TRENDS IN EFL UNDERGRADUATE THESIS TOPICS IN HIGHER EDUCATION
(A Case Study at UIN Walisongo Semarang)

THESIS

Submitted to Fulfill Part of the Requirements for Obtaining a
Bachelor of Education Degree in English Education

Composed by:

ABDUL GHOFUR

1903046119

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

SEMARANG

2023

AUTHOR STATEMENT

AUTHOR STATEMENT

I am a student with the following identity:

Name   :   Abdul Ghofur

NIM   :   1903046119

Faculty   :   Education and Teacher Training

Department   :   English Language Teaching

Certify that the article entitled:

TRENDS EFL UNDERGRADUATE THESIS TOPICS IN HIGHER EDUCATION
(A Study Case at UIN Walisongo Semarang)

is my work, I am entirely responsible for the content of this article. Other writers' opinions of findings including in the article are quoted or cited under the ethical standards.

Semarang, September 20th, 2023
Researcher,

Abdul Ghofur
NIM.1903046119

ADVISOR NOTE

ADVISOR NOTE

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	:	Trends in EFL Undergraduate Thesis Topics in Higher Education (A Study Case at UIN Walisongo Semarang)
Name	:	Abdul Ghofur
NIM	:	1903046119
Department	:	English Language Teaching

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

Wassalamu'alaikum, Wr. Wb.

Semarang, September 20th, 2023
Advisor,

Daviq Rizal, M.Pd.
NIP.197710252007011015

RATIFICATION

KEMENTRIAM AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Kota Semarang.
Telp. (024) 7601296 / Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title	:	Trends in EFL Undergraduate Thesis Topics in Higher Education (A Study Case at UIN Walisongo Semarang)
Name	:	Abdul Ghofur
Student Number	:	1903046119
Department	:	English Education

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

Semarang, October 27th, 2023

THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd.
197710252007011015

Secretary,

Lulut Widyaningrum, M.Pd.
198008032009012010

Examiner I,

Dr. Hj. Siti Mariam, M.Pd.
196507271992032002

Examiner II,

Dra. Hj. Ma'rifatul Fadhilah, M.Ed.
196208031989032003

Advisor,

Daviq Rizal, M.Pd.
197710252007011015

iv

ABSTRACT

Name	:	Abdul Ghofur
NIM	:	1903046119
Title	:	Trends in EFL Undergraduate Thesis Topics in Higher Education (a Case Study at UIN Walisongo Semarang)

This research aims to analyze the sentiment and trend of the undergraduate topic thesis of students of UIN Walisongo Semarang. The main objective of this research is to understand what the research trends are and what is behind the trends. The research method involved questionnaires for students and analysis of documented data in the form of text mining taken from Walisongo Eprint Library to obtain raw data. The data was analyzed using descriptive statistics to evaluate the results of the processed data. The results showed a positive trend in the results of the background questionnaire of students who wanted to complete their research immediately and three sentiment categories. The Rare category is research that is rarely taken, Often is research that is often written, and research that is currently being developed by students. This study implies that students are positive about the research they are working on, and the documentation data shows a significant change in the trend pattern. Therefore, university policies that are developed to better suit the development of students need further attention.

Keywords: *research sentiment, research trends, text mining, undergraduate thesis topics*

MOTTO

"Like an efficient algorithm, the English language enables us to convey messages clearly and effectively."

- Peter Ipung

DEDICATION

In the name of Allah, the Most Merciful and the Most Compassionate. This research can be completed because of the support and motivation of important people. I dedicate this thesis to:

- My beloved campus, UIN Walisongo Semarang, especially the Education and Teacher Training Faculty also English Language Education program.
- All lecturers who have taught me in 9 semesters.
- To the Library of UIN Walisongo Semarang for facilitating access and facilities for my research.
- My beloved family.
- My friends who I can't name one by one.

Thank you for all your care, support, and motivation. I will never forget it.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillah,

First, let us express our gratitude to Allah SWT. which has given us the blessings of health, faith, and piety so that we can fight until this point.

Secondly, let us send sholawat and salam to the Great Prophet Muhammad SAW. who has taken us from the path of darkness to a brightly lit path.

Then, do not forget the friend Ali bin Abi Talib who is the door of all the peaks of knowledge.

However, this research would not have been possible without the help and appreciation of:

- Dr. Ahmad Ismail, M.Ag., M.Hum., as dean of the Education and Teacher Training Faculty.
- Dr. Mahfud Junaedi, M.Ag., is vice dean of the Education and Teacher Training Faculty.
- Dra. Nuna Mustikawati Dewi, M.Pd., as the chairperson of the English Education department.
- All lecturers who teach and serve in the English Education Department, Education, and Teacher Training Faculty, UIN Walisongo Semarang.

- My parents: Mr. Nur Halim and Mrs. Rusihah. My brother's care: Nur Rohmah, Khoirur Rozikin, and others, and my sister: Lathifatul Maghfiroh gave me the spirit to keep daring to live.
- Not to forget my friends and My mysterious AI.

  In the end, I am grateful for all the support.

Semarang, September 20th, 2023

Yours sincerely, Researcher

Abdul Ghofur

TABLE OF CONTENTS

TABLE OF FIGURES

LIST OF TABLES

CHAPTER I
INTRODUCTION

English as a foreign language (EFL) is an important aspect of higher education in Indonesia (Nugroho et al., 2020). Students who take English as a Foreign Language study program in higher education, such as State Islamic University (UIN) Walisongo Semarang, are expected to have good skills in English to communicate effectively in an international and global environment. The thesis is the final assignment that must be taken by students of the EFL study program as a graduation requirement. In the thesis, students are expected to demonstrate mastery of English as well as the ability to conduct quality research. The reason for choosing the research topic TRENDS IN EFL UNDERGRADUATE THESIS TOPICS IN HIGHER EDUCATION: A CASE STUDY AT UIN WALISONGO SEMARANG is due to the author's unrest felt with the surrounding environment, many students are confused about choosing a topic, what to research, and how to flow which in the end they will only repeat existing topics with different research objects.

