	**Indicator Method**	**Sub Indicator**												
	Quantitative Method	Correlation					✓							**1**
		Comparative												**-**
		Experimental		✓	✓	✓			✓			✓	✓	**6**
		Single Subject Experiment												**-**
		Descriptive Statistic						✓		✓				**2**
		Survey Research												**-**
		Inferential Statistic												**-**
	Qualitative Method	Narrative Research												**-**
		Phenomenology												**-**
		Descriptive	✓								✓			**2**
		Ethnography												**-**
		Grounded Theory Study												**-**
		Case Study												**-**
		Library Research												**-**
	Mix Method	CAR												**-**
		Explanatory Sequential Design												**-**
		Exploratory Sequential Design												**-**
		Embeddedd Design												**-**

No	Indicator		T 277	T 278	T 279	T 280	T 281	T 282	Total
1	**Indicator Topic**	**Sub Indicator**							
	Language Skill Contex Topics	Listening							**-**
		Speaking							**-**
		Reading				✓			**1**
		Writing	✓						**1**
	Language Elements Topics	Grammar			✓			✓	**2**
		Vocabulary		✓			✓		**2**
		Other topic related to education							**-**
2	**Indicator Method**	**Sub Indicator**							
	Quantitative Method	Correlation					✓		**1**
		Comparative							**-**
		Experimental							**-**
		Single Subject Experiment							**-**
		Descriptive Statistic			✓			✓	**2**
		Survey Research							**-**
		Inferential Statistic							**-**
	Qualitative Method	Narrative Research							**-**
		Phenomenology							**-**
		Descriptive	✓						**1**
		Ethnography							**-**
		Grounded Theory Study							**-**
		Case Study							**-**
		Library Research							**-**
	Mix Method	CAR		✓		✓			**2**
		Explanatory Sequential Design							**-**
		Exploratory Sequential Design							**-**
		Embeddedd Design							**-**

APPENDIXES III

Data 2022 T1-T86			
No	**Indicator**		
1	**Indicator Topic**	**Sub Indicator**	**Total**
	Language Skill Contex Topics	Listening	4
		Speaking	12
		Reading	7
		Writing	23
	Language Elements Topics	Grammar	12
		Vocabulary	12
		Other topic related to education	**16**
2	**Indicator Method**	**Sub Indicator**	
	Quantitative Method	Correlation	10
		Comparative	-
		Experimental	19
		Single Subject Experiment	1
		Descriptive Statistic	12
		Survey Research	-
		Inferential Statistic	-
	Qualitative Method	Narrative Research	-
		Phenomenology	-
		Descriptive	20
		Ethnography	-
		Grounded Theory Study	-
		Case Study	-
		Library Research	7
		Document Analysis	-
	Mix Method	CAR	7
		Explanatory Sequential Design	9
		Exploratory Sequential Design	1
		Embeddedd Design	-

Data 2023 T87-T189			
No	**Indicator**		
1	**Indicator Topic**	**Sub Indicator**	**Total**
	Language Skill Contex Topics	Listening	1
		Speaking	17
		Reading	12
		Writing	25
	Language Elements Topics	Grammar	19
		Vocabulary	20
		Other topic related to education	**9**
2	**Indicator Method**	**Sub Indicator**	
	Quantitative Method	Correlation	9
		Comparative	1
		Experimental	44
		Single Subject Experiment	-
		Descriptive Statistic	18
		Survey Research	-
		Inferential Statistic	-
	Qualitative Method	Narrative Research	-
		Phenomenology	-
		Descriptive	17
		Ethnography	1
		Grounded Theory Study	-
		Case Study	-
		Library Research	4
		Document Analysis	1
	Mix Method	CAR	5
		Explanatory Sequential Design	3
		Exploratory Sequential Design	-
		Embeddedd Design	-

Data 2024 T190-T282			
No	**Indicator**		
1	**Indicator Topic**	**Sub Indicator**	**Total**
	Language Skill Contex Topics	Listening	2
		Speaking	15
		Reading	10
		Writing	13
	Language Elements Topics	Grammar	9
		Vocabulary	22
		Other topic related to education	**22**
2	**Indicator Method**	**Sub Indicator**	
	Quantitative Method	Correlation	10
		Comparative	-
		Experimental	41
		Single Subject Experiment	-
		Descriptive Statistic	17
		Survey Research	-
		Inferential Statistic	-
	Qualitative Method	Narrative Research	-
		Phenomenology	1
		Descriptive	15
		Ethnography	-
		Grounded Theory Study	1
		Case Study	-
		Library Research	-
		Document Analysis	1
	Mix Method	CAR	5
		Explanatory Sequential Design	1
		Exploratory Sequential Design	1
		Embeddedd Design	-

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Nomor : 4722 /Un.28/E.1/TL.00.9/09/2025 — 23 September 2025
Lampiran : -
Hal : **Izin Riset**
Penyelesaian Skripsi

Yth. KA.Prodi TBI FTIK UIN Syahada Padangsidimpuan

Nama	: Dea Sulistia Ningsih
NIM	: 2120300023
Fakultas	: Tarbiyah Dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Kelurahan Sihitang

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Analysis of Topics And Methods Research Trends on English Education Departement Students UIN Syahada Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
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Nomor : **B-1655 /Un.28/E.1/PP.00.9/05/2025** **8 Mei 2025**
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.
1. **Dr. Eka Sustri Harida, M. Pd** **(Pembimbing I)**
2. **Yusni Sinaga, M. Hum** **(Pembimbing II)**

Assalamu alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama	:	Dea Sulistia Ningsih
NIM	:	2120300023
Program studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	Analysis of Research Trends on Topics and Methods in Undergraduate Students of English Department UIN Syahada from 2022- 2024

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/ Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan Kerjasama yang baik dari Bapak/ Ibu Dosen diucapkan terima kasih.

Mengetahui
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Yang bertanda tangan di bawah ini :

Nama	: Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
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Pangkat/Gol. Ruang	: Pembina / (IV/a)
Jabatan	: Wakil Dekan Bidang Akademik dan Kelembagaan/ Lektor Kepala
Unit Kerja	: Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan ini menerangkan bahwa mahasiswa di bawah ini:

NIM	Nama	Program Studi
2120300023	Dea Sulistia Ningsih	Tadris Bahasa Inggris

adalah benar telah melaksanakan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan judul Skripsi **"Analysis of Topics And Methods Research Trends on English Education Departement Students UIN Syahada Padangsidimpuan"**

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

Padangsidimpuan, 14 Oktober 2025
a.n. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
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