THE TRENDS AND ISSUES OF ELT RESEARCH IN ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIN WALISONGO SEMARANG

THESIS

Submitted in Partial Fulfillment of the Requirement

for Gaining the Bachelor Degree in English Education

By:

NUZUL

NIM: 1803046015

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TEACHING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2022

THESIS STATEMENT

Thesis, with the following identify:

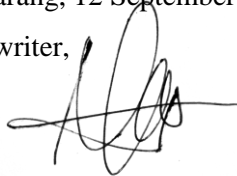|		
Title	:	The Trends and Issues of ELT Research in English Language Education Department of UIN Walisongo Semarang
Name	:	Nuzul
Student Number	:	1803046015
Department	:	English Education Department

I certify that this thesis is definitely my own work. I am completely responsible for this project. Other writer's opinion of findings included in this thesis is quoted in accordance with ethical standards.

Semarang, 12 September 2022

The writer,

Nuzul

1803046015

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title	:	The Trends and Issues of ELT Research in English Language Education Department of UIN Walisongo Semarang
Name	:	Nuzul
Student Number	:	1803046015
Department	:	English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 27 September 2022

THE BOARD OF EXAMINERS

Chairperson,

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

Secretary,

Dr. Siti Tarwiyah, S.S., M.Hum
NIP. 197211081999032001

Examiner 1,

Dr, H, Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

Examiner 2,

Daviq Rizal, M.Pd.
NIP. 197710252007011015

Advisor

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

ii

ADVISOR NOTE

Semarang, 13 September 2022

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	The Trends and Issues of ELT Research in English Language Education Department of UIN Walisongo Semarang
Name of Student	:	Nuzul
Student Number	:	1803046015
Department	:	English Education

I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqasyah session.

Wassalamu'alaikum wr. wb.

Advisor,

Lulut Widyaningrum, M.Pd
19800803 200901 2010

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

ABSTRACT

Nuzul (1803046015) The Trends and Issues of ELT Research in English Language Education Department of UIN Walisongo Semarang.

The background of this study is to see the development of English Language Teaching (ELT) research in the English Language Education Department of UIN Walisongo Semarang. Mapping of trends and issues of English Language Teaching (ELT) research is needed as a way to prove its development. This mapping is done by analyzing the thesis of undergraduate students in the last three years (2019-2021). To collect the data, the researcher used documentation (library research). The analysis technique used is a content analysis study, so that indicated the research method used is a qualitative method. There are several sections that are analyzed to find research trends, namely research areas, methods, data analysis techniques, and educational context. From 121 theses that have been analyzed, it was found that there was a dominance of several studies related to research trends. It was found that in the scoping research area, speaking was dominant with a percentage of 30.58% (n=37). Then non-experimental became dominant compared to experimental in the scope of method with a percentage of 71.07% (n=86). Similarly, in the data analysis technique it was found that qualitative research got a higher percentage of 56.20% (n=68). On the other hand, high school seniors with a percentage of 33.88% (n=41) became the main basis for the educational context in conducting research. In addition, research issues were also highlighted in several dominant research issues, such as student learning problems and disabilities, teacher problems and differences in teaching, the technology development, and the development of curriculum. Almost all of the studies focuses on student learning problems related to using learning strategies as a solution. In addition, the learning strategies used are also related based on technology.

Keywords: *ELT Research, ELT Research Trends and Issues, Language Research Culture*

MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ ۚ

وَاللَّهُ بِمَا تَعْمَلُونَ بَصِيرٌ ﴿٤﴾

He is with you wherever you are. And Allah, of what you do,

is Seeing (Al-Hadid verse 4)

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher to finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father (Mr. Rusmadi) and mother (Mrs. Juraya), who always give support, motivation, and endless love.

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahirabbil'alamiin, all praises are always given to Allah SWT as the most beneficial and merciful who blessed the researcher to finish this thesis. Shalawat and salam also raised to Prophet Muhammad SAW, who brings ummat from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Prof. Dr. Imam Taufik, M. Ag. as the Rector of UIN Walisongo Semarang
2. Dr. KH. Ahmad Ismail, M. Ag. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang
3. Sayyidatul Fadlilah, M. Pd. as the chairwoman of English Education Department of UIN Walisongo Semarang
4. Lulut Widyaningrum, M. Pd. as my advisor who always give her time, guidance, correction and some suggestions during finishing this thesis
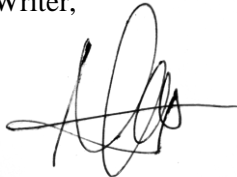
5. Dra. Nuna Mustikawati Dewi, M. Pd. as my guardian lecturer during study in UIN Walisongo Semarang

6. All of my Lecturers of English Education Department of UIN Walisongo Semarang, who have given insight and experience during my study

7. My beloved parents (Mr. Rusmadi & Mrs. Juraya) who always pray for me, loving me, and supporting me in every situation so that I can finish this thesis

8. My brother and their family (Uzi Safitroh's family and Nashrullah's family) who has given advice and support to me as their younger brother during my studies in UIN Walisongo and completing this thesis

9. My friends from English Education Department A-2018, Lalu Luhur Ariesta Wijaya, Farisa, Savira Lealy Rizqianita, Nurrahayu Agustina, Ahmad Tri Wahyudi, Ike Astriani, Catur Krisna Nur, Hanifun Nafis, and others who have always helped me when I had difficulties while I live in Semarang

10. My other friend in Sambas (Asa Nurhazlin, Fajar Subekti Srikatonsih, Deden Pangestu, Oka Safitri, Utomo and Ramlan) who always give their time to support me and being a nice friend to me

11. All my friend in KSR PMI Unit UIN Walisongo Semarang for providing unforgettable experience and knowledge while in Semarang
12. For those who cannot be mentioned one by one who has supported the researcher to finish this thesis

Finally, the writer realizes that this thesis is still not perfect. That way, the writer is happy to accept criticism and suggestions to make it better. The writer also hopes that this thesis can be useful for future readers.

Semarang, 12 September 2022
The Writer,

Nuzul
1803046015

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

This chapter consists of the background of the research, question of the research, objective of the research, scope and limitation.

A. Background of the Research

In Indonesia, research cannot be separated from the university students. Research is one step for students in implementing the *Tri Dharma Perguruan Tinggi*. This is in accordance with the Law Number 20 of 2003 concerning the National Education System which states that universities are obliged to carry out education, research, and community service. Therefore, almost all universities in Indonesia make research as the main requirement for students to graduate in their lectures.

Nowadays, research has grown very rapidly. The development of the research is supported by advances in science and technology that exist in. But on the other hand, these existing advances will also cause many new problems that may have an impact on the pattern of society in the future. Science and technology are the keys to how the pattern of the development of a civilization will be formed (Abilasha & Ilankumaran, 2014). Research

here will be a guide for society in finding solutions for complex problems. Therefore, it is necessary to search for research trends as an effort to see the current pattern of research developments.

Research trend is the general tendency of systematic investigation to establish facts or principles or to collect information on a subject to carry out investigations into (Tojo, 2017). Research trends will be a way to find all information regarding the determination of the thesis topic, starting from the background, determining the approach, methods, and all matters related to developing research. Although the trend being studied is the trend that is currently happening, in fact the existing trend will have a long-term influence on the pattern of the research trend later.

The research issue which is part of the research is also the most important thing in finding out how a research is made. The research issue focuses on how the problem originates which is used as a research question in conducting a research. It can be said that the research issue is a problem that is used as a background of study.

As a student of the English Education Department, finding research trends and issues in ELT is an essential things. Some prominent changes include

purposes of learning, more centered focus on students, soft skills and character, and technological development (Chong, 2018). They are major practices of research and ELT benefits a lot from the ever changing topics. In addition, knowing the trends and issues of ELT research is also the important way to understand changes in the dynamics of ELT context. In the last decades, ELT research trends have been evolving around major topics, like teachers' roles, curriculum, learning purpose, 21st century skills, professional development, global English and English as Lingua Franca, and technological disruption.

Like several existing researches, they try to find trends in ELT Research, one of which is the research by Muhammad Abdel Latif (Latif, 2018). He tries to explore the trends of published and unpublished ELT Research and looks for challenges faced by researchers in conducting ELT Research in Egypt. From the research he made, he found that in Egypt itself, from the 143 published research that he analyzed, he found that the majority of published research areas in Egypt are teacher education (21.67%). This is very different from the unpublished area that was dominated by reading and writing instruction (<10%). In addition, he also found

differences in the dominance of research between published and unpublished in the methodology, research context, and data types in conduction a research. Besides finding the trends in published and unpublished ELT Research in Egypt, he also explained several factors related to the dominance of research trends in Egypt. There are 4 main factors that influence this trends are: the educational research culture in the target context, adopting an inappropriate approach to interdisciplinarity, the reading sources and institutional regulations, and overreliance on convenience sampling.

Based on the explanation above, so the researcher wants to conduct a research about the trends and issues of ELT research in English Education Department of UIN Walisongo Semarang from 2019-2021. The reason of the researcher chose this topic because there is no research discusses research trends and issues at UIN Walisongo, especially in the English Education Department. In addition, the are some reason why the sample was take from 2019-2021. In 2019, for the first time the Current Issue in ELT Course was applied. So, that it could indirectly affect the research trends and issues that developed in the English Education Department. Furthermore, in 2019 also the start of the Covid-19

pandemic where this also affected how the education system worked in Indonesia. Likewise with existing research, the impact of Covid-19 is very visible, especially from the development of existing research topic patterns. The proof can be found when the researcher reads several studies that discuss in ELT research like learning strategies in various aspects of language in the pandemic era, the problems faced when learning ELT during a pandemic, and others.

B. Questions of the Research

This study is conducted to answer following questions:

1. How is the trends of ELT Research in English Language Education Department of UIN Walisongo Semarang from 2019-2021?

2. How is the issues of ELT Research in English Language Education Department of UIN Walisongo Semarang from 2019-2021?

C. Objectives of the Research

From the formulation of the research question, this study has aim:

1. To explain the trends of ELT Research in English Language Education Department of UIN Walisongo Semarang from 2019-2021.

2. To explain the issues of ELT Research in English Language Education Department of UIN Walisongo Semarang from 2019-2021.

D. Scope and Limitation

This study focused on finding the trends and issues of ELT research in English Language Education Department of UIN Walisongo Semarang from 2019-2021. So based on it, the researcher limits several things related to the thesis selected as the subject of this study. The first is the thesis chosen is a thesis from the English language education department of UIN Walisongo Semarang from 2019-2021. For the second, the topics discussed in the thesis must be related to English Language teaching such as curriculum development in teaching english language, the latest teaching methods, the use of learning media in four language skill aspects, the assessment techniques used, and others.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter describe theory building used as a basis for research. This chapter contains literatures review and previous studies.

A. Literature Review

1. Research Trends in ELT

In fact, research topics in ELT developed rapidly around the world. This can be seen from the many publications of ELT-related journals. The journal links the everyday concerns of practitioners with insight gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology. This is due to the many innovations made from practioners in overcoming all the latest problems or inventions related to the implementation of ELT in this era.

According to Yilin Sun on TESOL International Association Blog, there is three main categories in research trends of English Language Teaching: globalization, localization, and interdisciplinary collaboration. Her views on main tendencies in the international ELT field has been

shared at several worldwide conferences (Yilin, 2014).

a. **Changing Perspectives on English Teaching and Learning**

English is the language that became the main lingua franca, a language that makes private conversations, diplomacy, administration, trade, and science possible around the world beyond first language borders. The impact of teachers' understanding of efficient teaching has become an important field of research in various countries and domains over the last decade. However, there have been few cross-cultural comparisons in the context of English language teaching (ELT). Additionally, the question how teachers may foster the development of communicative competence in English as a foreign language (EFL) is also still in debate. In order to provide more insight in the characteristic teaching perspectives of teachers and to identify where they differ in their use of methods for ELT.

b. **Changes in Goals of English Teaching and Learning**

The goals of ELT have changed from focusing solely on developing language skills and mimicking native English speakers to fostering a sense of social responsibility in students. More and more educators realize that we can't claim success in teaching, no matter how fluent our students become, if they are ignorant of world issues, have no social conscience, or use their communication skills for international crime, corruption, or environmental destruction (Brown, 1994). With this growing awareness of the importance of producing responsible citizens for society, teachers now well recognize that the teaching of English is not simply a project to prepare students to imitate native English speakers as language learners but that it should produce fully competent language users, critical thinkers, and constructive social change agents.

c. **Changes in Approaches to Teaching**

The conceptual change approach to have real impact in the staff development arena, much research is still necessary. Hence

it is the goal of this study to develop and evaluate the effectiveness of a staff development programme in higher education based on a conceptual change approach. The most effective teaching practices and studying environments challenge learners' questioning past what they might acquire independently. teachers need to appoint a spread of teaching techniques within the classroom. this may usually consist of cautiously designed individual learning activities, group work and whole-class instruction. David Kember has established Lecturers' approaches to teaching and their relationship to conceptions of good teaching. This study aimed to characterize the alternative approaches to teaching of university lecturers, and to examine the relationship between lecturers' approaches to teaching and their conceptions of good teaching. This study adopted an open naturalistic approach (Kember, 2000).

d. **Changes in Teaching Content, Curriculum Design, and Assessment**

Curriculum design is teacher and students learning process in the classroom and for their schools. Changes curriculum design are essential consideration for enhance the implementation of new curriculum into practice. There is three conclusion for changing in curriculum design. First, Successful curriculum development considers the use of changing knowledge unsuccessfull is often a result of neglecting it. coverage makers, education leaders and teachers need to recognize more approximately the drivers of successful curriculum trade in schools. Therefore, learning about educational change and its key capabilities ought to emerge as integral factors of any severe curriculum reform process (Arta et al., 2019). Second, reconceptualizing curriculum, consequently curriculum design need to fault from a curriculum as product model to a curriculum as process model. this would additionally rework the function of the curriculum from a purely technical document into a more comprehensive concept that still serves as

guiding principle for school development. Third, converting the manner teachers teach and students learn requires particular strategies. Inprovider education of teachers is not sufficient. If curriculum reform goals at converting the approaches teachers teaching and students learning, more sophisticated implementation techniques are required. Consequently, assisting teachers to create professional gaining knowledge of communities and schools to learn from each other are encouraged strategies.

e. **Expanding the Dimension of Communicative Competence**

Communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. The literature begins to position communicative competence in second language aquisation contexts with the intent of providing a

framework for developing second language course syllabi.

f. **Changing Views of An Effective English Educator**

With the changing perspective of communicative competence and intercultural competency notification, perceptions approximately what constitutes an effective English teacher additionally change. current research of global English and ELF, as well as the function of non native English teachers within the TESOL area, have made more people understand that the effectiveness of English teachers need to be determined with their linguistic assistance, instructional competence, and interculturality in place of simplest through identification their linguistics. We need to make certain that our students are served by well-prepared and qualified teachers no matter their first language background.

g. **Rapid Development and Integration of Information Technology in ELT**

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners.

Appropriate integration of technology in the classroom encourages students to use language in many different ways (Thohir, 2017). Furthermore, learners from different parts of the world can get connected and exchange ideas via the Internet and other media devices. Students may know more than their teachers about how to use technology, and yet they need proper guidance from the teachers on how to select, analyze, and utilize the right information to achieve their learning goals.

h. Changing Roles and Increasing Responsibilities of Teachers

The term responsibility has been used interchangeably with related constructs such as internal locus of control and teacher efficacy, measurement instruments have incorporated items originally designed to assess other constructs such as efficacy, and have generally failed to acknowledge the multidimensional nature of teacher responsibility, and the literature lacks a comprehensive and consistent definition of the term.

2. Research Issues of ELT

The research issue is a specific issue, difficulty, contradiction, or gap in knowledge that has an aim to address in the research (McCombes, 2019). In other words, a research issue is a research problem. The research issue becomes the most crucial thing when you want to conduct a research because the research issue is the initial foundation for a research.

In ELT, the research issues that can be found are issues related to English language and teaching. In English language, issues that develop

can be related to 4 language skills, vocabulary, and grammar (Nassaji, 2015). One example of an issue related to language in ELT research is the difficulty of students in doing reading comprehension. With this issue, a researcher is able to conduct a research according to what they want, such as finding the right strategy to teach reading comprehension, finding factors for students' difficulties in reading comprehension, and so on.

Unlike issues in English language, issues related to teaching are more complex. This is because teaching is not only a process of imparting knowledge to students, but also must look at the personality of students, school conditions, teacher abilities, environmental conditions, and others. It can be said that the issues that exist in the teaching and learning process can be caused by the people involved (teachers and students) or their learning environment (Waters, 2012). An example of an issue related to teaching is the difficulty of teachers in determining the best assessment for students. This problem can be used as an issue or background of study so that the teacher can

determine the appropriate assessment according to the student needed.

Those are just a few examples of existing research issues. because with the development of time, research issues will also develop according to the conditions and problems that are happening. In addition, the problem will never go away, so there must be new discoveries as solutions to these problems.

B. Previous Research

In this study, there are some previous researches both from domestic and international journals, article, and thesis are appropriate with this study, they are as follow:

For the first source, that is come from the Journal of Multilingual and Multicultural Development, entitled "English language teaching research in Egypt: trends and challenges" by Muhammad M.M Abdel Latif. In this research, the researcher tries to identify the main trends in the ELT research in the Egyptian context though analyzing the research areas, topics, contexts, and methods in the 10 years (2006-2015). In addition, he wanted to find out the difference between the trends of published and unpublished ELT Research. From the 143 published research that he analyzed, he found that the

majority of published research areas in Egypt are teacher education (21.67%). This is very different from the unpublished area that was dominated by reading and writing instruction (<10%). For the methodological gap of English. Language Teaching studies for published and unpublished studies, experimentation and quantitative data still being dominate (Latif, 2018). As for the contextual gap, the majority of the published studies located focused mainly on the issues related to English language education at university undergraduate settings. This is different from the unpublished studies the majority of the educational context is in university, high, middle and primary school. Besides finding the trends in published and unpublished ELT Research in Egypt, he also explained several factors related to the dominance of research trends in Egypt. There are 4 main factors that influence this trends are: the educational research culture in the target context, adopting an inappropriate approach to interdisciplinarity, the reading sources and institutional regulations, and overreliance on convenience sampling.

For the next article was coming from Language Teaching journal published by Cambridge University Press entitled "Research on English language teaching and learning in Argentina (2014–2018)". This article was

written by Melina Porto, Mario López-Barrios, and Darío Luis Banegas. In this article, the researcher tries to find the topic of research on ELT in Argentina since 2014-2018. From 115 publications studied, he found that there were 9 research topics that developed in Argentina, including interculturality and citizenship, language teacher education and professional development, technology-enhanced language learning, learner differences, language skills development, language systems, English for academic and specific purposes, assessment, and language curriculum development (Porto et al., 2021).

The third article that related with my research is an article by Nicky Hockly and Gavin Dudeney entitled "Current and Future Digital Trends in ELT" from RELC Journal. in this article, he explains how the use of technology in society, especially in the educational context. Before focusing on several new technologies that can be used as an English Language Teaching learning process, they also explained how to approach the new way of learning: blended learning, flipped learning, and Massive Open Online Courses (MOOCs). In concluding this study, the reseacher draws together the key threads explored throughout, starting with perhaps the most

important: the digital divide (Hockly & Dudeney, 2018). Whilst some improvements have been noted in terms of access to technology through the use of more low-cost mobile solutions, the digital divide continues to affect every aspect of digital learning and is set to do so for some time to come.

And for the last resource is a thesis by Faizatul Mutmainah, entitled "Research Trend in English Language Education Department of Sunan Ampel State Islamic University Surabaya". This research contains the development of the trend of ELT research at UIN Sunan Ampel Surabaya since 2014-2018. This research uses a qualitative method, which in collecting data, he uses documentation. From the results of the research he did, he found that the most dominant topic in 2014-2018 was discussed about teaching and learning strategy. This is because almost English Language Department students chose the object of the study focus on teaching and learning in the classroom (Mutmainah Faizatul, 2019). Even so, there are still several studies that use different topics every year. In addition, he also found that the topics in the English education department student research were still in line with the global trend in ELT.