1.1 Research Background

According to Kobayashi Naoko, case study can be defined as an ferocious study about a person, group, or unit aimed to generalize over several units, examining in- depth data relating to several variables (*The Bloomsbury Handbook of Japanese Religions*, n.d.). Then, Empirical inquiry that investigates a contemporary miracle within its real- life environment, frequently incorporating descriptive and explicatory aspects (Qu, 2020; Shishkov, 2020).

This research is an answer to a simple observation about a case study of events that happened to students of English Education, UIN Walisongo Semarang.

The main challenge faced by students in completing their thesis is choosing a research topic that matches their interests and the latest developments in the field of EFL (Sahib & Mursyid, 2020). The process of choosing the right thesis topic can affect students' success and satisfaction in completing their final project. However, to date, there is no specific research that examines the trend of EFL thesis topics at UIN Walisongo Semarang. Therefore, this research will fill the void by conducting a case study on EFL thesis topic trends at the university.

This research is expected to provide several potential benefits. First, by identifying trends in English as a Foreign Language (EFL) thesis topics of interest to students at UIN Walisongo Semarang, the university can update the curriculum to align with students' interests and needs. Second, this research can increase student engagement, as they can choose thesis topics that match their interests, potentially resulting in higher quality work and higher student satisfaction. Thirdly, by understanding popular EFL thesis topics, universities can allocate lecturers' resources and expertise more effectively, thus providing better research guidance and support in the areas of most interest. Fourth, the results of this study can assist academic advisors in guiding students toward topics that have strong potential and are in line with current academic interests. Fifth, if certain EFL thesis topics emerge as particularly popular, faculty members might choose to publish research in those areas, contributing to the academic reputation of the university and promoting collaboration between researchers. In conclusion, this study can provide valuable guidance for academic decision-making and the application of resources based on actual student preferences and needs, as well as contributing to the development of education.

This study is expected to provide a deeper understanding of the trend of EFL thesis topics at UIN Walisongo Semarang and contribute to improved the quality of education in the field of English as a foreign language. In addition, this study can also serve as a basis for further research on other aspects related to improved the quality of English education in higher education.

In recent years, the field of English as a foreign language (EFL) education has undergone rapid change and development (Namaziandost et al., 2019). Advocating for improving English language skills has become an important focus in Indonesia's education system (Fachrunnisa & Nuraeni, 2022). Therefore, a thesis in EFL in higher education becomes more relevant and significant in facing the demands of globalization.

During these changes, research on trends in EFL thesis topics at UIN Walisongo Semarang has become increasingly important to guide students and faculty in optimizing the quality of research conducted. By knowing the trends of EFL thesis topics, faculty, and departments can adjust the curriculum and ensure that the topics of interest to students are relevant to the latest developments in the field of EFL.

In addition, this research will also provide insight into students' interest in choosing a thesis topic. Through a deeper understanding of students' interests, universities can provide better guidance and support for students in developing interesting and quality thesis topics.

The research is also relevant to current global issues, such as educational technology and the use of media in English language learning (Kamelia, 2019; Saed et al., 2021). EFL students in higher education today are faced with new challenges in utilizing technology and media in the learning and research process. By exploring trends in EFL thesis topics, this study can provide an understanding of the extent to which technology and media influence students' selection of thesis topics.

It is hoped that the results of this study will make a positive contribution to the development of English as a foreign language education at UIN Walisongo Semarang and can also be a reference for other educational institutions that have EFL study programs. Thus, this research will act as a first step to improve the quality of English as a foreign language education and provide significant benefits for students, faculty, and educational institutions in the future.

In addition, this study can also provide insight into the potential for further development and research in the field of EFL. By knowing the trends of EFL thesis topics that are in demand, it is hoped that new and innovative ideas will emerge for further research that can make a greater contribution to the development of English as a foreign language in Indonesia.

Apart from students, this research is also relevant for lecturers and thesis supervisors (Dai et al., 2020; Wang, 2022). By knowing the trends of thesis topics that are in demand, lecturers and supervisors can be better prepared to provide guidance and support to students in developing interesting and relevant thesis topics. In addition, lecturers and supervisors can also be better prepared to identify students' needs and interests, so that they can provide more appropriate direction and empower students to develop their potential in EFL research.

This study can also contribute to the improvement of research literacy in the field of EFL. Analyzing the thesis topics taken by previous students will reveal the dominant trends and themes in EFL research (Parajuli, 2020). This information can be used as a reference for students and

lecturers in exploring relevant and significant research topics in the field of EFL.

In a broader context, this research is also relevant to the development of higher education quality in Indonesia (Sunarti et al., 2022). By knowing the trends of EFL thesis topics at UIN Walisongo Semarang, other universities in Indonesia can also adapt the findings and recommendations of this study to improve the quality of research and education in the field of English as a foreign language.

Through this study, it is hoped that there will be an increased awareness of the importance of selecting appropriate and relevant thesis topics in improving the quality of EFL research and education at UIN Walisongo Semarang. In addition, the results of this study can also be a source of inspiration for further research in the field of EFL and higher education.

In conclusion, this study aims to explore the trend of EFL thesis topics at UIN Walisongo Semarang as a positive contribution to the development of English as a foreign language education in Indonesia. This research has high relevance for students, lecturers, and educational institutions, and is expected to provide tangible benefits for the development of science and education in the future.

1.2 Research Question

1. What are the sentiment perceptions of students to generate trends in EFL Undergraduate Thesis Topic on UIN Walisongo Semarang?

2. What are the results of the undergraduate thesis title dataset UIN Walisongo Library?

1.3 Research Objectives

This study aims to identify and analyze the trends of English as a Foreign Language (EFL) thesis topics that are in demand by students at the State Islamic University (UIN) Walisongo Semarang. The main objective of this research is to provide a deeper understanding of EFL thesis topic trends, as well as students' perceptions and preferences regarding thesis topic selection. Through this objective, this study will provide an understanding of the topics that currently interest students in their research in the field of EFL. By analyzing these trends, this study can provide valuable information about students' preferences and interests in choosing research topics, which in turn can be used to direct curriculum development and teaching that better suits students' needs and interests.

This research aims to delve deeper into the realm of students' perceptions and preferences surrounding the process of selecting English as a Foreign Language (EFL) thesis topics. By exploring the intricate factors that drive students to choose specific subjects for their theses, this study endeavors to uncover the underlying motivations and rationales that influence their decisions. Through a systematic analysis of these motivations, the research intends to identify prevalent trends and recurring patterns that shape students' preferences in the realm of thesis topic selection within the context of EFL education. This holistic understanding will contribute to the broader field of EFL curriculum development and academic guidance by shedding light on the intricate dynamics that impact students' engagement and investment in their thesis projects.

Analyzing the contribution of EFL thesis topic trends to curriculum development in the English as a Foreign Language study program at UIN Walisongo Semarang holds significant implications for ensuring the program's alignment with current academic and societal demands. The dynamic nature of language learning and the evolving landscape of global communication require educational institutions to regularly review and adapt their curricula. By delving into

the prevalent thesis topics chosen by EFL students, the institution can gain valuable insights into the areas of language and linguistics that students find most compelling and relevant. This analysis can aid curriculum planners in making informed decisions about integrating emerging themes and subjects into the coursework. Moreover, it enables the identification of potential gaps in the existing curriculum, allowing for timely updates and adjustments that reflect the ever-changing needs of language learners. As the educational landscape continues to evolve, staying attuned to EFL thesis topic trends becomes a crucial strategy for UIN Walisongo Semarang to provide a comprehensive and forward-looking education to its students.

Analyzing the emerging trends in EFL thesis topics and discerning students' preferences through this research, can lay the foundation for a more comprehensive enhancement of English as a foreign language education within higher education. The insights gleaned from this study not only hold the potential to elevate the overall quality of English education at UIN Walisongo Semarang but also contribute to the broader pedagogical discourse surrounding language instruction methodologies. Armed with valuable information about prevalent research areas and student inclinations,

educators can tailor their teaching approaches to foster a more engaging and relevant learning experience. Furthermore, aligning the curriculum with both student aspirations and the evolving demands of various industries ensures that graduates are well-equipped with linguistic proficiency that translates into practical employability skills. This research, therefore, serves as a cornerstone for the advancement of EFL education, providing a roadmap for institutions to adapt, innovate, and excel in preparing students for an increasingly interconnected global landscape.

1.4 Research Significance

In addition, this study also aims to analyze the contribution of EFL thesis topic trends to curriculum development in the English as a Foreign Language study program at UIN Walisongo Semarang. Thus, this research is expected to provide tangible benefits for the development of English as a foreign language education in higher education.

Academic Contribution: This research will provide up-to-date data and information on the trends of EFL thesis topics at UIN Walisongo Semarang, a crucial aspect of understanding the evolving landscape of language education. By analyzing the patterns and preferences within these thesis

topics, educators, researchers, and curriculum designers will gain valuable insights into the areas that students find most engaging and relevant. Moreover, the results of this study can serve as a reference for further research and contribution to the field of English as a foreign language, both in academic and practical scope. As the educational landscape continues to evolve, this research can inform the development of more targeted and effective language teaching approaches, aligning academic pursuits with the practical language needs of learners. By highlighting the emerging trends, this study bridges the gap between theoretical advancements and real-world language learning requirements, thus enriching the overall quality of language education.

Curriculum Development: This research will contribute to optimizing curriculum development in the English as a Foreign Language study program at UIN Walisongo Semarang. By conducting a thorough analysis of the current academic landscape and identifying the prevailing trends in thesis topics that are in demand by students, faculty, and industries, the study aims to enable the university's English Language program to evolve in tandem with the latest developments in the field of EFL. This alignment between curriculum and emerging research interests will not

only enhance the academic experience but also ensure that graduates are well-equipped with the skills and knowledge that are highly relevant in the dynamic global landscape. Ultimately, this endeavor will empower both educators and learners to actively contribute to the advancement of English language teaching and learning methods while staying attuned to the evolving needs of the learners and the industry.

Student Guidance: The results of this comprehensive study will offer valuable and actionable guidance for students who are in the process of selecting a suitable thesis topic within the dynamic landscape of English as a Foreign Language (EFL) studies. By aligning their interests with the latest advancements and emerging trends in the EFL domain, students will be empowered to craft a thesis that not only captivates their enthusiasm but also contributes meaningfully to the field. This study aims to equip students with the knowledge and insight necessary to navigate the intricate process of thesis topic selection, ensuring that their research journey is both fulfilling and impactful. Through a careful analysis of contemporary developments in EFL, students can make informed choices that lead to the development of intriguing, well-researched, and high-quality theses, thus

making a notable contribution to the advancement of EFL scholarship.

In conducting the research, some of the research methods that may be used are surveys to collect data from students regarding their chosen thesis topics and interviews to understand their perceptions and preferences more deeply. In addition, document analysis such as thesis titles of EFL study programs using the kmean algorithm will also be conducted to see how trends in thesis topics can affect curriculum development in higher education.

With the objectives and benefits described above, this research is expected to make a positive contribution to the development of science and education of English as a foreign language in higher education and the public. The results of this study are expected to provide significant benefits for students, lecturers, faculties, industries, and educational institutions in improving the quality and relevance of English education as a foreign language in the future.

1.5 Research Scope

As part of the research methodology, it should be recognized that this study has some limitations that should be considered in interpreting the results. First, in terms of data,

limitations related to text data and questionnaires need to be considered. The text data used in the text mining analysis is limited to theses available in the university library for the last five years. Therefore, this analysis may not cover all preferences or trends in thesis topic selection over time. In addition, the questionnaire results only reflect the preferences expressed by the respondents, which may be affected by bias or different interpretations of the questions in the questionnaire.

Secondly, regarding methodology, limitations must also be recognized. While text mining can reveal patterns in text datasets, the analysis is highly dependent on the quality of the data at hand. Errors in data preprocessing or keyword extraction can affect the results of the analysis. Similarly, results from questionnaire analysis can be affected by factors such as respondent bias.

Third, it is important to keep in mind that the findings in this study are limited to a specific population and context, namely the students of the English study program at UIN Walisongo Semarang. Therefore, generalization of these findings to other contexts should be done with caution.

Finally, resource constraints, such as limited time and budget, may limit the collection of more extensive data or the

use of more complex analysis methods. While efforts have been made to address these limitations, it is important to remember that they remain and may affect the interpretation of the results of this study.