From several existing studies, it can be concluded that almost all research examines the trend of ELT research from different points of view in various countries and institutions. It's just that from some existing research, there is no research that examines the development of the issue of ELT research. In addition, in Indonesia itself, there is still a lack of research in this form.

C. Conceptual Framework

In every research, a conceptual framework is needed as a guideline in determining the direction of the research. This is needed so research remains focused on the studies that being studied. In identifying ELT research at UIN Walisongo Semarang, the researcher uses several concepts, namely preliminary research, research planning, and research finding.

In preliminary research, the researcher uses a problem based on the existing reality to make it an object of study. Because the objects discussed are trends and issues of ELT research, the problems that occur are the tendency of students to choose research areas, issues, methods, and educational contexts. Even though the problem-solving is only a statement that has not been tested, this study can prove it.

After finding the problem, the researcher made a research plan in conducting this research. At this stage, the researcher selects the object of study based on the limitations made, creates a research framework based on the theory used. After that, the researcher doing a data collection using docementation method, and also doing the data processing. The last stage is to draw conclusions from the existing data. Because this research is a descriptive qualitative research, the results obtained can be explained in the descriptive way.
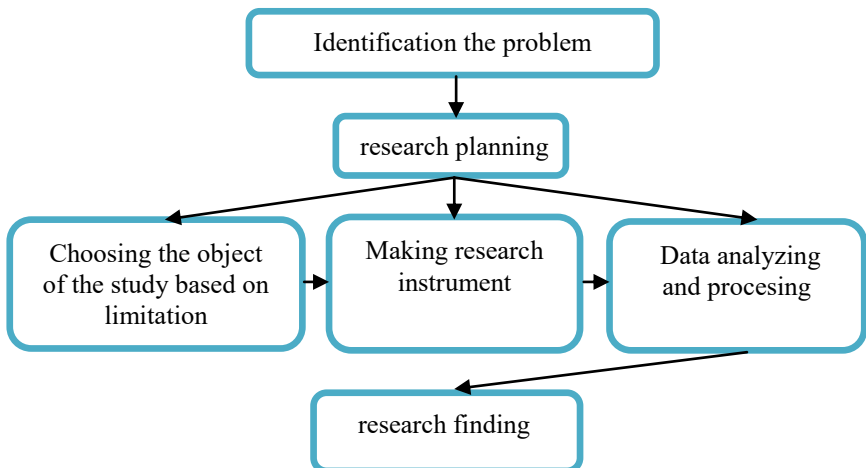
Figure 1

Conceptual Framework

CHAPTER III
RESEARCH METHOD

This chapter presents research design, source of data, research instrument, data collection technique, and data analysis technique.

A. Research Design

This study was designed as a descriptive qualitative research. As stated by Creswell "Qualitative research is a research which has purpose to understand phenomena about what is happen to the research subject, for instance behaviour, perception, motivation, act, etc., holistically, in descriptive way in forms of words and languages, in natural and specific context use various natural method (Creswell & Poth, 2016).

This research was conducted by using content analysis because the data that were collected came from the thesis about ELT in English Education Department. According to Krippendorff, "Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use" (Krippendorff, 2004). So in this study, the researcher

identified the textual data (title, abstract, method, etc.) to find the trends and the issues of ELT Research in English Education Department of UIN Walisongo Semarang from 2019-2021.

B. Source of Data

In this study, the researcher used 121 undergraduates theses In English Education Department of UIN Walisongo Semarang from 2019-2021 as sources in collecting the data. The theses chosen as a source must have a topic related to English Language Teaching (ELT). These theses can be found in the thesis repository archive which is on the official website of the UIN Walisongo Semarang repository (https://eprints.walisongo.ac.id).

C. Research Instrument

In conducting this research, the researcher using a documentation as research instrument. So, in making this study, the researcher uses this instrument for finding the trends with classifying the contents of 121 theses starting from the research area, research methodology, data analysis, and educational context. Here the researcher describe the checklist of ELT research area used in analyzing each existing thesis. For research methodology, data analysis, and educational context, the researcher do not have the specific checklist because it conducted

textually based on the description in the thesis directly. The researcher write what has been described in the abstract section or checked again in the research method section. The checklist for research area that made was adopted from the article by Muhammad Abdel Latif (2018).

ELT Research Area	Scope of the Area
Teacher Education	EFL Practice Teaching, the realities of teacher practices, an the effectiveness of particular techniques in developing teachers' pedagogical performance, knowledge, or beliefs.
Reading	Reading strategy instruction, reading fluency, comprehension development, and the factor predicting reading performance.
Writing	Composing processes an textual difficulties, the contextual and personal factor causing english writing performance, non-

	experimental solution for fostering students' written english performance, suggested interventional or experimental techniques in teaching English written skills.
Speaking	EFL students communicaton and pragmatic strategies, student oral performance development.
Listening	Listening strategy use and listening performance development.
Vocabulary	Vocabulary strategy instruction, vocabulary development, and dictionary use.
Curriculum/ programme evaluation	The implementation of curriculum in EAP/ESP, assessing language course or syllabus to a large extent and to a less extent experimenting the effectiveness of some developed course.

Language learning practices	Language learning autonomy, styles, identity, motivation, and anxiety, and students' group work strategies, and classroom participation.
Language testing studies	Test specifications, test development and validation, formative assessment, score generalizability, and fluency
Grammar	Teaching grammar strategies and student grammatical problems.
ESP Learning strategies*	Strategy that use in teaching in some institutional regarding ESP

Table 1

ELT Research Area Checklist

And to analyze the issues in each research, the researchers also directly identify the existing issues based on what they have described in the background of study subsection. The researcher identified the problems that underlie the making of the studies.

D. Data Collection Technique

In this study, documentary (documentation) method was used to collect data about the trends and issues of ELT Research in English Education Department of UIN Walisongo Semarang from 2019-2021. A documentary research method is a research method which refers to the analysis of documents which contain information about the phenomenon we wish to study (Tracy, 2012). In addition, (Payne and Payne ,2004) add that this research method is used to investigate and categorize physical resources which commonly in form of written documents, whether in the private or public domain.

Later, in the research conducted, researchers create categories to classify topics, contexts, issues, methods, data analysis, and data collections from each of the thesis that have been determined. So, the researcher can find it easier to do data analysis to answer the research questions that have been made.

E. Data Analysis Technique

This study used document analysis or content analysis to find the trend of ELT research. The analysis focused specifically on the areas and topics investigated, the context addressed, and the methods and data sources

used in the studies reviewed. In addition, analysis was also carried out on methods, educational context, and data analysis methods. Because documentary analysis or content analysis is qualitative data analysis, there are several steps that must be carried out in analyzing these data.

The first is choosing ELT research according to the criteria. The criteria that used are the limitations of the research, namely ELT research made from 2019-2021. After the data is collected annually, the researcher prepares a table that is used to classify research trends and issues. The existing table contains columns about research titles, issues, methods, data collection techniques, data analysis techniques, and educational contexts. This table displayed the results of the analysis carried out per study.

No.	Title	Issue	ELT Research Area	Context	method	Data collection	Data analysis
1							
2							

Table 2

Sample table of displaying the data in each study

After filling in the table, the researcher can grouping them again based on the frequency in each group. This grouping is made based on their respective

research trends. The researcher create a table research area in ELT, table educational context in ELT, table of method, and table of data analysis technique.

For research issues, the researcher analyze directly based on the data that has been displayed in the initial table. Then the researcher also compared the frequency of the existing issues per year to be able to see the development of the issue.

Furthermore, the researcher describe the data that has been processed based on the results of the percentage and quantity of studies in each group. This description bring up new facts about trends and issues of ELT research so that conclusions can be seen from the research questions that have been made.

CHAPTER IV
FINDING AND DISCUSSION

This chapter contains the results of study reports that have been made by researchers regarding the trends and issue of ELT research in the English Language Education Department of UIN Walisongo Semarang from 2019-2021. In this chapter there are several sections, namely research finding and discussion of the research.

A. Research Finding

In this section, the researcher explained how the results of the research findings have been carried out to answer the research question. In this study, the researchers have analyzed 121 theses in the English Language Education Department through the repository website of UIN Walisongo Semarang. The study has been filtered, which must be related to English Language Teaching and that has been conducted for the last 3 years (2019-2021).

To find the trend of ELT research in each study, the researcher focuses on several points contained in each study analyzed, namely the research area in ELT, research methods, data analysis techniques, and the educational context in the study. In the research area, the researcher

focused on 11 research areas adopted from M. Abdel Latif (M. Abdel Latif, 2018) covering teacher education, reading, writing, speaking, listening, curriculum/program evaluation, learning practices, vocabulary, language testing, grammar, and ESP learning strategies.

For the research method, the researcher categorizes it into two major groups, namely experimental and non-experimental. Experimental consists of three sub-methods, namely pre-experimental study, true-experimental study, and quasy-experimental study. And the non-experimental method consists of descriptive, Research and Development (RnD), comparative, and correlational. For the data analysis technique, the researcher divided it into three sub-groups, namely quantitative, qualitative, and mixed methods.

1. **Main Trends of ELT Research from 2019-2021**
   a. **Research Area in ELT from 2019-2021**

   In table 3 which contains the scope of research area in ELT Research, the researcher found that speaking, reading, and writing occupy the 3 largest research areas with a percentage of 30.58% (n=37) in speaking, 19% (n=23) in writing, and 16.53% (n=20) in reading. The percentages for studies in the other area ranged

from 7.44% (n=9) to 0.83% (n=1), as in vocabulary was in the percentage of 7.44%(n=9), teacher education 6.61% (n=8), curriculum/ program evaluation 6.61% (n=8), learning practices 6.61% (n=8), listening 2.48% (n=3), language testing 1.65% (n=2), grammar 1.65% (n=2), and ESP learning strategies in 0.83% (n=1).
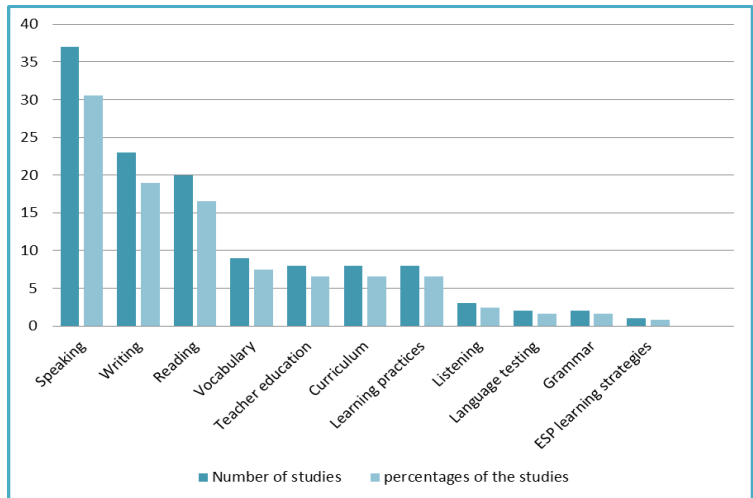
Figure 2

Graphic of ELT Research Area from 2019-2021

No.	Research Area	Number of Studies	Percentage of the Studies
1	Speaking	37	30.58

2	Writing	23	19
3	Reading	20	16.53
4	Vocabulary	9	7.44
5	Teacher education	8	6.61
6	Curriculum/ programme evaluation	8	6.61
7	Learning practices	8	6.61
8	Listening	3	2.48
9	Language testing	2	1.65
10	Grammar	2	1.65
11	ESP learning strategies	1	0.83
	Total	121	100%

Table 3

ELT Research from 2019-2021

Several studies in each area also focus on several topics. As one of the dominant research areas in the English Education Department, studies in speaking mostly discuss the effectiveness of media and the latest methods that can improve speaking skills. In addition, studies related to improving students' pronunciation and problems are also included in this area because pronunciation is the part of speaking skills. Then in this area, it was found that there were studies that discussed the relationship between one language skill and other language skills, such as students' grammatical abilities and students' public speaking skills.

Then in writing most of the existing studies are related to teaching techniques and strategies. Several studies discuss the use of technology-based media in teaching writing skills, game-based teaching, and the relationship of personal factors with increasing the capacity of students' writing skills.

Like in the writing, the majority of existing studies in reading are focused on teaching reading strategies. Their study discusses

the effectiveness of a reading teaching strategy starting from the methods, techniques, and media applied in an institution. Several studies about reading also discuss the relationship of personal identity with reading skills, strategies in reading comprehension development, and students' reading problems.

In the research area of vocabulary, several existing studies have the topic of learning media in teaching vocabulary. The use of existing media can be in the form of online learning media, audio media such as songs and games that can be used to improve vocabulary enrichment.

In teacher education, some research that has been reviewed is within the scope of teacher challenges in teaching. This study contains what are the obstacles faced by a teacher in the teaching and learning process and find the right solution to solve the problems. In addition, in the teacher education area, several studies also discussing about teacher perception in implementing learning strategies and evaluating pre-service teacher activities.

As for curriculum/program evaluation studies, some of the studies included in this research area are studies that discuss ESP Program and textbook evaluation. They focused on reviewing the context of a curriculum used in a formal or non-formal educational institution. The review made is useful to find out how the process of implementing the curriculum in the education unit.

The reviewed of EFL language practices studies deal with various issues including students anxiety in learning English, student learning style, and students perception in learning english. The study included here is a non-linguistic dimension studies and purely unrelated to the four language skills.

On the other hand, studies that focus on listening skills are inversely proportional to the other 3 core language skills. There are still few studies that discuss listening skills in the English Language Education Department in the last three years. Several existing studies only discuss student problems in listening comprehension and

student perception in using learning media based on technology.

Then for the last 3 research areas, there are only a few topics that can be found in the ELT Research of English Language Education Department from 2019-2021. For language testing, the studies discussed about developing formative assessment in ELT and developing media to teach TOEFL. After that, in grammar there is an study namely strategies in teaching grammar. Finally, the last one is ESP learning strategies. Of course, the contained in this research area is a study that discusses the use of learning media in ESP.

Based on the explanation above, it can be concluded that almost every existing research area is related to teaching strategies. Teaching strategies are related to the use of media, methods, strategies, techniques in overcoming a problem faced by students when learning EFL. That way, the researchers who conduct studies related to teaching strategies can find out how effective the media, methods, strategies, and

techniques they use in the teaching and learning process.

b. Research Method In ELT Research from 2019-2021

In grouping the research methods in each study, the researcher divided it into 2 groups, namely experimental and non-experimental. Based on table 4, it can be seen that non-experimental research is twice as dominant as experimental studies with a percentage of 71.07% (n=86), whereas 28.93% (n=35) of the studies is experimental research.

Method	Number of studies	Percentages of studies
Non-experimental	86	71.07
Experimental	35	28.93
Total	121	100%

Table 4

Research Method in ELT Research from 2019-2021

For non-experimental research, some studies located in descriptive for 70 studies, research and development (RnD) for 6 studies, 9 studies in correlational, and 1 studies about

comparative study. And for experimental studies itself, it was found that there were 3 studies using pre-experimental research, 19 studies using true-experimental research, and 13 studies using quasi experimental research methods. So, it can be concluded that the dominant research method is non-experimental, especially in the form of descriptive.

c. **Data Analysis Technique in ELT Research from 2019-2021**

Table 5 contains the data analysis techniques used in each of the reviewed studies. In this table, it is explained that the majority studies in the English Language Education Department regarding ELT research use qualitative methods as data analysis techniques as much as 56.20% (n=68). Then for quantitative data analysis, the percentage is 38.48% (n=47). In addition, there are several studies that use the mixed method as much as 4.96% (n=6).

Data Analysis Technique	Number of studies	Percentages of studies
Qualitative	68	56.20

Quantitative	47	38.84
Mixed	6	4.96
Total	121	100%

Table 5

Data Analysis Technique of ELT Research from 2019-2021

For qualitative research data, almost all existing studies use the triangulation method (observation, interview, documentation) but there are also some studies that only use one or two techniques of triangulation in collecting their data. Then to analyze the existing data, these studies use data analysis techniques, namely data reduction, data display, and conclusion drawing/verification. While some studies also add data collection in the early stages of their data analysis.

Then for quantitative data, the data collection methods mostly use tests and questionnaires. This makes the form of data analysis used to be analyzed using a pre-requisite analysis data technique to find out whether the distribution of the data used in these studies is normal or not. After that, just do a hypothesis test

to find out the results of a study conducted and it depends on the research method used.

Similarly, mixed methods are also used in some existing research, namely research in the form of RnD (Research and Development). As the name implies, the mixed method is a combination of qualitative and quantitative data analysis methods. So that the analysis results obtained can be in the form of descriptive data (qualitative) and numerical data (quantitative).

d. **Educational Context of EFL Research in 2019-2021**

After knowing the research trends, research methods, and data analysis techniques, the educational context in each studies will be presented. Table 6 below is the distribution data of the educational context of the studies reviewed.
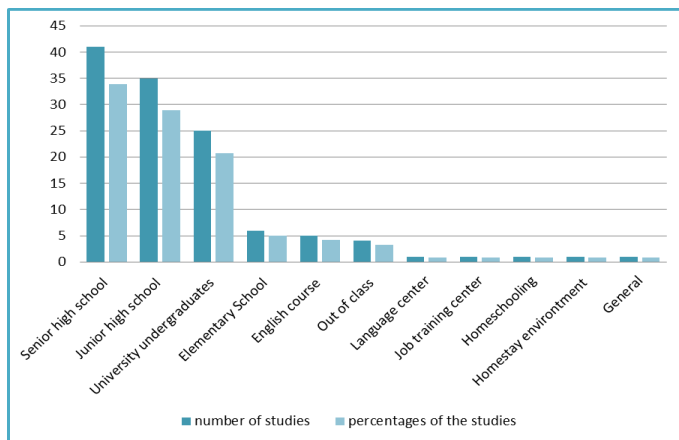
Figure 3

Graphic of Educational Context from 2019-2021

No.	Educational context	Number of studies	Percentages of studies
1	Senior high school program	41	33.88
2	Junior high school program	35	28.93
3	University undergraduates program	25	20.66
4	Elementary School	6	4.95

	Program		
5	English course institute	5	4.13
6	Out of class program	4	3.30
7	Language center	1	0.83
8	Job training center	1	0.83
9	Homeschooling	1	0.83
10	Homestay environtment (society)	1	0.83
11	General	1	0.83
	Total	121	100%

Table 6

Educational Context of ELT Research from 2019-2021

In the table, it can be found that the majority of studies in the English education department related to EFL during the last three years were made and aimed at the senior high school program level with a percentage of

44

33.88% (n=41). Then followed by the senior high school program at 28.98% (n=35). For university undergraduates program is in third place with a percentage of 20.66% (n=25). This proves that there are still many studies being made in the campus environment and making the campus an object of study for students in the English education department. In elementary school program only has a percentage of about 4.95% (n=6). Similarly, the English course institute is not much different from elementary school, which has a percentage of 4.13% (n=5). Out class program has a percentage of 3.30% (n=4). and finally for language centers, job training centers, homeshooling, and homestays only have a percentage of about 0.83% in each group or in other words only have 1 study that is within the scope of the educational context. then for the class of general, it is one of the classes that cannot be defined into one of several educational contexts because the study in question is intended for the public without having a background educational context in it.

2. **Main Issues of ELT research from 2019-2021**

    a. **Students Learning Problem and Disabilities**

    To conduct a research, it is certain that there is a problem that must be solved. This is because the problem statement offers the context necessary for addressing the why question from a research (Tracy, 2007). So, it is certain that in a research related to education, the problems that exist are also related to learning problems and disabilities.

    In fact, the problems faced by students in learning ELT are very complex. In the teaching and learning process, there are many obstacles that students can face in understanding a material. The problems faced can also come from personal problems ranging from personal identity, motivation, student learning style, anxiety. As in one of the studies entitled "The Influence Of Learning Motivation Toward Students' Writing Ability On Recount Text at Tenth Grade TKJ of SMK Sakti Gemolong Sragen in The Academic Year of 2018/2019". In this study, it is explained how the relationship between motivation and students' writing ability is explained. It is also

explained that the main problem when students have learning difficulties, especially in learning to write, is the lack of motivation. High motivation can make them enthusiastic in participating in the learning process (Arimbi, 2019).