CHAPTER II
LITERATURE REVIEW

The literature review explores relevant previous research and related theories. The "Previous Research" section details the findings and results of previous research relating to the topic of English theses in higher education. This analysis helps to understand the context of the study and evaluate the extent to which previous research has explored this trend. The "Related Theories" section introduces relevant theories as the foundation of the conceptual framework for understanding the research phenomenon. Understanding these theories provides a more in-depth understanding of the trends in English undergraduate thesis topics in higher education at UIN Walisongo Semarang. This chapter forms the basis for understanding the background of the research and its theoretical framework.

2.1 Previous Research

To graduate from college, students are guided to find, create, develop, and review research to be able to graduate and become a scholar. What is often experienced is the difficulty and failure of students to identify the research topic they will take. According to Syahtia Pane and Olivia Sanchez

(2023), students often struggle with deciding on a research topic: the main idea and where to start to get their interest (Syahtia Pane & Olivia Sanchez, 2023). So many of them choose to delay starting the research they should be doing. Many factors influence this, it can be due to laziness, environmental factors, and enthusiasm for the business of everyone. However, the main factor that really affects is the confusion of determining the research topic (Saeed et al., 2021).

Students may not have sufficient understanding of trends in EFL research topics that are of interest to other students or that are relevant to the latest developments in English as a foreign language. As a result, they may feel confused in finding interesting and relevant ideas for their research. Difficulty in finding adequate and relevant sources of information to assist them in exploring various potential research topics. Lack of access to libraries or other research resources can also be an obstacle in determining appropriate research topics (Zhao, 2022). Often face time and resource constraints in completing their thesis. They may feel pressured to find a research topic that fits within the time and resources they have.

Choosing a research topic that matches personal interests is important, but sometimes students can feel confused because their interests and preferences are not clearly defined. Lack of guidance or direction from the supervisor can also cause confusion in determining the right research topic. Supervisors who act as academic advisors should provide guidance and input to students to help them find suitable research topics. In addressing this confusion, universities can provide better support to students in determining relevant and interesting research topics. Academic guidance programs and counseling services can help students explore their interests and preferences and provide information on trends in research topics of interest.

In addition, providing better access to information sources and research resources can also help students in the research topic selection process. Supervisors should also play an active role in providing guidance and direction to students in determining research topics that are appropriate to their field of study. Thus, students can be more confident and motivated in exploring interesting and relevant research topics in the field of English as a Foreign Language (Bothma & Gouws, 2020; Wright et al., 2021). In addition, lecturers can give preference by directing students to areas with less

researched research, this can open up new research areas that tend to have more things to discuss again, as well as avoid the same and repetitive research. To assist with the briefing activities, a method is needed that can provide a good interpretation to find new empty areas that have not been researched.

Therefore, this study will provide a lot of data updates related to research preferences that have already been conducted and found and then interpreted so that they can provide some useful information. Then, Ebadi Ashkan revealed that identifying trends in academia is very important because it provides various benefits that affect the education system, scientific development, and society's acceptance of change (Ebadi et al., 2020). Identifying academic trends helps colleges and other educational institutions to update and refine their curriculum. By understanding the latest trends in science and technology, educational institutions can customize subject matter so that it is relevant and in line with the needs and demands of industry and the job market.

Through the identification of academic trends, we can be better prepared for the ever-changing global challenges. Challenges such as climate change, health crises, social inequality and technological advancements require

innovative knowledge-based solutions. Academic trends help drive relevant research and development to meet these challenges. Understanding academic trends helps researchers and students to direct their research towards topics that are relevant and of interest to many people. This can improve the quality of research and make a greater contribution to the advancement of science and technology.

Keeping up with academic trends helps ensure that the education system in a country or region remains globally competitive. Students and researchers who are knowledgeable about the latest trends will be more competitive in an increasingly complex global job market. The identification of academic trends enables the development of new technologies and innovations that can improve various aspects of human life, such as health, energy, transportation, and communication. Such technological developments often arise from researching and understanding the latest academic trends.

Academic trends are not only related to scientific developments, but also include social, cultural and economic changes. By understanding these trends, we can be better prepared to face and cope with the changes that occur in society. Governments, educational institutions and other

organizations can make better decisions based on an understanding of academic trends. Decisions based on evidence and current trends tend to be more effective in achieving desired goals and objectives. For this reason, it is important to detect academic trends, especially about student research topics that will be taken by final semester students as a requirement for graduation.

2.2 Relevant Theories

An undergraduate thesis is one of the main requirements for graduation at many universities in Indonesia. The thesis is usually a scientific paper that addresses a topic relevant to the field of study taken by the student. The bachelor thesis can be written in English or Indonesian. For students learning English as a foreign language (EFL), writing an undergraduate thesis in English can be a significant challenge. This is because students may not have sufficient command of the English language to write a quality scientific paper. In addition, students may also be unfamiliar with the format and style of writing an undergraduate thesis in English.

Although there are some challenges to face, writing a bachelor's thesis in English can also be a rewarding

experience for EFL students. This is because writing a bachelor thesis can help students to improve their English skills, both in terms of grammar, vocabulary, and insight. In addition, writing a bachelor's thesis can also help students to develop their research and academic writing skills. This study aims to examine trends in EFL undergraduate thesis topics in Indonesian universities. This research will be conducted by conducting a case study at UIN Walisongo Semarang. The results of the study are expected to provide useful information for EFL students who are preparing to write an undergraduate thesis in English.

This study is expected to provide useful information for EFL students who are preparing to write an undergraduate thesis in English. This study is also expected to provide input for universities to improve the quality of English language education for EFL students (Mystakidis et al., 2019). Armed with increasingly sophisticated technology, we need trend analysis that should help us cluster the categories and interests of topics researched by students. This will also be the focus of this research.

The application of this study will be described in the research method section after this discussion. For this study, we will use the Text Mining based Machine Learning

algorithm to process each research title in the UIN Walisongo Semarang dataset, then the dataset is taken from the UIN Walisongo Semarang library, then the conclusion is based on student interviews and supervisors as reinforcement for why students prefer the topic so as to produce current trend metadata (Mathew et al., 2023). The use of Text Mining is not without reason, as an algorithm the use of Text Mining is scalable and very suitable if used to get a good interpretation in this research because Text Mining is able to present a complex picture and measuring the algorithm is not so difficult because there are already several frameworks that are ready to use (Levy-Mendelovich et al., 2021).