Then the problems in the learning process faced by students can also be caused by the environment. One example of a problem caused by environmental factors that is most often found in several theses at the ELT in English Education Department is the problem of the Covid-19 pandemic in the last 3 years. The pandemic has hampered the teaching and learning process because students have to limit their social interactions in the classroom. They must carry out the learning process through online media. As in the study entitled "Video-Mediated Teaching Vocabulary During Covid-19 Pandemic: A Case Study at MIN 1 Kendal". In this study it is explained that in the learning process during a pandemic, teachers must always be creative and innovative in the use of online learning media. Especially for young learners, they have to get special treatment because they often feel bored

when given monotonous learning media (Herlambang, 2021). Therefore, the authors of this study used video-mediated to assist students in improving their vocabulary skills.

From several review studies above, it can be seen that the role of learning strategies is very important in overcoming student learning problems and disabilities. Existing strategies in the form of using media, methods, and techniques are one way that can be used to overcome the problems faced by students.

In addition to teaching learning strategies, some of the existing research is also in the form of descriptive analytical research where the existing studies only explain how the condition of students towards an existing problem without providing a direct solution such as student perception of the problem that is the issue in their study. One of the related studies is "EFL Students' Perception of Synchronous and Asynchronous E-Learning during the Covid-19 Pandemic". This study provides an explanation of how students perceive the implementation of the learning process during a pandemic where the learning

process during a pandemic must be carried out online through synchronous and asynchronous (Nisa, 2021). With this, it can be found how to implement the online learning process based on the students' point of view.

Then, to see how the issue of student learning problems and disabilities has developed over the last three years, the researcher sees that there are not many differences in the problems faced by students from year to year. This is because the problems that occur are always related to personal, social, and environmental relationships with students. In addition, this problem will always be an ongoing issue. It's just that what distinguishes it every year is the development of the chosen strategies and the form of studies that are made.

In the studies that have been reviewed, in 2019 the researcher found that most studies used non-technology-based learning strategies. This is because this year is a transition period from towards a pandemic so the use of technology is not as massive as it is now. On the other hand, the majority of these studies are quantitative,

although in fact in 2019 the majority of research in ELT was qualitative. This is evidence that the studies in 2019 are still not too affected by the pandemic even though there have been several studies that have taken the topic of online learning.

Then in 2020, the majority of studies in the English Education Department about ELT are in the form of descriptive research analysis, although there are still some quantitative research related to the application of teaching strategies. With this, it is certain that in 2020 the majority of these studies will be conducted during a pandemic where the teaching and learning process can only be carried out online so that the form of study is in the form of descriptive data analysis. And this year saw rapid developments related to research that put technology as the main road in the implementation of the learning process.

Similarly, the study studies in 2021 are also in the form of descriptive analysis studies. However, this year both of teaching strategic studies and analytical studies are made in a qualitative method. This is different from the

studies in 2019 where most studies on teaching strategies are still made in the form of quantitative research. even though some of the quantitative studies in 2021 were conducted before the pandemic occurred, but can be completed and tested in 2021. This year too, the use of technology is increasingly massive in solving student learning problems and disabilities.

b. **Teacher Problems and Difficulties in Teaching**

In the teaching and learning process, not only students have difficulties, but teachers also have some difficulties. Based on Law number 14 of 2005 concerning teachers and lecturers, it is explained that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal basic education, and secondary education (Van Damme, 2001). In carrying out this task, sometimes teachers experience some difficulties. This difficulty will have a direct impact on students in the teaching and learning process. With difficulties like this, the learning objectives cannot be achieved.

Based on the teacher's understanding, it can be seen that the teacher's task is very complex. Teachers must prepare, implement, and evaluate (Kiely, 2014). Sometimes in reality, the implementation is not in line with what has been prepared. there are things that make teacher imbalances in the teaching and learning process. One of the studies that discusses this is "The Inconsistency Between The Pre-Service Teachers' Lesson Planning And Their Performance In Micro-Teaching Class". Although this study was made for pre-service teachers, this study can prove that there is an inconsistency of teachers in applying their lesson plans while teaching (Ani Sartika Ayu, 2021).

During the last three years, there were no significant developments on the issue of teacher problems and difficulties. In 2019 only 1 study was found that discussed the teacher barrier in teaching. Then in 2020 there are 3 studies discussing teacher challenges and teacher perception. Similarly, in 2021 there will only be 4 studies on problems in pre-service teachers,

teacher perception, and types of teacher in assessment.

c. **The Development of Technology**

In this era of globalization, technology is advancing. The development of existing technology can also help the development of the educational field. Existing technology can help students' teaching and learning process with the aim of making it easier for students to achieve learning goals.

In English Education Department of UIN Walisongo Semarang from 2019-2021, it was found that several studies discussed the use of technology in the learning process. the use of technology in some studies are located in the form of technology-based learning media, the use of technology to conduct assessment, and evaluation.

Like one of the following studies entitled "Students' Perception of Learn to Speak English Deluxe 10 Software for Improving Listening Skills". In this study, the author explains how the students' perspective when learning listening skills using software applications (Wahyu, 2020).

The use of learn to speak english deluxe 10 software is the implementation of CALL (Computer-Assisted Language Learning) which aims to increase enthusiastics in the learning process.

Then, in ELT research, the researcher found that there have been significant developments in the use of technology during the last 3 years. In 2019, the use of technology in education, especially as a learning medium, is still in the form of simple technology such as the use of movies, audio, photographs, and others. Although there are also some media based on CALL (Computer-Assisted Language Learning) such as tell me more software and rosetta stone software.

In 2020 and 2021, this is where the massive use of technology, especially internet-based technology, will begin to appear. Some of the technologies used in this research are advanced technology, where the use of existing technology has made the internet the main access in its application. In 2020, several studies related to the use of technology, namely quizziz,

grammar for toefl Apps, Google Form, Whatsapp, learn to speak english deluxe 10 software and vlog. Then for the technology used in several studies published in 2021, namely e-learning moodle, google classroom, mobile technology apps, and video mediated.

So it can be concluded that the development of technology as a supporting material for the educational process will continue to exist. And the technology used in education will also grow from year to year following the times.

d. The Curriculum Development

Currently, the development of the curriculum in schools is very developed. The curriculum used is not only limited to the curriculum set by the government, but each school also has the freedom to create their own curriculum without having to deviate from the implementation of the existing curriculum in Indonesia.

Some research is made for a reason (Viki, 2012). In the concept of curriculum development, schools apply the curriculum that they have

designed according to their own needs, and this is where ESP is applied. Several vocational schools, schools for people with disabilities, homeschooling, job carrier centers and other institutions must have their own teaching curriculum. This is because each educational institution has different goals for their graduates.

In addition, evaluation of the curriculum is also very important. Evaluation is a method used to assess a curriculum and its parts such as syllabus, textbooks, lesson planning, and others. In fact, the application of a curriculum in a school must have a negative and positive side. Here, evaluation is useful to see existing deficiencies so that they can be suggestions for future improvements.

Like one of the following studies that discusses the curriculum as a research issue. This study is entitled "English Teaching and Learning at Balai Latihan Kerja Komunitas Nahdlatut Thalibin". This study discusses how the English teaching curriculum is applied in the vocational training center. This study describes the learning process works, such as the teaching methods,

learning media, learning objectives, and assessment used.

Different from the previous two issues, the development of ELT research which has issues regarding the curriculum has actually decreased in quantity in the last three years. In 2019, 7 studies were found that discussed the curriculum. Two of them are research on textbook evaluation and the other 5 discuss the curriculum of ESP which is applied in several institutions. Then a significant decline was seen in 2020 and 2021, because in 2020 only one study was found on the curriculum, and even then it only discussed the curriculum of ESP. Finally in 2021, there was no research that discussed the curriculum at all.

B. Discussion

Based on the results of analyzing the trends and issues of ELT research at the English Education Department of UIN Walisongo Semarang for the last 3 years, several facts can be found. The first fact is that the trend of ELT research in general is research in the form of teaching and learning strategies. These teaching and learning strategies are found in various research areas, especially the dominant research area, namely speaking.

Possible factors that make speaking the majority of research areas because speaking is the skill most related to communication. This is in accordance with the main purpose of language, namely as a means to communicate with other people.

Then the majority of research uses descriptive qualitative method as a research method and data analysis technique. This indicates that the existing research in the English Education Department has a tendency to make research in the form of descriptive qualitative. This tendency can be influenced by various factors ranging from student personal factors such as the idea that qualitative research is easier than quantitative research due to the inability of students to analyze quantitative data using statistical formulas. On the other hand, student external factors can also influence students in choosing research methods such as the form of research used in previous research related to their topic, following the research method chosen by their friends, and suggestions given by the supervisor.

For educational context, the majority are in the institutional scope of Senior High School and junior high school. This is in accordance with school institutions at the two levels of education because junior high school and

senior high school are levels of education that require teachers who have graduated from English education to teach English education. English education is the main subject. This is different from English education in elementary school. In elementary school, English subjects are not mandatory and only a few schools make it a subject. In addition, the target teachers in elementary school are teachers who come from graduates majoring in elementary school education who are competent and able to teach basic English for their level.

Furthermore, if we look at the global trend of ELT Research based on Yillin statement, it can be ascertained that the trend of ELT research in the English Education Department is also following global developments. This can be seen from several trends of ELT research discussing change in teaching content, curriculum design, expanding the dimension of communicative competence, and rapid development based on integration of information technology.

And from the global trend, what dominates is expanding the dimension of communicative competence. It is proven that the majority of the studies that have been reviewed discuss speaking. Studies that are in the speaking scope are studies that aim to improve students'

speaking skills by providing strategies that are appropriate to the situation and student needed (Miraei Mohammadi et al., 2021).

After knowing the existing trends, the researcher will be explained about how the issues developed. Issue is one of the most important things in making a study because the issue can be the background of the problem (Almuhaimeed, 2022). With the background of the problem created, a research can be conducted according to what has been planned.

Then there are several things that must be considered regarding the issue of ELT research at UIN Walisongo Semarang. Issues in ELT research are only taken based on the exposure of the study authors in the background of the study. So this makes the researcher can only categorize research issues into several groups. From what has been reviewed by the researcher, it was found that there are several issues that form the basis of conducting research, namely student learning problems and disabilities, teacher problems and disabilities in teaching, the development of technology, and curriculum development.

The development of existing issues also varies depending on the student's condition when conducting a

study (Khoiroini et al., 2003). It's just that here the researcher gives how the issue being majority in every year even though it is quite clear that in some issues no significant development has been found.

Actually, the researcher needs more data to prove some of the arguments outlined in this discussion, such as the factors that influence the trend and development of issues in ELT research. Because to find the existing factors, the researcher needs other sources and does not only use reviewed studies about ELT research. So, more in-depth research is needed in the future in order to find answers that still cannot be described in this research.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusions of this study are presented in this chapter. Some conclusions are built up based on the result which discussed in the Chapter IV. Furthermore, the writer also proposes several suggestions for guidance in conducting further research related to the same issue.

A. Conclusion

Based on the explanations described above, it can be concluded that there are several trends of ELT research in English Education Department of UIN Walisongo Semarang from 2019-2021. From 121 theses have been analyzed, the majority in the research area/topic is speaking with a percentage of 30.58% (n=37). Then non-experimental became dominant compared to experimental in the scope of method with a percentage of 71.07% (n=86). Similarly, in the data analysis technique it was found that qualitative research got a higher percentage of 56.20% (n=68). On the other hand, high school seniors with a percentage of 33.88% (n=41) became the main basis for the educational context in conducting research. In the research trend of ELT research at the English Education Department of UIN Walisongo Semarang, it

was found that the developing trend also followed the global trend of ELT research based on Yilin statement, especially those within the scope of expanding the dimension of communicative competence.

Then for the existing issues, the researcher found that there were some issues in studies or thesis of undergraduate students for the last three years, namely students learning problems and disabilities, teacher problems and differences, technology development, and the development of curriculum. Almost all of the studies focuses on student problems related to using learning strategies as a solution. In addition, the learning strategies used are also related based on technology. In 2019, research strategies are identical to non-technology based learning strategies and the majority of research made is also quantitative. In 2020 and 2021, it was found that there were rapid advances in technology as learning strategies and research made mostly qualitative. This is different from the issue of the teacher problems and difficulties in teaching and development of curriculum. In these two issues, the development is not very visible and there is even a decrease in the quantity of research as in research that discusses the issue of the development of curriculum.

B. Suggestion

Because this research is still limited in exploring sources about trends and issues in ELT research, the researcher hopes that there will be further studies related to research trends and issues. Several research gaps related to methodological, topical, and contextual can help researchers find things that have not been explained in detail in this study, such as factors that cause the dominance of trends and issues in ELT research.

In addition, the researcher wants the further researcher to try to dig deeper into research trends and issues in ELT research by extending the object of study such as the last 5 years or the last 10 years. With that way, the development of existing research trends and issues will be clearly visible.

REFERENCES

Abilasha, R., & Ilankumaran, M. (2014). Trends in English Language Teaching Today. *International Journal on Studies in English Language and Literature (IJSELL)*, *2*(11), 46–52.

Almuhaimeed, A. (2022). Research Trends in ESL/EFL: A systematic investigation of studies in ELT Journal and TESOL Quarterly. *Journal of Language and Linguistic Studies*, *18*(2), 918. www.jlls.org

Ani Sartika Ayu, D. (2021). *The Inconsistency Between The Pre-Service Teachers Lesson Planning and Their Performance in Micro Teaching Class* [UIN Walisongo Semarang]. http://eprints.walisongo.ac.id/10675/2/1405 60768.pdf

Arimbi, D. A. (2019). *the Influence of Learning Motivation Toward Students'Writing Ability on Recount Text At Tenth Grade Tkj of Smk Sakti* [UIN Walisongo Semarang]. http://eprints.walisongo.ac.id/10903/1/1403 046082.pdf

Arta, G. J., Ratminingsih, N. M., & Hery Santosa, M. (2019). The Effectiveness Of Blended Learning Strategy On Students' Writing Competency Of The Tenth Grade Students. *JPI (Jurnal Pendidikan Indonesia)*, *8*(1), 29. https://doi.org/10.23887/jpi-undiksha.v8i1.13501

Brown, D. (1994). Teaching by Principles; An Interactive Approach to Language Pedagogy. *Prentice Hall Regents*.

Chong, C. S. (2018). *Ten Trends And Innovations In English Language Teaching for 2018*. British Council.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (M. Marchani (ed.); fourth). Sage publications.

Herlambang, A. (2021). *Video-Mediated Teaching Vocabulary during Covid-19 Pandemic: A Case Study at MIN 1 Kendal* [UIN Walisongo Semarang]. http://eprints.walisongo.ac.id/17653/3/1303046099.pdf

Hockly, N., & Dudeney, G. (2018). Current and Future Digital Trends in ELT. *RELC Journal*, *49*(2), 164–178. https://doi.org/10.1177/0033688218777318

Kember, D. (2000). Lecturers Approaches to Teaching and Their Relationship to Conceptions of Good Teaching. *RELC J*, *28*(5), 469–490. https://doi.org/10.20944/preprints201911.0380.v1

Khoiroini, M. Y., Paraningtias, E., Aryatama, D. K., Bachtiar, M. H., Nafia, Z. I., & Oktirisyani, F. (2003). *ELT Trends in Asia : Current Trends and Issues of English Language Teaching Practice*. *2003*, 1–23.

Kiely, R. (2014). Connecting to Teachers: The Case for Language Teaching Research in the Social Science. *ELT Journal*, *68*(4), 442–450.

Krippendorff, K. (2004). *Content Analysis An Introduction to Its Methodology*. Thousand Oaks, CA:Sage Publisher.

Latif, M. M. M. A. (2018). English language teaching research in Egypt: trends and challenges. *Journal of Multilingual and Multicultural Development*, *39*(9),

818–829. https://doi.org/10.1080/01434632.2018.14452 59

McCombes, S. (2019). *How To Create A Research Design*. Scribbr. http://www.scribbr.com/research-process/ research-design

Miraei Mohammadi, M., Alavi, S. M., & Khatib, M. (2021). The Effect of Face-to-Face Verses Online FLIP Learning on the Speaking Skill of Lower-Intermediate Iranian University EFL Learners. *Journal of English Language Pedagogy and Practice*, *14*(28), 200–220. https://dx.doi.org/10.30495/jal.2022.687592

Mutmainah Faizatul. (2019). *Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya*. 1–59. digilib.uinsby.ac.id/35636

Nassaji, H. (2015). The scope of language teaching studies. *Language Teaching Research*, *19*(4), 394–396. https://doi.org/10.1177/1362168815591391

Nisa, R. C. (2021). *EFL Student Perception of Synchonous and Asynchonous E-Learning during covid-19 Pandemic*. UIN Walisongo Semarang.

Porto, M., López-Barrios, M., & Banegas, D. L. (2021). Research on English language teaching and learning in Argentina (2014-2018). *Language Teaching*, *54*(3), 355–387. https://doi.org/10.1017/S0261444821000082

Thohir, L. (2017). Motivation in Foreign Language Teaching and Learning. *Vision*, *6*(1), 20–28. https://doi.org/ 10.21580/vjv6i11580

Tojo, H. (2017). Trends in Qualitative Research in Three Major Language Teaching and Learning Journals (2006-2015). *International Journal of English Learning Teaching*, *4*(1), 145–169. https://doi.org/10.5430/ijelt.v4n1p37

Tracy, S. (2012). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley-Blackwell Publisher.

Van Damme, D. (2001). Quality Issues in The Internationalisation of Higher Education. *Higher Education Journal*, *41*(1), 415–441.

Viki, M. M. (2012). Research Trends in English Language Teaching. *IJET Journal*, *1*(1), 52–70. https://doi.org/10.21580/nw.2012.6.1.457

Wahyu, A. S. (2020). *Students' perception of learn to speak English Deluxe 10 software for improving listening skill* [UIN Walisongo Semarang]. http://eprints.walisongo.ac.id/12823/%0A

Waters, A. (2012). Trends and issues in ELT methods and methodology. *ELT Journal*, *66*(4), 440–449. https://doi.org/10.1093/elt/ccs038

Yilin, S. (2014). *Major Trends in The Global ELT Field: A Non-Native English Speaking Profesionals Perspective*. TESOL International Association. https://doi.org/10.22460/project.v4i4.p672-684

APPENDICES

Appendix 1

Table of Analysis Trends and Issues of ELT Research from 2019-2021

2019

No.	Title	Issue	ELT Reseach Area	Context	Method	Data Collection	Data Analysis
1	A COMPARATIVE STUDY BETWEEN PROBLEM BASED LEARNING AND INQUIRY-BASED LEARNING TO TEACH READING OF RECOUNT TEXT	in MTs Al-Mubarok Bonang Demak, the researcher found the phenomenon that most of the students didn't care with their ability in reading comprehension. There are some students who feel that English is a difficult subject. So to help them in facilitating reading comprehension, the teacher need to know the suitable method in learning process. in this research, the researcher trying to comparing 2 method, problem based learning and inquiry based learning. in the last, she will know what is the best method for student in learning reading comprehension especially in recount text.	reading (comparative study between two method)	junior high school program	quasi-experimental method (quantitative research)	test (post test) and documentation	statistical data analysis (validity, realibility test, and T-test)
2	COOPERATIVE LEARNING IN TEACHING WRITING (A DESCRIPTIVE STUDY AT THE SEVENTH GRADE OF MTS AL ISHLAH PAGERUYUNG, KENDAL IN THE ACADEMIC YEAR OF 2018/2019)	sometimes in the learning process not all students act actively in class. Especially when carrying out assignments in groups, not all students take a role in carrying out assignments. they thought that without them, the task would also be complete. cooperative learning, as one of the learning methods will overcome this. In cooperative learning, all students must be involved. All students must participate actively in the learning process. and to support the cooperative learning process, a teacher must make the learning process as interesting as possible by choosing the appropriate learning media, then increasing student motivation, and so on.	writing (teaching strategies)	junior high school program	descriptive qualitative research	observation, interview, documentation	data reduction, display, verification
3	CUNNINGSWORTH-BASED THEORY 0F TEXTBOOK EVALUATION ON WHEN ENGLISH RING'S A BELL FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL	Textbook is an important source in learning, especially learning foreign languages. But the reality is quite difficult to get English textbooks that contain material according to the applicable curriculum. Evaluation of textbooks is considered important even though the government has released a list of textbooks that are following the curriculum.	curriculum (textbook evaluation)	junior high school program	descriptive qualitative research	Documentation	analyze, comparing with the criteria, interpreting the result, comparing with other theory, conclusion

	PUBLISHED BY MINISTRY OF EDUCATION AND CULTURE						
4	DEVELOPING A MODEL OF ISLAMIC RECOUNT TEXT MATERIAL FOR THE TENTH GRADERS OF SMA IP (ISLAM PLUS) AL-BANJARI BLORA IN THE ACADEMIC YEAR OF 2019/2020	As a country where the majority of the population is Muslim, it is appropriate that we find many Islamic schools ranging from elementary to senior high school levels. At the school, Islamic values are one of the main curricula that must be taught by teachers, including in English lessons. Here, the reseacher wants to develop English material, namely recount text by providing Islamic values. With that, students not only learn English about recount text, but they also learn morality through Islamic recount text.	reading (developing material)	senior high school program	research and development (RnD) method	questionnaire and test	descriptive analysis (data collection, data reduction, data display, and conclusion), Test of Instrument, Pre-requisite Test, and Hypothesis Test.
5	DEVELOPING ENGLISH VOCABULARY CARDS FOR TEACHING ENGLISH VOCABULARY TO THE FOURTH GRADE STUDENTS OF SD N 02 PURWOYOSO SEMARANG	in SD N 02 Purwoyoso Semarang have difficulties in mastering English vocabulary due to the lack of media used in the teaching and learning process. The researcher need to find the best media for student in improving their vocabulary enrichment. So she trying to using vocabulary card as a medium.	vocabulary (teaching media)	elementary school	Educational Research and Development (R&D)	obervation, interview, questionaire, and test	qualitative (Collection, reduction, display, and colclution) and quantitative (Instrument Validity Test, Pre-requisite Test that consists of Normality Test and Homogeneity, and Hypothesis test)
6	DEVELOPING MATERIAL TO TEACH NARRATIVE TEXT THROUGH POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2 KUDUS IN THE ACADEMIC YEAR OF 2017/2018	Science and technology have been progressing rapidly. It has given significant influence on human life. The development of technology also influences many aspects of education. One of them is the use of technology as a learning medium. Powtoon, as a video animation maker application that has many interactive features. The researcher believes that by developing teaching materials using Powtoon, it can increase students' interest and motivation in learning English, especially understanding narrative text.	reading (technology-based learning media)	senior high school program	research and development (RnD) method	observation, questionnaire, pre-test, and post-test.	qualitative (collection, display, reduction, conclusion) quantitative (Instrument Validity test, consist of validity analysis, reliability, difficulty level analysis, different of power analysis. Pre-requisite Test, consist of Normality Test, homogeneity,

						and hypothesis test)
7	DEVELOPING MOODLE E-LEARNING MEDIA TO TEACH DESCRIPTIVE TEXT WRITING (A STUDY AT X GRADE OF SMK NU MA'ARIF 01 SEMARANG IN THE ACADEMIC YEAR OF 2018/ 2019)	the researcher found a problem faced by students at SMK NU Ma'arif 01 Semarang, where students were still confusing of writing descriptive text. Some students got good score but some students got unsatisfying score. They got under the minimum passing score. So, it became a problem that is important to be solved. Currently, technology can also help overcome these problems, one of which is by providing suitable learning media. and here the researcher tries to use Moodle as the learning medium.	writing (technology based learning media)	senior high school program	Educational research based design(R & D	questionaire, test, and documentation	descriptive analysis (data collection, data reduction, data display, and conclusion), Test of Instrument, Pre-requisite Test, and Hypothesis Test.
8	EFL STUDENTS' LEARNING STYLES (A DESCRIPTIVE STUDY AT THE SEVENTH GRADE OF MTS. MIFTAHUL ULUM NGEMPLAK MRANGGEN DEMAK IN THE ACADEMIC YEAR OF 2015/2016)	Each student has their own learning style. They use their learning style type to enhance their knowledge and skills in English learning process. They learn through seeing, hearing, or doing something. In this case, students' learning style types help teachers to develop their classroom activity. The teacher can improve a good learning environment; challenging and exciting include deciding appropriate technique, strategy, or learning styles for processing learning materials.	learning practices (student learning style)	junior high school program	descriptive qualitative method	questionaire and interview	preparation, tabulation, and the application of the data
9	ENGLISH LANGUAGE TEACHING AND LEARNING AT ENGLISH CAFÉ CHAPTER SEMARANG	Learning English is an important language for today. Many reasons make everyone learn this language, for the simple reason like to be able to speak with foreigner until for the crucial need such as to fulfill job requirement that almost all of it contains English language ability as the criteria. Now, to learn English, you don't have to go to class, we can follow existing courses such as an English Cafe. As the name implies, English Cafe is a course institution that is designed like a cafe and is in the form of a cafe. This is what makes the researcher interested in looking more deeply into the process of learning the English course activities that are there.	curriculum	out of class program	descriptive qualitative method	observation, interview, documentation	reduction, display, conclusion/ verification

10	ENGLISH LANGUAGE TEACHING AT GERTRUD BAEUMER VOCATIONAL SCHOOL IN LUDENSCHEID GERMANY	ELT in Germany schools are considered a successful. High school students are required to master the skill of speaking considering English is the second language in Germany. As well as in Gertrud Baeumer Vocational School, the focus of ELT is on speaking, so students can communicate in English when they face the real workplace. Thus, the teachers in Gertrud Baeumer Vocational School are creative in order to create the teaching and learning process can be more interesting and conductive. for this reason, the researcher was inspired to find out how the process of learning English is carried out by vocational schools in Germany	curriculum	Vocational school program (equal to senior high school)	descriptive qualitative method	observation, interview, documentation	data collection, data reduction, data display, and conclusion/verification drawing
11	ENGLISH LANGUAGE TEACHING LEARNING AT ROEMAH DIFABEL OF SEMARANG	English has become the famous language which people over the world use to communicate with each other and globalization era. Thus, English is essential to study. In Indonesia, English is the most important subjects that have been taught in every school. This case, the researcher explained the teaching English language for Disability because disability should get the education and English language same like ordinary people.	Curriculum	out of class program	qualitative field method	observation, interview, documentation	reduction, display, conclusion/ verification
12	ENGLISH PRONUNCIATION TEACHING PRACTICES TO EFL LEARNERS: WORKING WITH THE TONGUE TWISTERS AT THE EMINENCE COURSE PARE KEDIRI INDONESIA	Pronunciation has become famous for EFL learners who want tospeak English properly and correctly. but most of the pronunciation of EFL learners in Indonesia is still weak. Besides, there are not enough media to teach pronunciation. For years, teachers and researchers have been trying to find the most effective way to teach it pronunciation to their learners. They use minimal pairs, partner dictation, phonetic transcription, and even video shows to provide the right model for their learners. Unfortunately, these methods are only believed to work effectively in adult students. Meanwhile, recent English language learners are not only adults but also children. Thus, there is a need to find the right technique in teaching English, especially pronunciation, to young students. In this part, the researcher choosing the tongue twister method as the media to improve student pronunciation for young learners.	pronounciation (speaking)	english course	descriptive qualitative method	observation, questionnaire, interview	data reduction, data display, conclusion/verification

13	ENGLISH SPEAKING PROGRAM AT ATTANWIR LANGUAGE CENTER (A STUDY AT MA ISLAMIYAH ATTANWIR TALUN BOJONEGORO)	speaking is important skill for communication. Based on the researcher's experience, mostly Indonesian students have a habit of learning English, such as they tend to write some Indonesian words before practicing English speaking. Therefore they need community and program which support to practice and increase their English speaking skill. By joining the English program activity, the student will be more confident, and automatically their English speaking skill will be enhanced. At Tanwir language Center is the one of extracuriculer english program in MA Islamiyah Attanwir. the researcher want to know the proses of english program especially in improving student speaking skill.	speaking (program in teaching english in specific skills)	senior high school program	descriptive qualitative method	observation, interview, documentation	reduction, display and conclusion
14	ENGLISH TEACHING AND LEARNING IN BILINGUAL NATURAL SCIENCE CLASS	As one of the Islamic schools in Demak, MAN Demak is one of the schools that applies the bilingual program as the language of instruction for education. The bilingual program is one of the flagship programs where a school will use a foreign language such as their English as the language of instruction in every material, including non-English material without compromising their first language. There are many benefits from this program, especially in shaping students' ability to communicate using English. Therefore, the researcher was interested in knowing how the process of implementing this program at MAN Demak was.	curriculum	senior high school program	qualitative descriptive study	observation, interview, documentation	data reduction, data display, conclusion drawing/verification
15	GUIDED QUESTIONS TO INCREASE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY AT THE EIGHTH GRADE OF SMP I MIFTAHUL HUDA JEPARA IN ACADEMIC YEAR 2018/2019)	in current days writing has been a central issue and become the important skill in learning english. But in fact, writing is not easier than what the people think. Writing is complex skill and need more creativity in bulilding some texts. So to help student in improving their writing skill, the researcher using guided qurstion method. she expected with this method, student can write a coheren text especially in writing descriptive text.	writing (teaching strategies)	junior high school program	quantitative method	test (post test) and documentation	pre-requisite test (normality, homogeneity, and test of average), T test
16	LANGUAGE LEARNING SPEAKING STRATEGIES USED BY NON-ENGLISH DEPARTMENT STUDENTS (A CASE STUDY AT LSB UIN	The language skills of Non- English Education Department students in speaking and arguing, especially in terms of speaking skills, have not optimally based on the reseacher observation. Students should become aware that their failure is due to the use of an in-appropriate learning strategy rather than an insufficiently developed skill. so it is important to	speaking (teaching strategies)	undergraduate university student program	descriptive qualitative research	questionnaire and interview	data reduction, data display, conclusion/verification

	WALISONGO IN THE ACADEMIC YEAR 2019/2020)	know the strategies to develop their speaking skill for non-english department student.				
17	MULTIPLE INTELLIGENCES IN EFL LEARNING	SDIT Assalamah is an Islamic elementary school which is located at Ungaran. The school is one of schools that implementing Multiple Intelligences in teaching and learning activity. Here, the teacher arrange learning activity based on multiple intelligence. multiple intelligences theory develops a framework which assists in explaining individual variations in children second language learning proficiency. it is clearly seen that multiple intelligences is very appropriate for children in learning and developing English. with this reason, the researcher want to knowing how the implementation of multiple intelelligences for EFL learning especially for your learners	learning practices	elementary school	descriptive qualitative research	observation, interview, documentation	data reduction, data display, conclusion/verification
18	PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS	in fact many students feel that listening is a difficult skill and they had problems when listening. One of the factors that caused the difficulties or problems in listening skill are the lack of vocabulary mastered, thus making students not understand what the speaker is saying. Therefore, to solve the problems that had by students in need of appropriate learning strategies to solved these problems. One of the ways is that students have to become actively involved in learning is by using listening strategies. so in this research the researcher trying to find the problem of students in learning comprehension and also their strategies in solving that problem.	listening (student problems)	undergraduate university student program	qualitative research	questionaire	data reduction, data display, conclusion/verification
19	PUBLIC SPEAKING PROGRAM IN BILINGUAL CLASS AT MAN 2 KUDUS	speaking is not as easy as people imagine. This is because the process of improving students' speaking skills is a complex process and each student has different problems related to improving speaking skills. Then to overcome this, a teacher must choose a learning method to get better achievement to achieve the goal. one of them is the public speaking program. public speaking can help students to increase their motivation in speaking, increase their confidence to express opinions in language, want to see how effective the application of public speaking is in improving students' speaking skills in bilingual class at MAN 2 Kudus.	speaking (ELT Program)	senior high school program	descriptive qualitative method	observation, interview, documentation	coding, extracted the inrerview result, reducing the data and make a conclusion
20	STUDENTS'	Reading comprehension is important skill because it will be	reading	senior high	descriptive	documentation	data reduction, data

	DIFFICULTIES IN COMPREHENDING THE ANALYTICAL EXPOSITION TEXTS AT SECOND GRADE OF SMA NU 1 HASYIM ASY'ARITARUB – TEGAL IN ACADEMIC YEAR 2019/2020	an indicator of student achievement in reading a text. But in fact every student may have different difficulties in comprehending English reading text. So in this research, the researcher wants to know students' difficulties in comprehending the analytical exposition text because it helped the teacher to find the appropriate teaching method to help students improve their ability in reading.	(student difficulties)	school program	qualitative research	and interview	display, and conclusion
21	TEACHERS' BARRIERS IN TEACHING ENGLISH USING "WHEN ENGLISH RINGS A BELL" BASED ON THE REVISED EDITION OF 2013 CURRICULUM BY ENGLISH TEACHERS AT MTS N 1 SEMARANG	as a new curriculum applied in its time, the 2013 curriculum is a curriculum that applies a scientific approach in the teaching process. However, there are still problems in implementing the 2013 curriculum. One of them is the using of conventional teaching method in most learning process in Indonesia. Meanwhile, in 2013 curriculum students must be active in the learning process and teacher is only as a facilitator. so to solve the problem, for the first we need to know the teacher barrier in applying the 2013 curriculum.	teacher education (teacher barrier)	junior high school program	descriptive qualitative research	observation, interview, documentation	data collection, data reduction, data display, drawing conclusion
22	TEACHING LEARNING OF ENGLISH CONVERSATION USING DIRECT METHOD (A STUDY AT AL KHAWARIZMI MUHAMMADIYAH STATISTIC DORMITORY)	English language is a compulsory language at Muhammadiyah Statistic Academy Semarang (AIS) especially for language obliged in the Al Khawarizmi dormitory or in a student environment with weekly language program. Most of teacher there think that learning English especially in english conversation taught best as a habit. They believe that learning English through habit can be better to succeed, it's a misunderstand because the success of foreign language learning is not merely determined by the habit. There are many factors to make sure that learning English especially in English conversation will be effective for learners, like the learning method that use in teaching english conversation. method is a way to present learning materials in order to achieve the goal of learning quickly and accurately. so in this research, the researcher using a direct method to enhance students speaking skill especially in conversation.	speaking (teaching method)	undergraduate university student program	descriptive qualitative research	observation, interview, documentation	data condensation, data display, and conclusion drawing/ verification
23	TEACHING-LEARNING OF ENGLISH FOR NAUTICAL SCIENCES (A	as an vocational school, SMK Pelayaran AKPELNI have to using ESP relate with nautical science. But, in other hand, we surely will find the problem on the process of	curriculum (ESP)	senior high school program	qualitative research	observation, documentation, and interview	data reduction, (2) data presentation/ display, and (3)

	STUDY AT SECOND GRADE OF NAUTICAL SCIENCES OF SMK PELAYARAN "AKPELNI" SEMARANG)	implementing the ESP.					conclusion or verification
24	TEACHING LEARNING SPEAKING BY USING ENGLISH CONVERSATION GAMBITSAT THE FIRST GRADE OF SMK N 3 SEMARANG IN THE ACADEMIC YEAR OF 2019/2020	Gambits are one of expression formula and play an important role in producing the smooth teacher flow conversation with others. Gambits help the conversations to go more smoothly. During a conversation, Gambits can help people the ways of how to start, continue, and also end the conversation with naturally. SMKN 3 Semarang is one of the schools that apply this strategy in the process of learning English. The success of using gambits as a learning strategy can be seen from the good achievements of the school, such as the results of school accreditation which are quite satisfactory. In addition, the English teacher at the school believes that conversation gambits are very beneficial for students in binding their students' speaking skills. Therefore, the researcher wants to know more about the process of using strategic gambits in the school.	speaking (Teaching strategies)	senior high school program	descriptive qualitative research	observation, interview, documentation	data reduction, data display, conclusion
25	TEACHING WRITING OF RECOUNT TEXT USING WRITING ASSIGNMENTS (A STUDY AT THE EIGHTH GRADE OF SMPN 11 SEMARANG IN THE ACADEMIC YEAR OF 2017/2018)	the researcher found some problems on the students at the eighth grade of SMPN 11 Semarang in writing skill. They have some difficulties when they want to write. They do not know how to write in the form of recount text because the students not only are lack of vocabularies, but also lack of practice and ideas.to help student in writing, the researcher want to using writing assignment as a strategy in improving student writing skill. and then the students will writer their own personal experience in the form of recount text easily and also develop the main idea into good sentences in every paragraphs of diary. Diary is one of the form of students writing assignment which can use as strategy to improve their ability in writing. Diary is a personal record which contains about experiences and events experienced confidential writing style that is not binding (free).	writing (teaching strategies)	junior high school program	descriptive qualitative research	observation, interview, and documentation	reducing data, presenting data, and drawing conclusion
26	THE APPROPRIATENESS OF ENGLISH TEXTBOOK "BAHASA INGGRIS" FOR ELEVENTH GRADE	However, some of the English textbooks are not appropriate with the standard of the curriculum yet. In reality, it is quite difficult to get English textbook that has good materials and suitable for the curriculum. Although plenty of English	curriculum (textbook analysis)	senior high school program	descriptive qualitative study	documentation and interview	data reduction, data display, conclusion, Credibility and Dependability of the