The theoretical and methodological insights of this research can also be used to conduct further research, only needing to change and deepen the context of the algorithm to produce a new and sustainable research (Park et al., 2021). Then to facilitate continuous research with the existing flow, we can utilize other algorithms to support and simplify data processing (Rashid et al., 2019). Junaid Rashid, et al. 2019 in his research journal on the topic of modeling emphasized that clustering research data is very helpful in the future because the further the data will be very big and large. This application allows us to dig from scratch into large,

unstandardized data faster and more efficiently (Mandujano, 2019). It is then processed to clean up data piling up, doubles, and missing data.

After getting the results at the end of processing the dataset using machine learning algorithms, we can make a temporary hypothesis whether the data is worth continuing or not: whether the data is in accordance with current trends. To reaffirm and test the facts of the dataset, we will continue the research using questionnaire instruments for students and interviews for supervisors (for details of the instruments and their use will be explained further in the Research Method chapter) and take random samples depending on how many objects can be found.

CHAPTER III
RESEARCH METHOD

Discusses the research methodology used, focusing on the use of questionnaires as a data collection tool and text mining techniques as a data analysis method. The first subchapter describes the questionnaire design, objectives, as well as the distribution and data collection of the questionnaire. The second sub-chapter explains how text mining techniques are used to extract important information from text data, such as relevant trends and patterns. This chapter is important for understanding the research process and data analysis applied in this study.

3.1 Research Design

This research uses the Questionnaire Instrument stage to look at case studies of events that occur among students. Then continued with the Text Mining approach to process the raw data provided by the Library. The Questionnaire Instrument is used to collect quantitative data from respondents that can provide insight into the preferences and factors of EFL thesis topic selection (Shelley & Horner, 2021). Meanwhile, Text Mining approach is used to analyze text data undergraduate thesis title since 2019 until 2023

related to EFL thesis topics from https://eprints.walisongo.ac.id/view/divisions/PBI (Ozcan et al., 2021).

The questionnaire was distributed to ELT students of UIN Walisongo Semarang on August 24, 2023 and closed on August 31, 2023 using Google Form media. Then, the activity of downloading access data on the Walisongo Library Eprint database on September 5, 2023.

3.2 Participants

Participation in this study involved 26 respondents who were students majoring in English Language Teaching at UIN Walisongo Semarang, with the condition that they had reached at least the 7th semester and had taken the Research Methodology and Thesis courses. There was no requirement related to semester GPA.

3.3 Instruments

Data collection while conducting this research considered two different, but synergistically complementary approaches:

As an initial stage, data collection was carried out by distributing likert scaling questionnaires to students currently

studying in the English language program at Walisongo State Islamic University (UIN) Semarang. The questionnaire instrument used has been specifically designed to detail the background of the students in relation to the selection of thesis topics in the context of English as a Foreign Language (EFL) in higher education. The questionnaire covers various aspects, including personal preferences, academic experiences, as well as factors that influence the topic selection process. The data collected through this questionnaire is expected to reveal the complex perceptions and preferences held by university students in relation to EFL thesis topics.

Furthermore, as a second approach, a dataset relevant to the thesis topics that have been submitted by students in the last five years (2019 – 2023) was obtained from the library of UIN Walisongo Semarang. This dataset involves a variety of EFL thesis topics that have been selected by students over a period. This data was considered as the staple material for analyzing trends and patterns related to the selection of thesis topics. This approach presents an opportunity to delve deeper into the complex aspects of EFL thesis topic selection in the context of higher education.

The combination of these two different data collection methods was carefully planned to provide a comprehensive foundation, encompassing students' subjective perspectives as well as objective accounts of the thesis topics submitted during the specified period. This approach was designed to explore in depth the trends and factors that influence the selection of EFL thesis topics at UIN Walisongo Semarang, in the hope of providing a more holistic and in-depth view to the academic community and educational practitioners.

The combination of these two data collection approaches, namely through questionnaires to students as well as the retrieval of thesis topic datasets from the library, collectively formed a comprehensive and multidimensional database. The first approach, using questionnaires, facilitates an in-depth understanding of students' preferences, perspectives, and factors that influence their decisions in choosing an EFL thesis topic. The second approach, through the thesis topic dataset, provides an objective picture of the diversity of topics that students have chosen over the relevant period.

This approach was deliberately designed to enrich the research perspective and allow for a more in-depth exploration of the phenomenon of thesis topic selection in

higher education contexts. With this approach, it is hoped that this research can provide a comprehensive insight into the trends and dynamics behind EFL thesis topic selection at UIN Walisongo Semarang. These diverse data approaches will provide a solid foundation for more in-depth and holistic research analysis and findings.

3.4 Procedure

In this study, data analysis will combine two different but complementary approaches: descriptive statistical analysis and text mining techniques. The combination of these two approaches will provide a comprehensive understanding of the selection of EFL thesis topics at UIN Walisongo Semarang.

First, descriptive statistical analysis will be used to analyze the data obtained from the questionnaires that have been distributed to students. This data will be statistically processed to identify relevant patterns, tendencies, and comparisons. This analysis will provide a strong picture of students' views and preferences regarding the selection of thesis topics.

Second, text mining techniques will be applied to the text data obtained from the thesis topic dataset from UIN

Walisongo Semarang library. Text mining techniques will help to extract information hidden in the text data, such as keyword identification, topic classification, and topic modeling analysis. With this approach, we can reveal trends in EFL thesis topic selection based on rich text data from previous thesis records.

In this research, combine the Text Mining Method to perform structural validation using machine learning. Then, followed by a questionnaire targeted at students who have graduated from the English Education department at UIN Walisongo Semarang, and interviews with thesis supervisors together to determine the validity of the data.

The research will be conducted in 2 stages: Distribution of questionnaires to students who are doing thesis research and finally the collection, processing, and results of secondary data provided by the library. All data will be taken from the English Education department at UIN Walisongo Semarang.

Participant is a student of UIN Walisongo majoring in English Education who is pursuing final study research with at least a research title and has been approved by the supervisor and supervisor and has been validated by the department.

The research instrument was designed to find out about the background of the participants, then along with the explanations put forward by the participants referring to the experience, motivation, and purpose of taking the topic. For the complete data of the instrument can be seen in the sub-chapter List of Appendices.

In this first phase, the researchers will distribute questionnaires to students who are currently undergoing the research process for their thesis at the Department of English Education at UIN Walisongo Semarang. This questionnaire may contain questions related to the research topic, methods used, obstacles encountered, as well as their perceptions and experiences during the research process. The purpose of this stage is to collect preliminary data involving the perspectives of students who are undergoing thesis research.

In this last stage, researchers will collect relevant secondary data from the library. This secondary data can be in the form of information related to the research topic, theoretical concepts that support the research, previous research findings, and other data that can provide a foundation for this research. After data collection, the processing and analysis stage will be conducted to identify

trends, patterns, or findings that can support or strengthen the arguments proposed in the research.

These two stages together form a comprehensive methodology in collecting and analyzing data for this research. By combining data from current research students, the views of supervisors, and information from secondary sources, the research is expected to provide a better understanding of the topic under study.

At this stage, the researcher will compile a report in the form of a thesis that summarizes the findings and results of the research. This report will usually follow a certain structure, including introduction, theoretical framework, methodology, results, discussion, and conclusion. In the results section, the researcher will systematically present the findings found during the research, including analyzed data from student questionnaires, interviews with thesis supervisors, as well as secondary data from the library. These findings may include statistics, patterns, trends, or other important information relevant to the research topic.

After presenting the findings, the researcher will conduct an in-depth analysis of the results found. This analysis may involve relating the findings to existing literature, interpreting the meaning of the data, and

discussing the implications of the results for the research topic. During this stage, the researcher will help the reader or listener understand how these findings contribute to the understanding of the topic and whether they support the initial hypothesis or research objectives.

The discussion section involves an in-depth assessment of the meaning of the findings, their relationship to the existing literature, and their impact on existing knowledge. The researcher will also explain the limitations of the study and provide recommendations for future research. The conclusion section will summarize the key findings that have been presented and provide a summary of whether the research objectives have been achieved.

The final section of the report or presentation may include suggestions for readers or listeners about possible further research directions or potential practical applications of the findings. This could involve asking open questions, identifying aspects that still require further exploration, or proposing ways to apply the findings in a real-world context.

3.5 Data Analysis

Descriptive statistical analysis in this study will prioritize the presentation of results in the form of

percentages. This approach aims to provide a direct and easy-to-understand picture of students' preferences regarding the selection of EFL thesis topics at UIN Walisongo Semarang.

This process will include the calculation of percentages for each relevant variable in the questionnaire. This will help in measuring the extent to which certain preferences dominate the selection of thesis topics. For example, what percentage of students choose a particular topic, and how significant certain factors are in their decision-making.

With an emphasis on percentages, this analysis will provide a clear and direct picture of EFL thesis topic selection at UIN Walisongo Semarang. This will support a more in-depth understanding of preferences and patterns that may exist in the selection of thesis topics, which is the core of this study.

In the framework of this research, text analysis or text mining is seen as the main methodology used to extract meaning and patterns from text data obtained from the collection of theses available in the library of UIN Walisongo Semarang. This approach aims to identify the main topics that appear in the text, as well as the relationships and trends that may exist between them.

The text data used in this analysis consists of the complete text of student theses that have been deposited in the university library for the past five years. This dataset includes the title, abstract, all chapters, and keywords used in the theses.

First, an initial data processing step is performed. This includes cleaning the text data by removing punctuation, converting capital letters to lowercase, and removing common hyphenated words. Next, the text data is broken down into smaller units of text, which is referred to as tokenization.

The next step is the extraction of keywords or key phrases from the thesis text. This aims to identify those words or phrases that best represent the main topic in each thesis. Topic modeling techniques such as Latent Dirichlet Allocation (LDA) or information extraction methods are used to achieve this.

At this stage, sentiment analysis can be performed to understand the feelings or attitudes reflected in the thesis text. This can provide additional insight into students' views and opinions on their topic.

In this stage, topic modeling is applied to group theses based on topic similarity. This is done using methods such as

LDA or Non-Negative Matrix Factorization (NMF). The result is topic groups that reflect the patterns in the text data.

Finally, data visualization is used to illustrate the results of the analysis. This can be a map of the most common key words, a topic modeling graph, or other visual representations. These visualizations help with the understanding of the data structure and trends that exist in the selection of thesis topics.

CHAPTER IV
FINDINGS AND DISCUSSION

Delves into the selected research methodology, with a particular emphasis on the utilization of questionnaires as the primary instrument for data collection and the application of text mining techniques as the core data analysis method. The initial subchapter provides a comprehensive overview of the questionnaire's design, its underlying objectives, and the systematic processes involved in its distribution and subsequent data acquisition. Subsequently, the second sub-chapter elucidates the intricate use of text mining techniques to extract pivotal insights from textual data, including the discernment of pertinent trends and patterns.

## 4.1 Findings

4.1.1 Sentiment Perception of Students

Data collection was done through the distribution of a Google Form-based questionnaire with Likert scale, which was designed by utilizing five aspects as its benchmark, where each aspect consists of ten statements. This method was chosen to enable an in-depth understanding of thesis topic trends in the

38

context of students majoring in English at UIN Walisongo.

In the first aspect: motivation in choosing a thesis topic shows quite positive results where students are very motivated to complete the thesis. This is characterized by a positive overall score of Strongly Agree 31.5%, Agree 32.3% and Neutral 23.8%. This also shows that the thesis topic they take is an interest that they choose themselves. Then, related to the development of career potential, it is more likely to be unrelated because there is no indication of research that can be used as a job career opportunity in the future. Apart from this, the urgency of research topics in the context of education is currently not too much development and tends to stagnate.