	BASED ON THE CONTENT STANDARD OF 2013 REVISED CURRICULUM BY BSNP	textbooks for Senior High School are claimed to be published and written based on the basic competence in the syllabus of English 2013 revised curriculum, although not all of them are really in line with the 2013 revised curriculum.					Research
27	THE EFFECTIVE PRACTICE IN TEACHING WRITING OF NARRATIVE TEXT USING INCREDIBLE 2 MOVIE (A STUDY AT THE NINE GRADE OF MTS NEGERI 1 JEPARA IN THE ACADEMIC YEAR 2019/2020)	In fact, writing is one of the skills in the EFL classroom. Some students of EFL include in Indonesia have difficulties in expressing their ideas through writing because they don't know what they should write down about. They find difficulties in choosing the topic of writing. Therefore, they need some helping to find the inspiration for what to write, and then it will make them easier to express it in writing. Then movie as a one of a kind modern technology it can be used as a good media it is an enjoyable thing for students. They can enjoy the pictures of the movie are always interesting for them. They are related to the students' difficulties of writing, through watching the movie the students simply can find material or topics to be written down in their paragraph.	writing (learning media)	junior high school program	quantitative method (experimental Study)	test (pretest and posttest), questionnaire, observation sheet	pre-requisite test, pretest, posttest (normality, homogeneity, and test of average), T test
28	THE EFFECTIVENESS OF AUDIO-BASED DICTOGLOSS TECHNIQUE ON TEACHING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT (AN EXPERIMENTAL RESEARCH AT THE TENTH GRADE OF MAN 1 JEPARA IN ACADEMIC YEAR 2018/2019)	Based on observation, the researcher finding some problems faced by student in writing aspect. Students were not yet able to elaborate the sentences into fix paragraph and focus to the topic they have chosen. They were also unable to use appropriate grammar in composing a certain story like they cannot use correct tenses when conducting descriptive text. They were even unable or probably forget to choose the correct forms of be (is, am, are) which is considered as very basic in learning English. Moreover, the limitation of background knowledge and less interaction between students to teacher become the problem in learning English as well. To overcome those problems, the technique that the teacher uses to teach especially writing should make students become actively involved and have high motivation in learning how to write effectively. The researcher is interested in using audio based dictogloss technique to solve the problems. In this technique, the students are allowed to interact with their groups to create active and effective learning.	writing (EFL teaching technique)	senior high school program	quantitative (experimental study)	test (pretest and posttest), questionnaire, observation, and documentatation.	classifying data, scoring data (normality, homogeneity, T-test)

| 29 | THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) MEDIATED BY PHOTOGRAPH ON STUDENTS SPEAKING SKILLS (A STUDY AT THE ADZ-DZAKIA ENGLISH CLUB OF MAN NGANJUK IN THE ACADEMIC YEAR OF 2018/2019) | The member of the Adz-Dzakia English Club of Man Nganjuk have some difficulties in speaking, Many students demonstrated low speaking proficiency. Students lack linguistic awareness in grammar vocabulary, pronunciation, fluency, and control of the content and they need much time to think about what will they say, even they do not know how to say the word in English. It was very rare to find the students who can speak English fluently and confidently. And the English teacher often uses Indonesian to explain the materials in the class because the students cannot get the point well without asking the teacher about any certain vocabulary. Those were the result of the interview with the English teacher. and based on the reason above, the researcher is interested to act directly in applying an appropriate medium for teaching speaking of descriptive text in Adz-Dzakia English Club of MAN Nganjuk. the researcher using CLT Method and also photography as a media to build their interest in learning english especially in bulding their speaking skill | speaking (learning media) | englis club in Senior high school | quantitative research (true-experimental study) | test (pretest and posttest) | prerequisite test (normality and homogeneity) and hypotetical test (t test) |
| 30 | THE EFFECTIVENESS OF DART METHOD TO TEACH READING COMPREHENSION IN NARRATIVE TEXT | Most students only read the texts without thinking, paying attention, and exploring more detail information from the text. As a result, they cannot capture what the author really wants to convey. Their English knowledge is very poor so that they become passive and hopeless in the classroom. One of the factors that can help students is to choose an appropriate technique. The method must be able to make students active and motivated in class. So, the researcher is interested in conducting a research concerning the techniques of teaching reading comprehension of narrative text by using Direct Activities Related to the Text (DART) method. DART method is regarded as a series of instructions in teaching reading comprehension which consists of two main activities: reconstruction activities and analysis activities, in order to help students to comprehend the text easily. Reconstruction activities involve prediction, completion, and sequencing. Meanwhile the analysis activities involve highlighting, segmenting and labeling, questioning, and constructing diagrams. It is to create the classroom | reading (teaching strategies) | senior high school program | quantitative research (experimental study) | observation, documentation, test (pretest and posttest) | normality, homogeneity, test of average |

		comfortable in reading process without students under pressure to get ideas form they read.					
31	THE EFFECTIVENESS OF GUIDING QUESTIONS TO TEACH RECOUNT TEXT WRITING (AN EXPERIMENTAL RESEARCH TO THE EIGHTH GRADE STUDENTS OF SMP N 1 PAMOTAN REMBANG IN THE ACADEMIC YEAR OF 2019/ 2020)	based on the pre-interview, the researcher found that students in that school have a problem in writing because they confused to start it. They are difficult to transfer their idea into words and how to generate their writing. Because English is a foreign language, they are difficult to find and write some new vocabulary. In other words, many students consider that writing is a difficult subject to learn even in their own language. It proves that writing is not easy to learn and practice. Based on the description above, the writer want to facilitate students in writing recount text to become easy to understand and make the teaching-learning process alive. One of the techniques that make the writer want to teach writing is using "Guiding Questions". A Guiding question is one of the methods in teaching writing and help them build up strategies for generating, drafting, and refining ideas.	writing (teaching strategies)	junior high school program	quantitative (pre-experimental study)	test (pretest and posttest) and documentation	pre-requisite test and hypothesis test
32	THE EFFECTIVENESS OF POPULAR ENGLISH SONGS TO TEACH VOCABULARY OF VERB (AN EXPERIMENTAL RESEARCH AT THE EIGHT GRADE OF SMP N 01 KANGKUNG-KENDAL IN THE ACADEMIC YEAR OF 2016/2017)	Students must be able to use a lot of vocabulary of English, if they want to be successful in learning. Organizing vocabulary in meaningful ways makes it easier to learn.So, Teacher needs appropriate method to teach the students. Beside that, teacher has an important task to make students motivated and enjoy studying vocabulary. Teachers should be creative in delivering material. Song is one of the audio media that can be used to learn vocabulary, can establish condition which enables the students to acquire knowledge and skill. It makes students not to be bored in a classroom because they usually like song. It can create fun atmosphere to the learners and they can be more interested in understanding the English material.	vocabulary (learning media)	junior high school program	quantitative (experimental study)	test (tryout test, pretest, and posttest), documentation	tryout test (validity and reliability), preliminary test (normality and homogeneity), and hypothesis test (T-test)
33	THE EFFECTIVENESS OF ROSETTA STONE SOFTWARE USAGE ON STUDENTS' PRONUNCIATION DEVELOPMENT AT THE EIGHTH GRADE OF SMP IT PAPB SEMARANG	Now the technology is growing. Technological developments can help facilitate the process of human development, one of which is in the teaching and learning process. There are so many web-based application platforms that can be used for the teaching and learning process of English and can be accessed via mobile phones or computers. rosetta stone software is a learning software for English vocabulary, through many learning methods,	pronounciation/ speaking (technology based learning media)	junior high school program	quantitative research (quasy-experimental study)	test (pretest and posttest) and questionnaire	validity of a test, reliability of a test, degree of test difficulty, the discriminating power, and statistical test (t-test)

		including test and game, the hard memorization will be much easier and more efficient, especially lots of fun. Rosetta Stone provides dictation, spoken and written lessons, with speaking practice for more advanced users. With this application, students can also improve their language skills in pronounciation of words in English.					
34	THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USING CLUSTERING TECHNIQUE ON STUDENTS' WRITING ABILITY	In fact, there were many students had difficulty in writing, not only for developing their idea but also in arranging strategy of writing text. The teacher could be giving a technique or strategy to help students in their writing learning activities. If the strategies in writing are various, the students will stimulate. Because the strategies are not monotonous. Because of that problem, the researcher wants to try a method that is clustering. According to Oshima and Houge, they stated that clustering is another prewriting technique that you can use to get ideas. The researcher expects by using this method, students can be expressing their ideas by write-in descriptive text. This method is expected can help students to make a descriptive text easier.	writing (EFL Learning technique)	junior high school program	quantitative research (true experimental study)	test (pretest-postest) and documentation	normality test, homogeneity test, and an average test.
35	THE EFFECTIVENESS OF TEACHING PERSONAL LETTER TEXT BY USING A GOOGLE DOCS COLLABORATIVE WRITING ACTIVITY FOR THE ELEVENTH GRADE STUDENTS OF MAN DEMAK	Based on the writer's observation at the eleventh-grade students of MAN Demak, many students face some difficulties in organizing their ideas into written form. For the XI IPA 3&4, writing is a time-consuming activity. Approximately, many students spent one hour to develop the ideas. Then, they still needed more time to finish each part of the personal letter generic structure. Consequently, there are many unfinished personal letter texts cause by students' poor thinking ability. Thus, the writer suggests the students to use Google Docs application as a collaborative writing platform to facilitate their process of long-distance communication among group members. It enables the students to work in the same document though they are not in the same place. There, the process of receiving feedback, giving comments, and write collaboratively happen in one platform.	writing (teaching strategies)	senior high school program	quantitative research (experimental study)	test (pretest-posttest), questionaire, observation sheet.	normality, homogeneity, test of average

36	THE EFFECTIVENESS OF TEACHING READING COMPREHENSION ON NARRATIVE TEXTS USING SURVEY, QUESTION, PREDICT, READ, RESPOND, SUMMARIZE (SQP2RS) STRATEGY	the students have some problems in reading, Based on result of mid semester test in academic year of 2018/2019 the average of students achievement in reading recount text was low. There were some factors related to the students' reading comprehension which was encompassed some problems related to the students, the teacher, and the learning activity, like some students' ability was still low in English learning, especially in the reading comprehension activity, and then student have a lack of motivation in learning english, and so on. Based on the problems above, in order to make reading comprehension easily, the teacher should use the strategy that is easy for the students in teaching reading comprehension. One of reading strategy used to improve students' reading comprehension is SQP2RS. The SQP2RS strategy is a reading comprehension consisting of six steps, namely Survey, Question, Predict, Read, Respond, and Summarize.	reading (teaching strategies)	junior high school program	quantitative research (quasy-experimental study)	test (pretest and posttest), documentation, and observation	tryout test (validity, reliability, level of difficulty, and discriminating power), normality, homogeneity, and Test of average (T-test)
37	THE EFFECTIVENESS OF USING DICTATION TECHNIQUE THROUGH TELL ME MORE SOFTWARE IN TEACHING SIMPLE PRESENT TENSE AT EIGHTH GRADE IN SMPN 18 SEMARANG IN THE ACADEMIC YEAR OF 2018/2019	Education got the effects of technology. If in the past the learning process was carried out only based on books, now the process can be done using electronic media. Electronic learning media is also very developed now. So the teacher can choose conventional or modern learning media depending on the needs and problems that exist when the learning process takes place. One application that can be used as a learning medium is tell me more. Tell Me More Software is one of the leaders in the language learning market. Tell Me More is suitable for beginners, intermediate and advanced learners. It is available vocabulary, grammar, reading, writing, listening comprehension, and conversation practice lessons	grammar (technology based learning media)	junior high school program	quantitative research (experimental study)	test (pretest-posttest) and documentation	normality. Homogeneity, hyphothesis test
38	THE EFFECTIVENESS OF USING FIX–UP STRATEGY TO TEACH STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT	In learning English, the students or not just obligated to be able to read what is written in reading material, but also they should be able to capture the information or message in the reading material. If we do not understand the message, we are not reading. it is mean reading comprehension is the important part in reading. To improve the students' reading comprehension, the teacher could use the various ways to fire up the students' reading comprehension. One of the	reading (teaching strategies)	senior high school program	quantitative research (experiemntal study)	observation, test, documentation,	tryout test (validity, reliabilty,discrimating power,degree of test difficulty), normality, homogeneity, T-test

		effective strategies to improve the students' reading comprehension is FIX-UP Strategy. Fix-Up strategy offered the readers processes that they can use to recover meaning, such as reading, reading ahead or figuring out unknown words.				
39	THE EFFECTIVENESS OF VIDEO BLOG (VLOG) IN TEACHING SPEAKING OF EXPLANATION TEXT (A STUDY AT THE ELEVENTH GRADE OF MA ASSHIDDIQIYAH 3 KARAWANG IN THE ACADEMIC YEAR 2018/2019)	The eleventh graders of MA Asshiddiqiyah 3 Karawang have some difficulties in speaking, Many students demonstrated low speaking proficiency. Students' lack of linguistic awareness in grammar, vocabulary, pronunciation, fluency and control of the content and they need much time to think what will they say, even they do not know how to say the word in English. And based on the reason above, researcher is interest to act directly in applying an appropriate medium for teaching speaking of explanation text in MA Asshiddiqiyah 3 Karawang. the researcher choosing vlog as media because can burn up students' interest and provides good motivation to learn English. Everything related with audiovisual can attract students more active.	speaking (learning media)	senior high school program	quantitative research (true experimental study)	test (pretest and posttest)	pre- requisite test and hypotethical test
40	THE ENGLISH PRONUNCIATION PROBLEMS OF EFL STUDENTS' SPEAKING (A CASE STUDY AT THE FOURTH SEMESTER OF TEACHING SPEAKING AND LISTENING CLASS)	English department students, no matter how much they know about the English language, still face many speaking difficulties, especially in pronunciation. There are so many studies that have indicated that oral language development has mostly been neglected in the classroom. If the students do not learn how to pronounce correctly in speaking class, they may soon get lose interest in the learning process. As we know that the target of the English learning process is the student can communicate with the correct pronunciation. so with this reason, the researcher need to know the problems that faced by english department student in speaking especially in pronunciation matters.	speaking (student learning problems)	undergraduate university student program	descriptive qualitative research	observation, recording, interview,	data reduction, data display, and conclusion drawing
41	THE IMPLEMENTATION OF COMMUNITY LANGUAGE LEARNING (CLL) METHOD IN MEMBERS' SPEAKING ACTIVITIES AT WALISONGO ENGLISH CLUB	Through this language community, obstacles to learn English such as anxiety, fear or lack of confidence, an environment that does not support, can be overcome step by step. Because, in this UKM, students are invited to feel comfortable in terms of innovative teaching materials, tutors who care about students' abilities, and other activities that support the use of English easily, especially in the practice of speaking. In terms of learning methods, Community	speaking (teaching strategies)	undergraduate university student program	qualitative field method	interview, observation, documentation	data collection, data reduction, data display, conclusion drawing

		Language Learning (CLL) method is one of the reference learning methods in the practice of applying language in the WEC environment. so, the researcher need to know how the implementation of CLL method in WEC to improve their speaking skill.					
42	THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE IN THE TEACHING OF SPEAKING (A STUDY AT BASIC TRAINING CLASS OF INEC FOUNDATION JEPARA)	Many students face difficulties in the speaking activity. Therefore, some of the students choose to take English courses such as INEC Foundation which can help them in improving their speaking skills. INEC Foundation is one of the good courses in Jepara that offers excellent English learning programs with an interactive method which is applied in the course, namely Total Physical Response, especially in teaching speaking. Therefore, it is important for teachers to find out how to implement TPR in the English course so that it can be useful for the world of education.	speaking (teaching method)	english course	descriptive qualitative research	observation, interview, and documentation	data reduction, data display, and conclusion drawing/ verification.
43	THE INFLUENCE OF LEARNING MOTIVATION TOWARD STUDENTS' WRITING ABILITY ON RECOUNT TEXT AT TENTH GRADE TKJ OF SMK SAKTI GEMOLONG SRAGEN IN THE ACADEMIC YEAR OF 2018/2019	Based on the survey at the tenth grade English teacher of Computer Network Engineering (TKJ), the researcher got that most students have difficulty writing English text. The students have difficulty in developing and delivering topics in well-structured writing so that they are easily understood and convey the intended message to the reader. so to developing student writing ability, the student need an interest in writing, and it is the one of the function of motivation in learning. The highly motivated students will be more involved in writing. With the guidance of the teacher, they will adapt to the teaching situation. And the students will at least be interested in writing. It can suppose the writing motive of the student has correlation with the writing ability of the students. so in this research the research want to knowing hows the influence of learning motivation toward student writing ability	writing (the relation between motivation and writing)	senior high school program	quantitative (correlational study)	questionnaire, test, documentation	prelimentary (validity, reliability, normality), introductory analysis (dependent variable and independent variable), hypothesis analysis
44	THE INFLUENCE OF STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL	Writing is often challenging subject for students. To help students develop their writing skill, teacher employs variety techniques for students to learn when writing. However, teacher must delve further to understand and learn about their students" attitudes toward writing. This should be done because attitude is an important factor that plays a large part	writing (the relation of student personalities with writing skill)	senior high school program	quantitative research	observation, interview, questionnaire, documentation and test.	validity, reliability, regression analysis, significant test analysis

		in students" literacy learning. An understanding of student attitudes enables educators to gain more realistic insights about what is in the heads of students, their fears, sources of anxiety and preferences rather than relying on how we as teachers see these points. This study aims to be a contribution to treating deficits in our knowledge of the field of English attitudes as foreign language students towards learning English.				
45	THE INFLUENCE OF STUDENTS' GRAMMATICAL COMPETENCE TOWARD THEIR ENGLISH SPEAKING FLUENCY IN PUBLIC SPEAKING PROGRAM OF BCS CLASS AT THE TENTH GRADE STUDENTS OF MAN 2 KUDUS IN THE ACADEMIC YEAR OF 2018/2019	the researcher finds some students of MAN 2 Kudus understand about their grammatical competence, but in the fact they still have difficulties in English, especially in their speaking. they also still making mistakes for defining the structure like simple present and simple past. When they have to change some activities in past, they must change in the past, but they speak it in simple present. The researcher conclude that students' grammatical competence do not support much. They have to practice all days for being good in English, the learners must have a good grammar to communicate fluently in foreign language for decreasing misunderstanding. It also can help the listener to understand the speaker easily what the speaker mean. Learning in public speaking also will be more confident to brush up their interaction in another people, especially in their career, so the learners must practice the public speaking to build the confident and their ideas or opinions what they will share in others, especially in BCS class,	speaking (relation between grammatical competence with speaking)	senior high school program	quantitative (correlation study)	test (written test and spoken test) and documentation	introductory analysis (validity, reliability,), scoring student grammatical competence toward speaking fluency, hypothetical analysis (correlation product moment, regression test, and check the F VALUE)
46	THE INFLUENCE OF STUDENTS' MASTERY OF IDIOM ON THEIR WRITING SKILL OF DESCRIPTIVE ESSAY (A STUDY AT THE FOURTH SEMESTER OF PENDIDIKAN BAHASA INGGRIS UIN WALISONGO SEMARANG IN THE ACADEMIC YEAR OF 2018/2019)	English is a language that cannot be separated from idioms. The use of idioms is very much, especially in English. Both in conversations and English-language writing are almost always found in both cases. Sometimes students write something using idioms, but many of them didn't realize when writing they use idioms. If we viewed from the other side, there are many benefits from the knowledge we get from an idiom in writing. But students are not aware of this. From this statement, the researcher was interested in finding out about " The influence of students" mastery of idiom on their writing skills of descriptive essay.	writing (idiom with writing skill)	undergraduate university student program	quantitative (regression analysis)	test	validity, reliability, normality and hypothesis test

47	THE INFLUENCE OF STUDENTS' READING HABIT OF SHORT STORIES ON THEIR ABILITIES OF WRITING NARRATIVE TEXT	Writing and reading are skills that can't be separated, both are related to each other. as we know reading and writing include in literacy skills of the language. Improving academic literacy causes improvement in education and capability, especially in terms of academic writing. in other hand, reading can enhance students' reading comprehension, writing style, vocabulary knowledge, and spelling skill. From the explanation above, it can be said that reading can enhance students writing. so in this research, the writer are curious about the influence of students reading habit of short stories toward their writing abilities of narrative text,	writing (reading habits with writing narrative)	senior high school program	quantitative approach	questionnaire, writing test, observation, and interview	prerequisite analysis (nromality) and hypothesis test (regression)
48	THE INTERACTIVE OF FORMATIVE ASSESSMENT THROUGH GAMIFICATION TOOL OF 'KAHOOT!' IN LEARNING ENGLISH. (A STUDY AT READING CLASSES)	In SMA N 5 Semarang, the school that I do my research, the teacher conducts the assessment and evaluation in the learning process, including authentic and non-authentic assessment, but commonly they still used the paper-based testing. They think that the use of paper-based testing is more comfortable and not take a lot of time to prepare it. As we know, the preparation for conducting an assessment using technology has taken a lot of time, so only the high-motivated teacher can do it. One way to solve this problem is the school principal should give a workshop for the teacher how is the importance of technology, and also repair the facilities that support the use of technology in the assessment process. The use of technology creates an interactive assessment. It also emphasized on students' involvement in following the assessment process that includes teacher-students interaction and also students-students interaction that makes a dynamic classroom.	assessment (language testing)	senior high school	descriptive qualitative metohd	observation, interview, and documentation	data reduction, data display, and conclusion drawing or verification.
49	THE USE OF AUDIO VISUAL MEDIA IN TEACHING EFL STUDENTS SPEAKING SKILL (A STUDY AT SMP ISLAM SULTAN AGUNG 1 SEMARANG IN THE ACADEMIC YEAR OF 2018/2019)	teaching speaking in Indonesian students of high schools is not something that easy because the teachers should be able to conduct a comfortable situation and always make a different style in teaching, so that the students will be interested and enjoy the class activity and be able to speak English. Using audio visual as alternatively is one of the important parts in supporting students English learning at classroom. The function an audio visual materials are a great help in stimulating and facilitating the learning of a foreign language. Using audio visual stimulates, teachers hope will	speaking	junior high school program	descriptive qualitative study	observation, documentation and interview.	data reduction, data display, and drawing or verification

		provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking abilities. as a school that applies audio-visual media, based on researcher observations, Sultan Agung Islamic Junior High School has proven successful in its implementation. Therefore, the researcher is interested in knowing how the process of applying the right audio-visual media is so that the learning process and objectives can be realized in accordance with what is desired.				
50	THE USE OF PICTURE SEQUENCE IN TEACHING SPEAKING (A STUDY AT TRAINING CLASS - TC - STUDENTS OF BASIC ENGLISH COURSE - BEC - PARE)	Speaking is one of the skills needed in learning the language it is always used by human to interact with other people well. Speaking could be fostered by doing some practices, where in the classroom teacher can invite students to practice their speaking by using some media which one of them is by using Picture Sequence. This case, the researcher wants to know the application of using picture sequence to teach speaking for the foreign language learner. The researcher used one of the class of Training Class Student (TC) Class in Basic English Course Pare, Kediri as the teacher has already implemented the media to teach the students speaking. Therefore, the researcher could collect data that are more specific from the medium itself.	speaking (learning strategies)	english course	descriptive qualitative research	observation, interview, questionnaire, documentation, and test	data reduction, data display, conclusion and verification
51	THE USE OF SWELL (SOCIAL-INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS) TO TEACH DESCRIPTIVE TEXT WRITING (AN EXPERIMENTAL STUDY TO THE TENTH-GRADE OF MA NAHDLATUL ULAMA MRANGGEN IN ACADEMIC YEAR OF 2019/2020)	In MA Nahdlatul Ulama Mranggen, a teacher has taught a material well but the students are still difficult to write a paragraph of descriptive text. Most teachers tend to use the scientific approach. Here, the teacher explains the material in front of the class and asks students to write a paragraph. By using that method, almost students are not interested in the learning process so they are lazy and not pay attention to the teacher. That condition makes the learning process not work well and students can not understand the material presented by the teacher. The students needed a new learning technique so that they would be more interest in learning writing subject. There were many kinds of techniques that could be used in teaching writing. One of the techniques is Social-Interactive Writing for English Language Learners (SWELL). It is mainly a writing method that is supported by several theories connected to collaborative writing theories, the technique of teaching	writing (learning technique)	senior high school program	quantitative research (experimental study)	test (pretest and posttest) and documentation	prerequisite test (normality and homogeneity) and hypotetical test (t test)