Figure 1 : Aspect I - Motivation in choosing a thesis topic
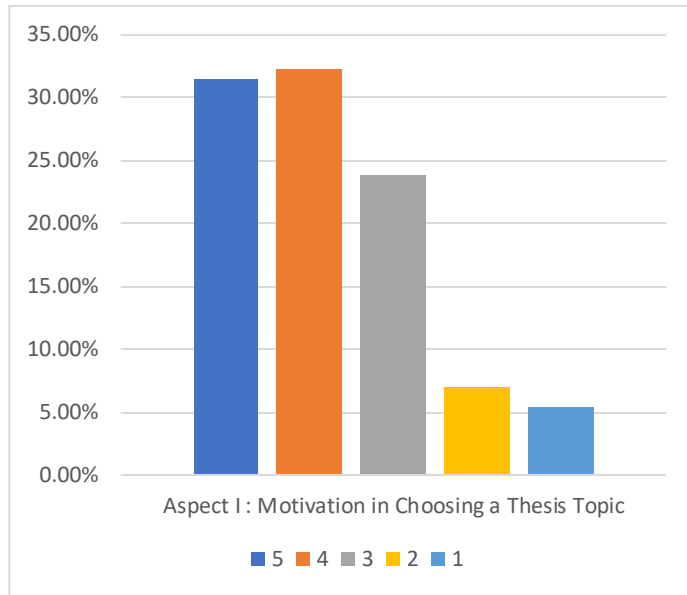
Aspect 1, "Motivation in Choosing a Thesis Topic," received an average rating of about 2.22. This indicates that most respondents either agreed or had a neutral view of their motivation in choosing a thesis topic. Although there are variations in the responses, this indicates that most respondents have a fairly good level of motivation in the selection of their thesis topic.

Meanwhile, the selection of their thesis topics was mostly aided by the supervisors who guided them

40

and recommended topics that were more relevant and easier to work on. This is based on current trends in ELT circles that show relevance in the realm of development. Meanwhile, the expectation score that their research will be able to provide new insights for future research tends to be not so good because part of it is research that has already been done and only updates the object of research. Furthermore, it is supported by a very high level of confidence and the target that the chosen topic can be relevant for the next few years.

Turning to the Sources of Information and References aspect, there were also quite positive insights regarding how they understood the research being done.

Aspect 2, "Sources of Information and References," received an average rating of about 2.27. This indicates that respondents were generally satisfied with the sources of information they used in their research. Despite some uncertainties, the level of trust in these sources of information remains high.
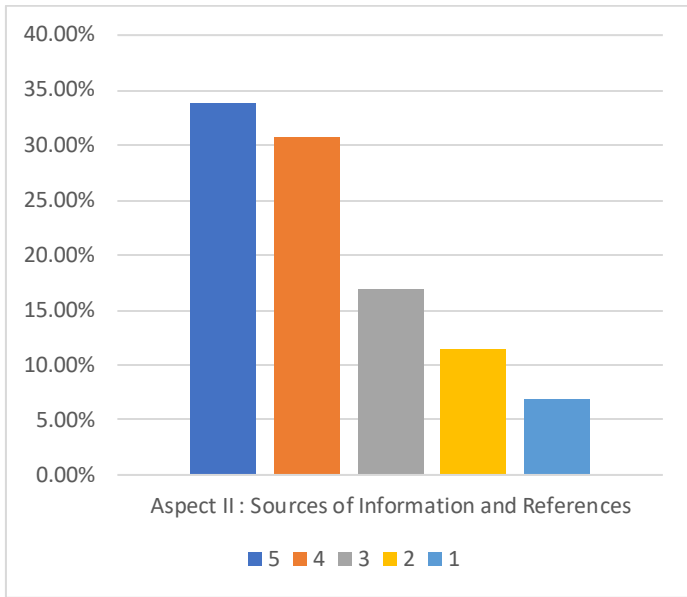
Figure 2 : Aspect II - Sources of information and references

The use of journal references and scientific publications with reputable publishers is very high to support research citations and indicates that students have high literacy and journal selection guidance assisted by the supervisor. However, most students almost never attend seminars related to the research topic taken. In addition, students also study many previous studies to serve as the main concepts and information before conducting the main research. In

addition, students also discuss together to gain new understanding.

The use of international journals and various references from the internet can help students to be more creative and competent to complete their understanding related to the research being worked on so that it is completed more quickly.
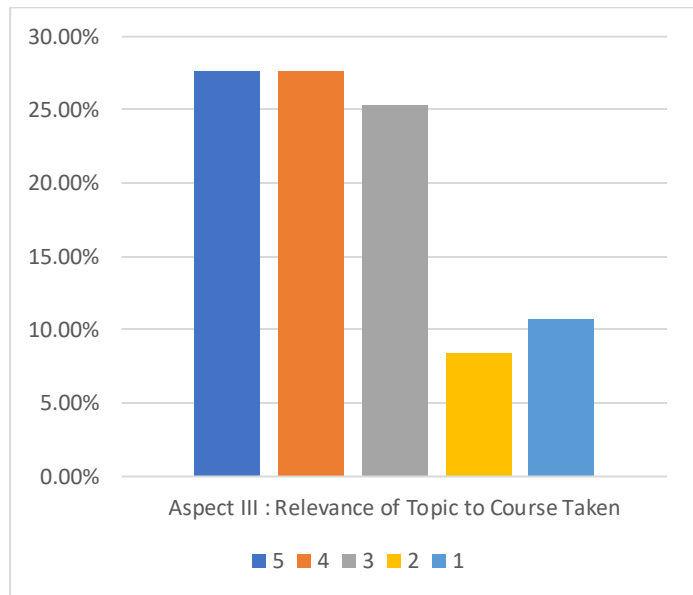

*Figure 3 : Aspect III - Relevance of topic to course taken*

Furthermore, the Relevance of topic to course taken aspect indicates that according to the students,

the topic they chose is very relevant to the courses they have taken. This is evidenced by the overall Likert score for Strongly Disagree 27.6%, Agree 27.6%, and the potential for Strongly Disagree is only 10.8%. This is based on the concepts taught in class being very related and supported by an understanding of the course material that helps develop the chosen thesis topic.

Aspect 3, "Relevance of Topic to Courses Taken," received an average rating of about 2.47. This illustrates that most respondents see that their thesis topic has relevance to the courses they have studied. This suggests that the selection of thesis topics is based on an understanding of the relevance to their study curriculum.