No	Title	Issue	ELT Reseach Area	Context	Method	Data Collection	Data Analysis
		writing and teacher as response presenter.					
52	THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN TEACHING SPEAKING	most of the students have difficulties in speaking. It caused by some factors. Those are; first, most of the students were too shy and afraid to take a part in speaking. Second, the students were not enthusiastic to speak English in class and not brave enough to involve in the speaking learning process.It means the students are having problem with their confidence. One way to improve students' speaking ability is to make students more active and confident. Games help and encourage many learners to sustain their interest and work.	speaking (gamification in learning)	senior high school	quantitative research (quasy-experimental study)	test (pretest and posttest) and documentation	validity, reliability, hypothesis analysis (normality, homogeneity), regression test

2020

No	Title	Issue	ELT Reseach Area	Context	Method	Data Collection	Data Analysis
1	A STUDY ON THE STUDENTS' ENGLISH LEARNING STRATEGIES IN SPEAKING SKILL	The students consider that the English lesson is a difficult subject, also for the students in Islamic boarding school of tahfidz Darr Alqalam Ngaliyan, Semarang. The problems are the students feeling difficulties in learning English, because English not as mother tongue. Strategy is an important part for learners to achieve a task. This strategy is useful for learner when it is suitable with the learner's task and fifts with the learner's learning style.	speaking (learning strategy)	boarding school (for university students)	qualitative research	observation, interview, documentation	data reduction, data display, and conclusion drawing/verification.
2	AN EXPERIMENTAL STUDY OF USING QUIZIZZ TO TEACH VOCABULARY AT THE FIFTH GRADE OF SD ISLAM AL AZHAR 29	most students feel bored while learning vocabulary through paper-based. In other to create an interesting teaching and enjoyable activity in the classroom, the teacher should be able to use various media such as internet or other innovative media.. In this occassion, the researcher used Quizizz to teach vocabulary. This study is aimed to explain the effectiveness of using Quizizz to teach vocabulary.	vocabulary (learning media)	elementary school program	quantitative (quasy experimental study)	pretest and post test	validity, reliability, normality, homogeneity, T-test
3	APPLYING AUDIO-LINGUAL METHOD AND DIRECT METHOD IN TEACHING VOCABULARY OF COMMON NOUNS FOR YOUNG LEARNERS	Students think memorizing English vocabulary is not easy because writing with the pronunciation is different, while the nature of young students who tend to be curious about what they will and why they should learn it. all of them need some motivation to learn english and with using the right method, the teacher can make it happen. based on the experience of the researcher, the teacher is accustomed to using the direct method for learning English for young learner students. For students, this method is quite boring	vocabulary (teaching strategy)	elementary school program	quantitative comparative study(quasy experimental method)	test (pretest and posttest), documentation,	normality, homogeneity, right hand test, and t test

		and does not support the learning process. Therefore, the researcher tried to combine the audio lingual method and the direct method to overcome this.				
4	AUTHORIAL VOICE IN ARGUMENTATIVE WRITING OF STUDENTS WITH EXTROVERSION PERSONALITY	The way someone learns is very much affected by his/her personality. Extroversion, one of the personality types, is a person who often interacts orally with other people not because of his business but of his willingness. This personality could influence students' authorial voice in writing. Extroversion is more outgoing, gregarious, sociable, and, openly expressive. They also like to travel, meet new people, and see new places. Then people need to do those kinds of activities in order to appear an idea in writing. It is clear that extroversion personality impacts on the ability in essay writing.	writing (the relation of personality with writing skill)	university undergraduate program	descriptive qualitative research	The Eysenck Personality Inventory (EPI) questionnaire, and documentation	data reduction, data display, and conclusion drawing/verification.
5	BILINGUAL PROGRAM IN ENGLISH TEACHING AND LEARNING PROCESS AT THE SEVENTH GRADER	The bilingual program is one of the programs that can be used to improve students' foreign language skills. With the bilingual program, students not only understand foreign language theory, especially English, but also practice their foreign language skills in practice (conversation). In this way, students' foreign language skills will also increase. With this, the researcher tries to find out how the implementation of the bilingual program in one of the schools in Tegal is and what are the problems faced during the realization of the program.	learning practice	junior high school program	qualitative research	observation, interview, documentation	data reduction, data display, and conclusion drawing/verification.
6	DEVELOPING A MODEL OF TOEFL STRUCTURE AND WRITTEN EXPRESSION MODULE USING ANDROID-BASED APPLICATION OF "GRAMMAR FOR TOEFL"	Nowadays, TOEFL is very important for students. At UIN itself, the TOEFL test is one of the requirements to complete a thesis. However, not all students are able to pass their score tofel. They still find it difficult to answer every question because they do not understand the pattern of the questions. Therefore, the researcher wants to facilitate students who are still having difficulty passing the TOEFL test by creating an Android-based module of TOEFL structure and written expression.	language testing	language center	Research and Development method	qualitative (questionaire and documentation) and quantitative data (one group oretest posttest)	qualitative (reduction, presentation, conclusion) and quantitative design (normality test, and Ttest)
7	DEVELOPING HIGHER ORDER THINKING SKILL (HOTS)-BASED READING ASSESSMENT INSTRUMENT OF	Based on the result of Program for International Student Assessment (PISA) survey in 2018 which is reported by the Organization for Economic Co-Operation and Development (OECD) showed that Indonesian students rank in reading is 72th of 77 countries. This is proof that the reading literacy of	Reading	senior high school program	Research and Development (R&D).	observation guidelines, interview guideline, questionnaires,	qualitative (collection, reduction, display, conclusion drawing) and quantitative

					and test	(Normality Test and Homogeneity, and Hypothesis Test)
	ANALYTICAL EXPOSITION TEXT USING GOOGLE FORM	people in Indonesia is still very lacking. we as teachers must help overcome this. reading assessment, as a form of assessment used to assess students' reading skills, should facilitate students in improving their reading skills. because in fact, reading is a process of reading, understanding, analyzing, and interpreting the meaning and implications of what has been read. here the researcher wants to build on this by making a HOTS-based reading assessment using digital media, namely the google form.				
8	EFL STUDENTS' ONLINE CLASSROOM PARTICIPATION: A CASE STUDY OF ADVANCED READING COMPREHENSION SUBJECT	Student participation is needed to measure how well the learning process is going. However, during the pandemic, learning can only be carried out online. Online learning creates a barrier between students and students, and students and teachers. although online classrooms can still be held online with the concept of virtual meetings, this still has many problems in its implementation. Here, the researcher tries to see how students participate in online classes, especially in advanced reading comprehension subjects.	Reading	university undergraduate program	qualitative research	Non-participatory Observation and interview	data organizing, breaking down the data, coding the data, synthesizing the data, and searching the pattern
9	ENGLISH PRONUNCIATION PROBLEMS OF THAI STUDENTS IN SEMARANG	The common problem of learning English pronunciation of Thai students is caused by the differences between the sound systems of the two languages. In Thai language has many vowel sounds and it must be coordinated between the word and meaning because the use of vowel sounds and consonants are depending on the meaning of a word, It determines areas of difficulties when Thai students try to pronounce English consonantal sounds. It is found that English sounds that do not occur in the Thai phonology tend to pose great difficulty for Thai students to utter.	pronunciation	university undergraduate program	descriptive qualitative research	observation, interview, and record	collecting data, data reduction, data display, conclusion drawing/ verification
10	ENGLISH READING LITERACY ACTIVITIES FOR YOUNG LEARNERS (STUDY AT GARDU BACA IN BANGSRI JEPARA)	Currently, the process of learning English can not only be carried out in the classroom, but can also be done in out of class. Gardu Baca, is one of the out of class classes that aims to increase interest in reading in a community that we can meet in Jepara, because we know that reading is one way to improve our abilities and knowledge about something. Here, the researcher wants to try to find out how the activities to increase reading literacy are out of class and what are the obstacles faced during the process of implementing the activities.	reading	taman baca masyarakat (out of class)	descriptive qualitative research	Interview	data reduction, data display, and conclusion drawing/verification.

11	ENGLISH SPEAKING DEVELOPMENT PROGRAM IN A LEARNING COMMUNITY (A STUDY AT LEMBAGA STUDI BAHASA OF UIN WALISONGO)	students may notice that they have difficulty in expressing themselves in English. Based on the complexities of the speaking elements like grammar, vocabulary, pronunciation, fluency and gesture, a lot of students get many problems to learn speaking. Students feel that they need some help because students cannot speak English fluently. Students need alternative learning for their problem, one of them is by joining some learning community. so in this research, the researcher trying to find out the way of a learning community like LSB to facilitate in speaking development program.	speaking	university undergraduate program (language community)	descriptive qualitative research	questionaire, observation, document, interview	data reduction, data display, and conclusion drawing / verification
12	ENGLISH TEACHING AND LEARNING AT BALAI LATIHAN KERJA KOMUNITAS NAHDLATUT THALIBIN	Balai Latihan Kerja Komunitas Nahdhatut Thalibin (BLKK PPNT) is one of the training providers that plays an important role in national skills development and is adequately supported by government policies and funding. BLKK PPNT used new curriculum on the persistence of CBT-based modules. The recent study proves that the use of competency-based modules improved the trainees' entrepreneurial competencies. Other supporting factors were the existence of good infrastructures and adequate facilities to support learning process. with this reason, the researcher want to know how English teaching and learning were conducted according to competency-based training concepts and principles in the terms of learning objectives, learning materials, teaching methods, learning media, and assessment strategies.	curriculum	job training center	descriptive qualitative research	observation, interview, documentation	data reduction, data display, conclusion/ verification
13	EXPLORING WHATSAPP AS MOBILE INSTANT MESSAGING IN FACILITATING STUDENTS' SPEAKING SKILL	In teaching speaking, there might be some problems encountered when the researcher did a preliminary research in MTs NU 02 Al-Ma'arif Boja such as students often grumble and even do not courage to speak when they are asked to present in front of the class, less active students during class, and less attention of students toward teachers' explanation which makes the teaching and learning process may not meet the objective maximally. In nowadays era, technology give a big impact in facilitating student learning proses, for the example the digital media like whatsapp. there are new genres of speaking for digital societies such as online video call WhatsApp is an android application that have some features like doing chat, video call, voice call,	speaking	junior high school program	descriptive qualitative research	observation, interview, recording	data reduction, data display, and conclusion drawing

		and many other. so this features is up to date, innovative, interesting, and also can facilitating student in learning english especially for improving speaking skill.				
14	FACILITATING THE STUDENTS' ENGLISH SPEAKING SKILLS THROUGH FREE TALK PROGRAM WITH FOREIGNERS AT NONG NGHIEP HOMESTAY, VIETNAM	Most of the foreign language learners only learn materially, rarely practicing in communication. In this case in Vietnam, something is interesting, the students directly communicate with foreigners from various countries using English. so the researcher tying to facilitate them in speaking through free talk programs. Through this program, they can improve their speaking as well as mentally when talking to foreigners in English.	speaking	homestay environtment (society)	descriptive qualitative research	observation, interview	reduction, display, conclusion
15	MULTISENSORY PHONICS BASED-TEACHING TO FACILITATE STUDENTS' SEGMENTAL FEATURE OF PRONUNCIATION SKILL	Mispronounce of English is regarded as a common mistake and a common phenomenon. It is because some English words are pronounced differently from its spelling. For foreign, this mistakes called as segmental pronunciation errors. the researcher states, the best way for help student in decrease the students segmental pronunciation error is using multisensory. Implementing a multisensory teaching approach means assisting the students to learn through more than one of the senses. As a result, multisensory has received its name because all the information is demonstrated via sight, sound, tactile, and kinesthetic.	Pronunciation	junior high school program	quantitative approach (quasy-experimental study)	documentation and test	normality, homogeneity and t test
16	PRE-SERVICE ENGLISH AS FOREIGN LANGUAGE (EFL) TEACHERS" PERCEPTION TOWARD REVISED BLOOM"S TAXONOMY IN COGNITIVE DOMAIN AND THE IMPLEMENTATION TO THEIR LESSON PLANS	as a prospective teacher, they should have the ability to know about various kinds of teacher competencies. Therefore, pre-service teacher activities are needed to build these 4 teacher competencies. In pre-service teacher activities, we are used to preparing lesson planning activities. lesson planning makes the learning process more focused and learning objectives can also be achieved. Nowadays, bloom taxonomy is important to measure students' thought process when learning. Bloom's taxonomy provides levels of thinking from lower older thinking skills to higher older thinking skills. by applying bloomtaxonomy in the lesson plan, it can improve the ability to think, analyze, synthesize, and apply, and evaluate the learning	teacher perception (teacher education)	university undergraduates program	qualitative research	interview and documentation	preparation, implementation (collecting data), analyze data

		process carried out. With this, the researcher chose this topic to see how teacher perception relates to the application of bloom taxonomy in the lesson plan.					
17	STUDENTS' PERCEPTION OF LEARN TO SPEAK ENGLISH DELUXE 10 SOFTWARE FOR IMPROVING LISTENING SKILL	Computer-assisted language learning means giving broad look in teaching-learning. Having simple access to environmental learning is also multimedia material giving beneficial points in gaining knowledge and putting into a good target. So this is the reason why the researcher is trying to conduct this research with applicate the learn to speak english deluxe 10 software. on the other hand, based on his experience, when he teaches students with using app, they will be more enthusiastic when introduced to learning media that they have just encountered, and this will increase students' enthusiasm in learning.	listening	university undergraduate program	descriptive quantitative method	questionaire using learn to speak english deluxe 10, observation, in-depth interviewing, and document review.	preparation, implementation (collecting data), analyze data
18	STUDENTS' ENGLISH LEARNING STRATEGIES IN SPEAKING SKILL	speaking is not an easy skill to be mastered by learners. Some students consider speaking as the most difficult skill when they learn a foreign language since it needs great courage as well as preparation to speak well in the new language. Every student has different ability to catch the material. They have their own ways to be able to understand the lesson. so to facilitate that differenciate, as a techer we need choosing the right strategy for what the student needed.	speaking	boarding school (for undergraduate university students)	qualitative research	observation, interview, and documentation	data reduction, data display, and conclusion drawing/verification.
19	STUDENTS' READING ANXIETY IN ENGLISH FOREIGN LANGUAGE LEARNING	In EFL Learning, reading is one of the core activities and important to support the success of the learning process. Students must be able to understand each passage from the text, consequently, they can get information from the text which has been read. However, reading in other languages is more complicated because there are additional factors, such as language ability, cultural background, and affective factor of anxiety.	learning practice	junior high school program	qualitative research	interview	data reduction, data display, conclusion drawing and verification
20	TEACHING LEARNING PROCESS OF SPEAKING ENGLISH IN HOMESCHOOLING	homeschooling is very different with the formal school. Homeschooling provides opportunities for people who still want to continue their education without having to be tied to a formal school. so many types of homeschoolers who have different abilities like difficult to follow formal education, resign from formal education , follow their parents because of assignment, and they do not like rule in the formal education, etc. With this problem, it is certain that the methods, media, assessment, and learning process will	speaking	homeschooling	descriptive qualitative research	observation, interview, and documentation	data reduction, data presentation, and conclusion (verification)

		be adjusted to the goals of homeschooling at each of these levels. the researcher is interested in knowing how the process of learning English, especially speaking skills in homeschooling.				
21	TEACHING READING NARRATIVE TEXT THROUGH STORY MAP AND TREE DIAGRAM AT THE TENTH GRADE OF MA MANBAUL ULUM TLOGOREJO IN THE ACADEMIC YEAR OF 2019/2020	In the teaching-learning process, many students have problems comprehending an English text. The students' problem may come from hard to find the meaning of some word, lack of motivation, and so on. Those problems are quite problematic and should be solved because they can arise further difficulties for the next reading lesson. A teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension. and in this research, the researcher tried to use story maps and tree diagrams to find which strategies were most successful in improving students' reading comprehension, especially in narrative text.	Reading	senior high school program	quantitative (comparative study)	test, documentation, observation.	validity, reliability and t test
22	TEACHING SPEAKING USING GAMES IN ENGLISH INTENSIVE CLASS: A STUDY AT PESANTREN DARUL FALAH BESONGO SEMARANG	as one of the main language skills, speaking skills are very important to be mastered by students. One of the ways to improve speaking skills, students should have great strategies such as practice to talk about every day. To make them speak up, usually a teacher command students to communicate by English in the classes. one way to do that is to provide interesting games and can indirectly improve their speaking skills.	speaking	english intensive class (pesantren for university undergaduates program)	qualitative research (descriptive study)	observation, interviewing, and document or artefact analysis	data reduction, data display, and conclusion drawing or verification.
23	TEACHING WRITING OF DESCRIPTIVE USING COMIC STRIPTEXT	Writing is usually regarded as the most difficult skill to learn because writing requires the skill to arrange words according to grammatical rules, then make them coherent between one paragraph and another, and must be organized. As a teacher, we need to provide the learning media which are relevant to the students" interest and needed because those media can motivate students in learning writing.The goal of teaching writing, the teachers should make writing not only to help students develop communication skills but to promote learning and thinking. comic strip as a learning media an help student in improving their writing skill. By using it, students can to read and watch it, then students can receive the information about it.	Writing	junior high school program	quantitative (experimental study)	documentation, test (pretest posttest)	instrument of scoring test, normality, homogeneity, average test, and T-test
24	THAI STUDENTS' MOTIVATION IN	English in Thailand has been taught as a foreign language (EFL) because Thai people do not use English as an official	reading	university undergraduat	descriptive qualitative	Questionnaire	scaling the questionaire using

	ENGLISH READING TEXT (A STUDY AT UIN WALISONGO SEMARANG)	language and most of English class are using Thai language as a medium of instruction. They believe that English is less important for them because they do not use in their daily life. They study English just to the pass examination. Therefore, Thai students' think reading an English lesson is too hard and boring for them. So this phenomenon indicates that most Thai students still have less motivation in learning English, especially in reading context.		e program	research		sudiyono state
25	THE CHALLENGES FACED BY THE TEACHERS IN TEACHING ENGLISH FOR HEARING-IMPAIRED STUDENTS OF SMPLB N SEMARANG DURING STUDY FROM HOME (SFH)	Nowadays, teaching English as a foreign language (EFL) to students with hearing impairment is still a challenge for teachers, although students with special needs have limitations, teachers still have to make them reach their goals in studying. Plus now they have to be faced with a pandemic where the learning process must be carried out virtually / online. So, the researcher trying to explain all about the challenges in teaching English during study from home and the strategy to face the challenges in the research that was conducted.	teacher challenges (teacher education)	junior high school program	descriptive qualitative research	participant observation, in-depth interview, documentation, and combination among them or triangulation.	reduction, display, conclusion/ drawing verification
26	THE EFFECTIVENESS OF USING MNEMONIC TECHNIQUE TO TEACH VOCABULARY	Vocabulary is one of the essential language components for studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking, reading, listening and writing. But, for some students memorizing some vocabularies are boring. from the statement of the researcher, the one of a suitable stategy to teach vocabulary is mnemonic. menemonic technique allows students to work cooperatively, compete with another strategy in a different way, work in a stressful and more productive environment and allow students to have fun. so this is the reson why the researcher want to apply this stategies in improving student vocabulary enrichment.	vocabulary	elementary school program	quantitative (experimental study)	test (pretest and posttest), documentation,	validity, reliability, difficulty level and discriminating power, normality, homogeneity, and T test

27	THE EFFECTIVENESS OF USING SENSORY IMAGES STRATEGY TO TEACH READING COMPREHENSION OF DESCRIPTIVE TEXT	based on research experience, the researcher found that the students have difficulty in reading the text. The students have a problem with reading, such as difficulties in finding the main idea. The students did not have an exciting read. they are lazy and afraid if the teacher asked them to read. In other words, students were still confused about what gist of the text is. They did not know what they have read. Sensory image is a strategy that can be used to improve students' reading comprehension. Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses (seeing, hearing, smelling, and touching) as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences	reading	senior high school program	quantitative approach (quasy-experimental study)	observation, documentation, and test (pre-test and post-test)	implementing test, validity test, realibility, degree of test difficulties, discriminating power, normality, homogeneity, and test of average.
28	THE EFFECTIVENESS OF USING VIDEO GRAPHIC "STOP MOTION" IN DEVELOPING VOCABULARY	Getting to know the vocabulary is the first step to get to know the Language. some researchers from previously research concluded that there were some factors that caused students" difficulties in learning vocabulary like the written form is different from the spoken form in English, so many numbers of vocabularies that students need to master, and their motivation from the environment or classmates are not supporting to master vocabulary. For teachers, this must be overcome by choosing learning media according to the needs of students. According to the researcher, one of the media that is quite interesting is graphic-stop motion video. This media is part of the animation video, which is expected to have more attraction for increasing students' motivation to learn.	vocabulary	junior high school program	quantitative (pre-experimental study)	test (pretest and post test)	validity, reliability, T test.
29	THE EFFECTIVENESS OF VIDEO BLOG (VLOG) TO TEACH SPEAKING OF RECOUNT TEXT (AN EXPERIMENTAL RESEARCH AT THE TENTH GRADERS OF MA NU MRANGGEN IN ACADEMIC YEAR 2019/2020)	In this modern era, young learners are more interested in learning with technology. It becomes a habit for young learners to use technology such as handphones, laptops, and online interactions. The video blog is one of the media that can help the students to enjoy practising the English language. Based on this explanation, the writer wanted to combine technology with conventional teaching and learning process. The writer chose a video blog as a medium to teach speaking recount text.	speaking	senior high school program	quantitative (true experimental design)	test (pretest-posttest) and interview	validity, reliability, F-test, normality, homogeneity, T-test

30	THE EFFECTS OF EFL LEARNERS' SPEAKING ANXIETY ON SPEAKING PERFORMANCE	In speaking class, speaking anxiety is a common phenomenon that happens with foreign language learners. It is usually happen when they want to practice in spoken to communicate or share their ideas to other people. Based on the observation that has been conducted in MTs NU 02 Al-Ma'arif Boja, the writer found that many EFL learners who good enough in writing are hardly expressing their ideas in a form of spoken language. They feel worried when they want to produce word by word. although anxiety is a natural thing, but if it is felt very worried, then this will have an effect on the learning process they are doing. With this, the researcher is trying to find out what effects are faced by EFL learners when they have speaking anxiety in learning performance.	learning practice	junior high school program	quantitative research design (correlation product moment)	questionaire, interview,	correlation product moment analysis (mean, median, modus, SD, hypothesis test), Prerequisite test (normality), validity, reliability.
31	THE EXPERIMENT STUDY OF UTILIZING A WHATSAPP GROUP AS AN INFORMAL CHANNEL TO TEACH WRITING RECOUNT TEXT	With the development of technology that is growing, the use of technology is increasingly massive in the field of education. Whatsapp as one of the social media is an android-based app that is most often used by people. With adequate features, such as chat, voice calls, voice notes, video calls, and other features, WhatsApp can also be used as a learning media. Furthermore, almost all students at SMK Muhammadiyah Purwakarta, especially at X RPL, have a smartphone and are active on social media, especially Whatsapp. Therefore, the researcher wants to try to see how the effect of using WhatsApp as a learning media in writing recount text is.	Writing	senior high school program	quantitative approach (quasy-experimental study)	test (pretest-posttest), documentation.	normality test, chi square, homogeneity, average test, t test.
32	THE IMPLEMENTATION OF PEER REVIEW TECHNIQUE IN TEACHING WRITING OF RECOUNT TEXT	In fact, many students find difficulties in writing, because they do not know how they can express their idea well. Based on the observation, some problems that found were the students did not know whether their writing was right or not because the teacher did not check their writing and the students were shy to ask the teacher when they found difficulties in writing. Besides that, the class condition was less attractive. The English teacher also said that the students have less motivation in learning English especially in writing. It makes students' writing ability still low.	Writing	junior high school program	descriptive qualitative research	observation, interview	data reduction, data display, conclusion drawing and verification

33	THE INFLUENCE OF STUDENTS' LISTENING HABIT OF ENGLISH SONGS TOWARD STUDENTS' READING COMPREHENSION ABILITY OF NARRATIVE TEXT	Reading comprehension is one way for students to be able to master reading skills as a whole. Reading comprehension allows students to understand, analyze, and evaluate what they read. Songs, as an entertainment medium, can also be used as learning media, especially in learning English. some songs do have teaching content ranging from improving vocabulary, grammar, feeling the song, and many others. For reading comprehension context, songs can also improve students' ability to understand the meaning of each song's lyrics. As a parameter for students' understanding, a meaningful song will make students feel quite deep about the content of the song. Besides that, music can relax the brain so that students can read the lyrics for pleasure.	reading	junior high school program	quantitative (regression analysis)	Questionaire and test	reliability, validity, descriptive analysis, normality, linearity, correlation analysis, regression analysis
34	THE PROBLEMS OF EFL STUDENTS OF VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE IN LISTENING COMPREHENSION	based on the researcher experience, many students still cannot understand even do not understand words or sentences spoken in English verbally by interlocutors or native speakers on recorded audio. This is due to the lack of students' listening comprehension skills. Listening comprehension is one of the linguistic abilities to understand and listen to every word or sentence that other people give. To be able to gain a deep understanding of what is heard, students must have good knowledge in vocabulary, grammar, and pronunciation. and here the researcher wants to find out what problems students face in listening comprehension.	listening	university undergraduate program	descriptive qualitative research	observation, interview, documentation	data reduction, data display, and conclusion drawing/ verification.
35	THE SHIFT OF ENGLISH LANGUAGE TEACHING DURING COVID-19 PANDEMIC	the impact the Covid-19 pandemic that hit so learning does not run optimally because must stay at home and apply physical distancing. Learning pedagogies increasingly involve a synthesis between traditional lectures and the use of case studies and project based group work. The Internet provides new opportunities to this learning approach. Internet applications can be developed for project based assignments, which are cheap and easy to deploy. They offer students interactive assignments and the opportunity to benchmark with other assignments online. Teachers have opportunities to review assignments online and offer project groups online advice and assessment. with this reason, the researcher want to give her analysis about the shift of teaching english language in pandemic.	teacher education	General	descriptive qualitative research	self-analysis	data reduction, data display, conclusion drawing/ verification

36	TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS	Every human being has right to get an education because it is the most crucial thing in life. This means that people with disabilities also have the right to education. But those who have limitations suddenly can be equated with other normal people in the implementation of the learning process, because those who have limitations must receive special attention. communication, becomes one of the most important things for deaf students. although they can not do it orally, but they can still communicate with sign language. Therefore, the total communication method is the most suitable medium to be applied to deaf students. Total communication is a teaching method where combined sign language, written and oral interaction, lip-reading, mime, facial expression, fingerspelling, and all the possible visual materials helped in teaching.	ESP	senior high school program	descriptive qualitative research	interview, observation, questionnaire, and documentation.	tiangulation (reduction ,display, conclusion)
37	USING BOARD GAME TO TEACH MODAL EXPRESSIONS OF ABILITY AND WILLINGNESS	As we know students still feel difficult in mastering modal expression of ability and willingness because it is so crucial and also has the rule of using modal beside tenses. Most of students are also still difficult to determine the verb that appropriate with modal expression of ability and willingness. Because of that students also need to be more carefulness in making the sentence in modal expressions of ability and willingness. Teachers need a new atmosphere in teaching- learning modal expressions of ability and willingness to make students easier in understanding it. The board game is some way that can be use as game-based learning media to teach modal expressions of ability and willingness. When students can identify the grammatical of sentence, they can make a good sentence and develop their sentences in some creativities.	grammar	junior high school program	quantitative method	test, and documentation	normality, homogeneity, average test, validity, reliability, hyphotesis test.
38	USING PERSONAL VOCABULARY NOTES TECHNIQUE TO ENRICH STUDENTS' VOCABULARY OF NARRATIVE TEXT	Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they will not understand what others say. Therefore, as an English foreign learner, we should be mastered in English vocabulary. There are many ways to improve students' vocabulary knowledge. and for this research, the researcher tried to use personal vocabulary technique notes for vocabulary enrichment of narrative text. Personal Vocabulary Notes is a way of developing student	Vocabulary	junior high school program	quantitative research (quasy-experimental research)	pretest, posttest,	validity, realibility, degree of test difficulities, discriminating power, normality, homogeneity, test of average

No.	Title	Issue	ELT Reseach Area	Context	Method	Data Collection	Data Analysis
		vocabulary in a personalized way while encouraging them to become autonomous learners. So this technique focuses on the word meaning to be understood.					
39	VOCABULARY ENRICHMENT USING ANAGRAM GAME FOR SUPPORTING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT	in SMP IT Miftahul Ulum Ungaran at the seventhgrade student, the researcher finds many problems faced by the students which were related to vocabulary. Most of them were unable to fulfill the requirement. This condition appeared in several indicators. One of them was caused by the teachers since they never use certain method or media to make the students interested in vocabulary. In addition, there was no variation in the teaching of vocabulary. and to solve it, the researcher trying to conduct al learning using anagram game. Anagram is a type of word play. An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, the word anagram can be rearranged into anagram, or the word binary into brainy.The original word or phrase is known as the subject of the anagram. Any word or phrase that exactly reproduces the letters in another order is an anagram.	Writing	junior high school program	quantitative research (regression analysis)	pretest and posttest	validity, realibility, degree of test difficulities, discriminating power, normality, homogeneity, t test

2021

No.	Title	Issue	ELT Reseach Area	Context	Method	Data Collection	Data Analysis
1	CLASSROOM QUESTIONING IN ONLINE SPEAKING CLASS: A DESCRIPTIVE STUDY	many student tent to be silent in online class.t This problem caused by many factors, such as lack of confidence, feeling of having low competence, lack of understanding from the teachers' topic, fear of being judge or being mistaken, having different personalities and do not have a chance to speak. So the researcher trying to analyze questioning strategies in order to make students actively engage into classroom.	speaking	English course	descriptive qualitative research	observation and interview.	data reduction, data display, and conclusion drawing
2	DIRECT AND INDIRECT INSTRUCTION IN TEACHING	in fact, not everyone can improve their language skills in formal schools. This is because they have less interest in the material provided and the methods used are still	speaking	(omah sinau batang) out of class tutoring	descriptive qualitative research	observation, interview	data reduction, data display, and conclusion drawing

No	Title	Description	Focus	Subject	Method	Technique	Analysis
	CONVERSATION: A STUDY IN AN OUT-OF-CLASS ENGLISH LANGUAGE LEARNING PROGRAM	conventional. they need a different way of learning like out of class. Here, the researcher uses direct and indirect instruction methods and does it in an out of class to build their speaking ability.		institute			
3	EFL STUDENTS' PERCEPTION OF SYNCHRONOUS AND ASYNCHRONOUS E-LEARNING DURING COVID-19 PANDEMIC	During the pandemic, all learning processes are carried out online. And in general, online learning is done synchronously and asynchronously. To see how the implementation of the online learning process is, the researcher is tying to find out student perception regarding it.	student perception (learning practices)	university undergraduate program	descriptive research with quantitative method	Questionaire	The descriptive statistical analysis (quantitative)
4	EFL STUDENTS' PERCEPTIONS OF USING ENGLISH SONG TO IMPROVE PRONUNCIATION SKILL	as we know every student have their own style in learning. And all of them must need some method and media to make them enjoyable in learning process. So the researcher trying to conduct a learning with using english song to improve their pronunciation skill.	speaking	senior high school program	descriptive qualitative research	questionaire and interview	assembling data, coding the data, comparing the data, building the meaning and interpretation, reporting the outcomes
5	EFL STUDENTS' PERCEPTIONS OF ONLINE LEARNING IN SPEAKING COURSE DURING THE COVID 19 PANDEMIC	in online learning there are many obstacles that must be faced by students in learning process especially in speaking course. Starting from the lack of student activity compared to learning face to face, and other technical problems. Even though we know that speaking skill is the one of important skill that has been mastered by a student especially in English education department.	speaking	university undergraduate program	descriptive qualitative research	questionaire and interview	data reduction, data display and drawing conclusions
6	GAMES AS MEDIA OF LEARNING VOCABULARY IN AN INTENSIVE ENGLISH CLASS: A STUDY AT PESANTREN DARUL FALAH BESONGO SEMARANG	The researcher observed that most students have low motivation and low ability in learning English especially English vocabulary in pesantren darul falah besongo. So to solve it, the researcher trying to using games as a learning media in building vocabulary enrichment.	vocabulary	intensive english class (pesantren for university undergraduates student)	descriptive qualitative research	observation and interview.	data reduction, data display, and conclusion drawing or verification.

7	IMPLEMENTING TASK-BASED LANGUAGE TEACHING (TBLT) TO TEACH SPEAKING IN EFL CLASSES TEACHING (TBLT) TO TEACH SPEAKING IN	speaking skill becomes a person's parameter in mastering a language, especially English. Therefore, in the process of bilding students' speaking skills, a method that is suitable for their environment is needed. Now here the researcher argues that Task based language teaching is very suitable to be used because this method is very suitable for Asian culture.	speaking	junior high school program	qualitative research	observation and interview.	data reduction, data display, and conclusion drawing or verification.
8	INVOLVING CRITICAL THINKING ACTIVITIES TO TEACH SPEAKING SKILLS TO EFL STUDENTS (A DESCRIPTIVE STUDY AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE IN INDONESIA BOARDING SCHOOL)	In Indonesia itself, writing and reading skills are the main concerns in learning English. then the students' speaking and listening skills are less developed. But we know that the purpose of learning a foreign language is to communicate. it is necessary to strengthen speaking skills for students. critical thinking can be a solution to improve their language skills, especially speaking skills. With critical thinking, their teachers will be encouraged to express their opinions and try to speak in front of their friends.	Speaking	senior high school program	descriptive qualitative research	observation, interview, and documentation.	reducing, displaying, and concluding data
9	METACOGNITIVE ONLINE ACADEMIC READING STRATEGIES PRACTICED BY EFL STUDENTS	reading online is more challenging than reading based paper. This is because there are too many instructions which result in a lack of focus for students in reading an academic reading text from online sources. So the researcher tries to find the best stretegies for students in reading online academic texts.	Reading	university undergraduate program	descriptive qualitative research	questionaire and interview	data collection, data reduction, data display, conclusion drawing
`10	MICRO TEACHING-LEARNING PROCESS THROUGH E-LEARNING DURING COVID19 OUTBREAK AT UIN WALISONGO SEMARANG	micro teaching is the most important activity for students majoring in education. This is because students must prepare themselves to become teachers in simulation activities of the learning process. Now that the pandemic has changed everything, micro teaching which is held face to face must now be carried out online. this must cause some problems because micro teaching activities cannot be monitored in real time, so innovation is needed in its implementation. so the researcher looks for how to process the implementation of micro teaching online and what problems are faced.	teacher education	university undergraduate program	descriptive qualitative research	observation and interview.	collecting data, data reduction, data presentation, and data retrieval or levers.
11	STUDENT ENGAGEMENT WITH E-LEARNING-DRIVEN LANGUAGE LEARNING	Based on the researcher's experience, most students become passive when online classes are running. This is due to the difficulty of signaling, lack of student motivation, etc., it is necessary to evaluate the learning system so that student	learning practice ()	senior high school program	descriptive qualitative research	obervation and interview	data reduction, data display, conclusion drawing

	ACTIVITY	learning is in accordance with the students needed. Here the researcher is looking for student engagement in the implementation of e-learning-based learning to overcome this.					
12	TEACHERS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM AND VIDEO LEARNING MATERIAL IN SUPPORTING STUDENTS' GRAMMAR UNDERSTANDING	The use of technology in the implementation of the learning process has become commonplace at this time. One of the media platforms that is often used by Google Classroom. Google Classroom is the most frequently used platform during the online learning process because it has several features that are adequate for the implementation of learning. on the other hand, there must be obstacles that occur in the implementation process, especially for teachers, because they are required to prepare all the needs for the learning implementation process so that learning objectives can be achieved. Here, the researcher tries to find teacher perception in the use of google classroom and video learning materials as a medium to support students' grammar understanding.	teacher perception (teacher education)	junior high school program	qualitative research	interview, documentation and observation	data reduction, data presentation or data display, and conclusion drawin g.
13	TEACHING ENGLISH SPEAKING TO DISABLED STUDENTS IN AN ONLINE CLASS AT SLB	as we know SLB is a special school for children with special needs. So to teach English, you must also provide special treatment. And now they have to be faced with covid19 where learning has to be done online. this adds another problem because teachers have to think of an effective method with all the limitations that exist.	speaking	senior high school program	descriptive qualitative approach	observation, in-depth interviews, and documentation	data reduction and data display.
14	THE ADOPTION OF MOBILE TECHNOLOGY APPLICATIONS IN EFL LEARNING ENRICHMENT: EXPLORING JUNIOR HIGH SCHOOL STUDENTS' LANGUAGE LEARNING PRACTICES	nowadays, technological developments are increasingly advanced, especially in education. We can find applications that can support the process of learning English. But on the other hand, many schools in Indonesia prohibit students from using their cellphones during the learning process because they think that carrying cellphones has a lot of negative consequences for students. So here the researcher wants to refute that opinion by exploring the mobile app in EFL which can improve students' English language skills.	learning practices	junior high school program	qualitative research methods	observation and interview.	data reduction, data display, and concluding/verificati on.
15	THE EFFECTIVENESS OF SHOW DON'T TELL TECHNIQUE TO TEACH WRITING	Writing is not as easy as imagined. Starting from finding the topic, checking the grammar of the text, checking the coherence from one paragraph to another and so on. Therefore, continuous practice is needed to improve this skill. On the other hand, as a teacher, when we teach writing, we must also use appropriate and appropriate methods. so	writing	senior high school program	quasy experimental research (a nonequivalent control-group design)	pretest and post test	normality test, homogeneity test, and t test

		the researcher tries to use the show don't tell technique to improve student writing skills.					
16	THE INCONSISTENCY BETWEEN THE PRE-SERVICE TEACHERS' LESSON PLANNING AND THEIR PERFORMANCE IN MICRO-TEACHING CLASS	In the implementation of micro teaching, students should prepare lesson planning. Lesson planning is a crucial thing because with lesson planning, a student has a reference in the implementation of the teaching and learning process. But in fact in the implementation of micro teaching it is not in accordance with what has been made in the lesson planning. There are many factors that cause this discrepancy, such as limited time, lack of student preparation to carry out micro teaching according to the lesson plan, and so on. This is what makes the researcher interested in conducting research on the inconsistency between the pre-service teachers lesson paln and their performance in micro teaching class.	teacher education	university undergraduate program	qualitative descriptive method	observation, interview, and documentation.	data reduction, data display, and conclusion drawing/verification
17	THE INFLUENCE OF STUDENTS' EXPERIENCE OF VISITING TOURISM PLACES ON THEIR WRITING SKILL OF RECOUNT TEXT ((A STUDY AT THE EIGHT GRADE OF MTS N 01 SEMARANG IN THE ACADEMIC YEAR OF 2020/2021)	Sometimes when a teacher asks students to write recount text they are confused about what they are going to write. But many of them don't realize that everyone has an experience in their life, especially the experience of visiting tourism places that can actually help them in writing recount text.	Writing	junior high school program	quantitative approach (experimental method)	test (pretest and post test)	descriptive statistics, normality test, and T-test
18	THE INFLUENCE OF STUDENTS' MASTERY OF ADJECTIVES ON THEIR ABILITY IN WRITING DESCRIPTIVE TEXT	Writing sequences are the most problematic in learning English because writers should transform the conception of designing various clauses and choosing the appropriate sentence for a written text, and in writing, we are repeatedly acquainted with complex grammar and therefore become skilled in it. so adjective, as one of the word classes must also be mastered when we want to write.	writing	senior high school program	quantitative studies (correlational design)	test (multiple choice and essay)	validity test, reliability test, correlation product moment approach (regression test)
19	THE INFLUENCE OF STUDENTS' MORPHOLOGICAL AWARENESS ON THEIR READING COMPREHENSION	in reading skill, some students problems laid on understanding the sentences in the passage because their reading comprehensions are low. Even though morphological awareness does not have a direct effect on reading skills, by mastering morphological awareness, the lack of vocabulary can be minimized.	Reading	university undergraduate program	correlational quantitative method	morphological awareness test and reading comprehension test	validity test, reliability test, pearson product moment (regression test)

20	THE INFLUENCE OF STUDENTS' PRONUNCIATION AND SELF-CONFIDENCE ON THEIR SPEAKING ABILITY	Based on the researcher's experience as a student majoring in English, the researcher often sees that when students make presentations in English in front of the entire class, they often feel nervous and not confident when communicating in real situations or daily communication. This nervousness may be caused by a loss of self-confidence caused by several factors, including fear of mispronouncing some words, using inappropriate vocabulary, not being able to understand what someone is listening to, and so on.	speaking	university undergraduate program	quantitative methodology (correlational study)	pronounciation test, questionaire, speaking skill test	validity test, reliability test, normality test, r square test, the correlational test, and the multiple regression test.
21	THE STUDENTS' VOICE ON THE ROLE OF NATIVE SPEAKER IN SUPPORTING THEIR SPEAKING SKILL	The existence of native speakers has surely been recognized as an important aspect in teaching learning especially English as a second language. The use of native speakers as teaching teachers will have many benefits for students, especially in speaking skills. There are many factors why native English teachers are better than local English teachers, such as appropriate pronunciation, good mastery of grammatical rules, and increasing student motivation in the teaching and learning process. Besides that, student voice is also needed to determine how the teaching and learning process is in accordance with what the student needs.	speaking	senior high school program	descriptive qualitative study	interview and documentation	reducing, displaying, and concluding data.
22	THE USE OF ENGLISH ADVENTURE TECHNIQUE TO TEACH SPEAKING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA LABORATORIUM UPGRIS	Based on the result of English teacher's observation in class especially in X MIPAclass of tenth grade of SMA Laboratorium UPGRIS that there was a problem that faced when the teacher taught spoken English. The students felt anxiety when they spoke English. They were not confident because incorrect grammatical, lack of vocabulary, and lack of pronunciation. so to fix it, the researcher trying to use and adventure technique to teach speaking especially in dscriptive text.	speaking	senior high school program	descriptive qualitative study	direct observsation, interview, documentation	data reduction, data display, conclusion and verification
23	THE USE OF POWER POINT VIDEOS WITH PROJECT-BASED LEARNING TO TEACH RECOUNT TEXT WRITING	During the pandemic, SMP N 2 Patebon takes a policy of learning from home. The alternative that is taken by the school is learning through google classroom. However, using google classroom isn't effective for teaching and learning English in eighth grade students of SMP N 2 Patebon. There are only 25% students who submitted the assignment via google classroom. It is even more effective to use WA group and use power point videos that were done by apprentice students during PPL (Teaching Internship) last year.	Writing	junior high school program	quantitative approach (quasy-experimental method)	test (pretest and posttest) and documentation	normality test, homogeneity test, and t test

24	THE USE OF VAK (VISUAL, AUDITORY, KINESTHETIC) LEARNING STYLE OF NLP AS PSYCHOLOGICAL APPROACH IN LEARNING SPEAKING SKILL	the writer finding the problem of student in learning english especially in speaking skill is feelings of fear and anxiety make mistakes dominate besides their weak in understanding of English grammar and vocabularies weakness. So to fix it, the researcher trying to build their confident with pendekatan pscycological using NLP (Neuro-linguistic programming)	speaking	English course	descriptive qualitative study	interview, observation, documentation.	data reduction, data display, conclusion drawing and verivication
25	TYPES OF TEACHER'S CORRECTIVE FEEDBACK ON EFL STUDENTS' DESCRIPTIVE WRITING: CASE STUDY AT MTS WAHID HASYIM PATI	Learning English writing enables students to make any errors. Because writing is a complex cognitive activity where the writer needs to control the content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. So it is important to correct mistakes made by students while using the target language. so the researcher make a research to find out the types of teacher corrective feedback on efl student descriptive writing.	teacher education (types of teacher feedback)	junior high school program	descriptive qualitative study	document analysis	data reduction, data display, and conclusion drawing / verification
26	USING CLT METHOD IN TEACHING READING OF RECOUNT TEXT	based on the experience of researcher during conducting practice teaching in teaching internship difficulty, it was found that many students will find reading difficult although they have done it for several years. They do not know how to comprehend an English text and get the message from it. so we as a facilitator in learning process must trying the best method in improve student reading comprehension and the researcher trying to use CLT as their method. she assumed this method is efective to fix that problem based on the previous research that she found.	reading	senior high school program	descriptive qualitative research	observation, interview, and documentation.	data reduction, data display and conclusion
27	USING GRAPHIC ORGANIZER AND CONTEXT CLUES FOR TEACHING READING OF DESCRIPTIVE TEXT	The researcher asked junior high school students randomly what they thought of reading. From the problems, most students argue that they have difficulty understanding while they read a text. They get bored when reading a long text. When students read the descriptive text, they will found many new vocabularies. so to help students in solving that problem, the researcher using context clues and graphic organizer. Context Clues help students find vocabulary that they do not know what the meaning when reading descriptive text and also with combining the Graphic Organizers method that can support students in remembering and connecting information when reading.	Reading	junior high school program	quantitative approach (pre experimental study)	documentation, test (pretest and post test)	validity, reliability, normality, homogeneity, N-Gain test, and T-test

28	USING METACOGNITIVE READING STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION SKILL	reading is a necessary activity to know, to learn, and to understand anything happened or to explore the mind to face the changing the world. To increase the quantity of human resources needed reading strategies because of having a good ability to comprehend the text does come easily. One of basic strategy in reading comprehension is using metacognitive strategy. This strategy is related to readers" awareness, monitoring and regulating. By implementing this strategy, the students will pay more attention and evaluate towards what they read.	Reading	senior high school program	descriptive qualitative study	observation, interview, questionaire, and documentation	description the result with interpreting the data
29	USING PARAGRAPH HAMBURGER STRATEGY IN TEACHING READING COMPREHENSION ON RECOUNT TEXT	students are still lacked understanding of reading comprehension in the reading class. The students are not interested to read English text and they are not motivated to learn because the students have lack of vocabularies. Those reasons made the researcher interested to conduct a research about the better way to teach students using a technique which is paragraph hamburger strategy in this research.	Reading	senior high school program	quantitative research (quasy-experimental study)	test(post-test, validity and homogeneity)	data description (mean, median, standard deviation), pre-requisite test (normality and homogeneity), T test
30	VIDEO-MEDIATED TEACHING VOCABULARY DURING COVID-19 PANDEMIC: A CASE STUDY AT MIN 1 KENDAL	For elementary school students, building their vocabulary enrichment is very important. Vocabulary will help them in understanding English well for simple things. In addition, teaching elementary school children also has challenges because they often feel bored with monotonous things. especially now during the pandemic, the teaching and learning process must be carried out online. Therefore a teacher must choose a fun method in the teaching and learning process.	vocabulary	elementary school program	descriptive qualitative approach	observation, interview, documentation	reduction, display, conclusion and verification

Appendix 2

Table Of Distribution Research Trend from 2019-2021

2019

Research trend

No	Research area	Number of studies	Percentage of the studies
1	Teacher education	1	1.92
2	Reading	7	13.46
3	Writing	14	26.93
4	Speaking	16	30.77
5	Listening	1	1.92
6	Curriculum/programme evaluation	7	13.46
7	Learning practices	2	3.85
8	Vocabulary	2	3.85
9	Language testing	1	1.92
10	Grammar	1	1.92
Total		52	100%
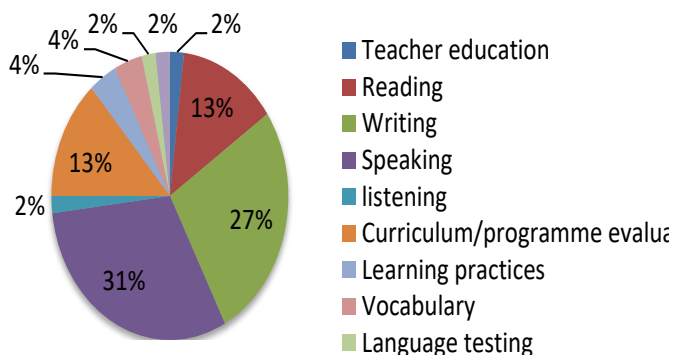
Educational context

No	Educational context	Number of studies	Percentages of studies
1	Kindegarten Program	-	-
2	Elementary School Program	2	3.85
3	Junior high school program	15	28.85
4	Senior high school program	24	46.15
	University undergraduates program	6	11.54
	English course institute	3	5.76
	Out of class program	2	3.85
Total		52	100 %

Method

Method	Number of studies	Percentages of studies
Experimental	19	36.54
Non-experimental	33	63.46
Total	52	100%

Data analysis techniques

No	Data	Number of studies	Percentages of studies
1	Quantitative	22	42.31
2	Qualitative	26	50
3	Mixed	4	7.69
4	Total	52	100%

2020

Research trends

No	Research area	Number of studies	Percentage of the studies
1	Teacher education	3	7.69
2	Reading	7	17.95
3	Writing	5	12.82
4	Speaking	10	25.64
5	Listening	2	5.13
6	Curriculum/programme evaluation	1	2.56
7	Learning practices	3	7.69
8	Vocabulary	5	12.82
9	Language testing	1	2.56
10	Grammar	1	2.56
11	ESP/EAP learning strategies	1	2.56
Total		39	100%
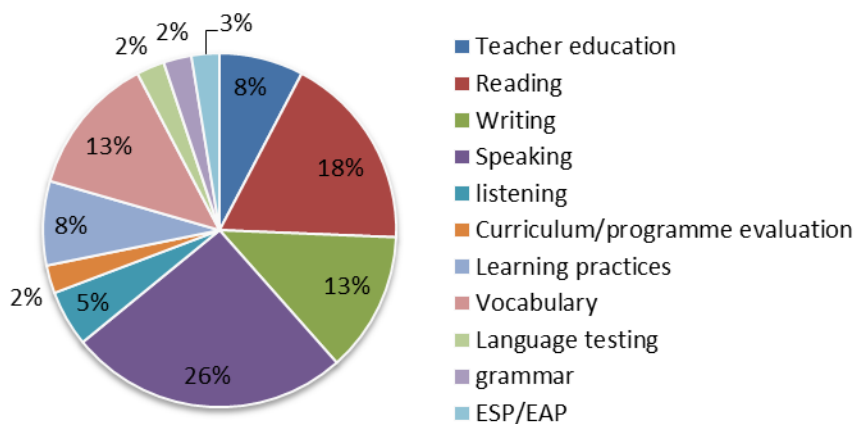
Educational context

No	Educational context	Number of studies	Percentages of studies
1	Kindegarten Program	-	-
2	Elementary School Program	3	7.69
3	Junior high school program	13	33.33
4	Senior high school program	6	15.38
5	University undergraduates program	11	28.20
6	English course institute	-	-
7	Out of class program	1	2.56
8	Language center	1	2.56
9	Job training center	1	2.56

10	Homeschooling	1	2.56
11	Homestay environtment (society)	1	2.56
12	General	1	2.56
Total		39	

Method

Method	Number of studies	Percentages of studies
Experimental	11	28.21
Non-experimental	28	71.79
Total	39	100%

Data analysis techniques

No	Data	Number of studies	Percentages of studies
1	Quantitative	16	41.02
2	Qualitative	21	53.85
3	Mixed	2	5.13
4	Total	39	100%

2021

Research Area

No	Research area	Number of studies	Percentage of the studies
1	Teacher education	4	13.33
2	Reading	6	20
3	Writing	4	13.33

4	Speaking	11	36.67
5	Listening	-	-
6	Curriculum/programme evaluation	-	-
7	Learning practices	3	10
8	Vocabulary	2	6.67
9	Language testing	-	-
10	Grammar	-	-
11	ESP/EAP learning strategies	-	-
Total		30	100%
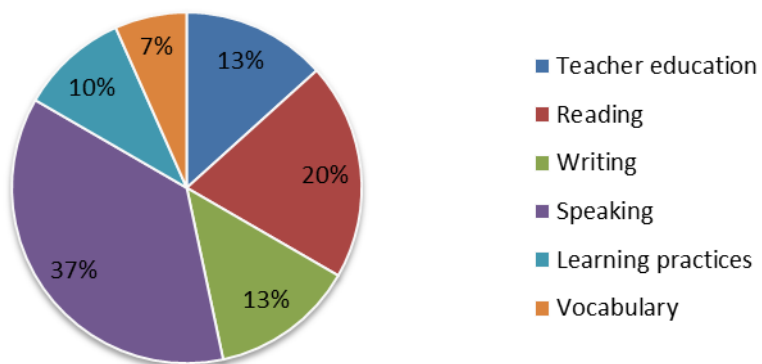
Educational context

No	Educational context	Number of studies	Percentages of studies
1	Kindegarten Program	-	-

2	Elementary School Program	1	3.33
3	Junior high school program	7	23.33
4	Senior high school program	11	36.67
5	University undergraduates program	8	26.67
6	English course institute	2	6.67
7	Out of class program	1	3.33
Total		30	100 %

Method

Method	Number of studies	Percentages of studies
Experimental	5	16.67
Non-experimental	25	83.33
Total	30	100%

Data analysis techniques

No	Data	Number of studies	Percentages of studies
1	Quantitative	9	30
2	Qualitative	21	70
3	Mixed	-	-
4	Total	30	100%

2019-2021

Research area

No	Research area	Number of studies	Percentage of the studies
1	Teacher education	8	6.61
2	Reading	20	16.53
3	Writing	23	19
4	Speaking	37	30.58
5	Listening	3	2.48
6	Curriculum/programme evaluation	8	6.61
7	Learning practices	8	6.61
8	Vocabulary	9	7.44
9	Language testing	2	1.65
10	Grammar	2	1.65
11	ESP learning strategies	1	0.83
Total		121	100%
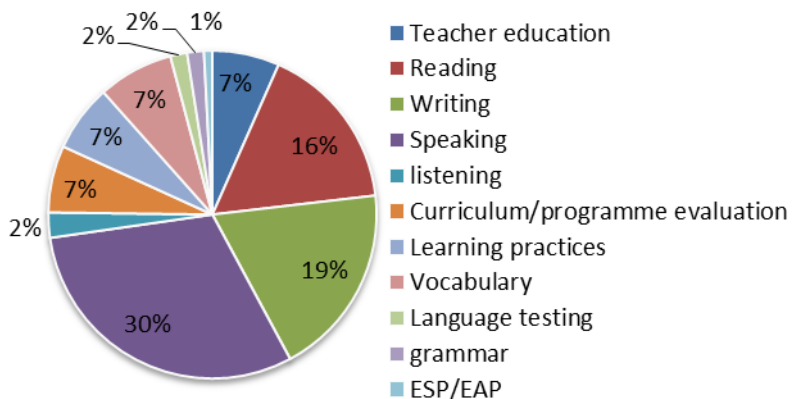
Legend:
- Teacher education
- Reading
- Writing
- Speaking
- listening
- Curriculum/programme evaluation
- Learning practices
- Vocabulary
- Language testing
- grammar
- ESP/EAP

Educational context

No	Educational context	Number of studies	Percentages of studies
1	Kindegarten Program	-	-
2	Elementary School Program	6	4.95
3	Junior high school program	35	28.93
4	Senior high school program	41	33.88
5	University undergraduates program	25	20.66
6	English course institute	5	4.13
7	Out of class program	4	3.30
8	Language center	1	0.83
9	Job training center	1	0.83
11	Homeschooling	1	0.83

12	Homestay environtment (society)	1	0.83
13	General	1	0.83
Total		121	100
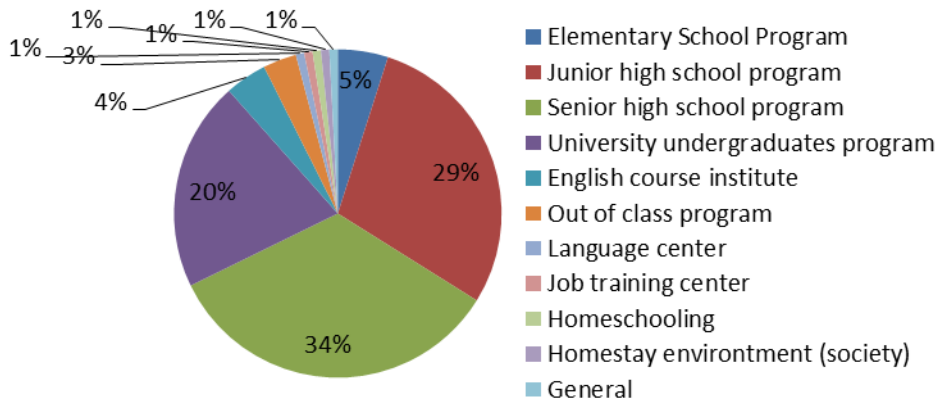
Method

Method	Number of studies	Percentages of studies
Experimental	35	28.93
Non-experimental	86	71.07
Total	121	100%

Data analysis techniques

No	Data	Number of studies	Percentages of studies
1	Quantitative	47	38.84
2	Qualitative	68	56.20
3	Mixed	6	4.96
4	Total	121	100%

CURRICULUM VITAE

Name   : Nuzul

Student's Number   : 1803046015

Date of Birth   : December 12th 2000

Phone Number   : 081345524806

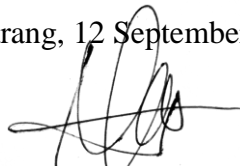Email   : Nuzul121220@gmail.com

Address   : Dusun Timur Tengah, Desa Sungai

                                      Nyirih, Kec.Jawai, Kab.Sambas,

                                      Prov. Kalimantan Barat

Education   :

1. SDN 11 Sungai Nyirih, Kab. Sambas
2. SMPN 4 Jawai, Kab. Sambas
3. SMAN 1 Jawai, Kab. Sambas
4. English Education Department, UIN Walisongo Semarang

Semarang, 12 September 2022

Nuzul
NIM. 1803046015