It's just that some students are anxious and confused about whether the research they take has a dominant gap, most of them are confused about how to determine which gap to take and how to do it. This is directly proportional because the concept of English teaching requires in-depth understanding. In the end, students cannot conclude whether their research can

contribute deeply to the related courses taught by their lecturers.
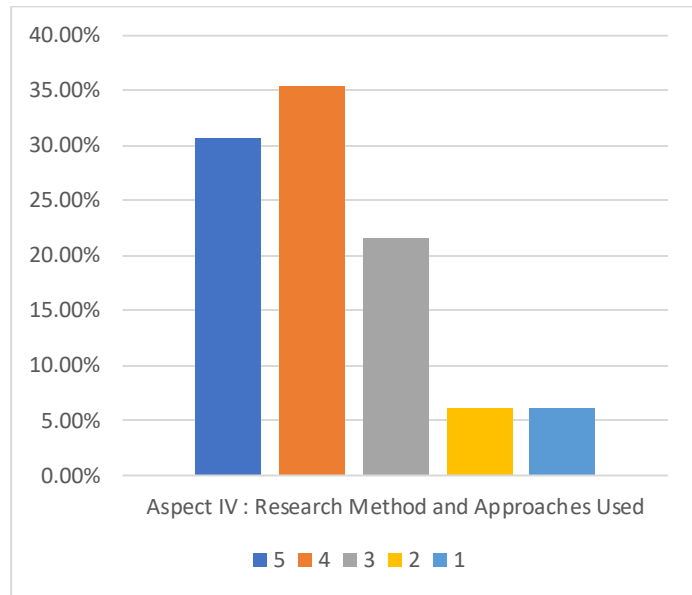
Figure 4 : Aspect IV - Research Methods and Approaches Used

Aspect 4, "Research Methods Used," received an average rating of about 2.22. This indicates that respondents were comfortable with the research methods they used in their thesis. The level of trust in these research methods appears to be quite good.

Then the fourth aspect of Research Methods and Approaches shows that the research methods they

choose are directions from the supervisor due to limited information on methods and student understanding of the research taken. Then in the next direction, students need to modify the method according to the situation and conditions needed at the location and research subject. They believe that the research methods chosen are suitable for testing the hypotheses they get.

Most of them use qualitative rather than quantitative research methods due to the ease of the research flow and the final report, and other research methods are very rare compared to these two methods, as a result, most of the finished theses are literature reviews that have been circulating among researchers in EFL. However, there are also some students who use mixed research methods which they think is appropriate, because this can provide new insights in EFL. Behind the mixed methods chosen, most students were confused about how to process the final data.

Aspect 5, "Impact and Implications of Research Results," received an average rating of around 2.52. This indicates that many respondents see potential

positive impacts and implications from their research results. This could be considered a positive outcome, suggesting that their research may have meaningful contributions.
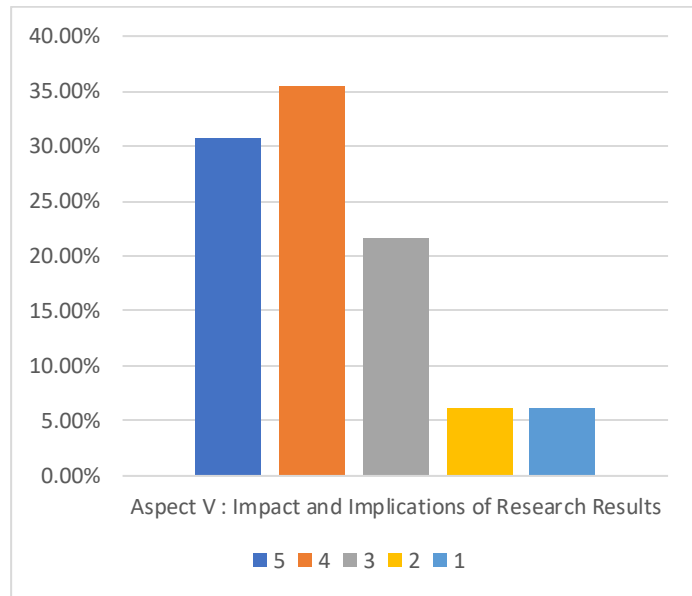
Figure 5 : Aspect V - Impact and Implications of Research Results

The last aspect is Impact and Implications of Research Results where students show hope that their research can provide new recommendations and insights for ELT teaching practitioners. Furthermore, students also hope that the results of their research can

be adopted and considered to review the new curriculum, especially the implications for development in ELT and inspire many practitioners who are learning about EFL and ELT.

4.1.2 Trends Analysis Documentary

To analyze sentiment trends in the documents that have been obtained, this research uses a Text Mining scheme with the guidelines of the Natural Language Toolkit (NLTK) powered by the Python programming language and hosted on Google Collaboratory. The use of Pandas, Numpy, Matplotlib and Seaborn libraries are used to clean and process text data that has been used as a dataset.

The undergraduate thesis topic titles dataset that has been collected from 2019 to 2023 amounts to 330 rows from the digital library of UIN Walisongo Semarang. The sentiment analysis method uses TextBlob and Vader for testing. TextBlob uses a rule-based approach and a dictionary of words to determine the sentiment of the text, counting the number of positive and negative words in the text to determine the sentiment. While Vader (Valence Aware

Dictionary and sEntiment Reasoner) is a dictionary-based sentiment analysis algorithm that utilizes a dictionary of words with predefined sentiment scores.

After processing using TextBlob and Vader, the results obtained are as shown below.

	Thesis_Title	Sentimen_TextBlob	Sentimen_Vader
0	Mood analysis on english script drama of peter...	0	0
1	English songs in teaching English pronunciatio...	0	0
2	Teachers' barriers in teaching English using "...	0	0
3	The implicature of English tagline used by dai...	0	0
4	The representation of emotional intelligence o...	0	1

Figure 6 : TextBlob and Vader Results

Text processing at this stage gives values ranging from -1 to 1 to indicate negative, neutral and positive labels. This is done so that the determination of the trend classification is more visible between those that are often taken and rarely taken.

Next is the Data Preprocessing stage to clean the text and convert it to lowercase, labeling, calculating how long the text is, measuring punctuation,
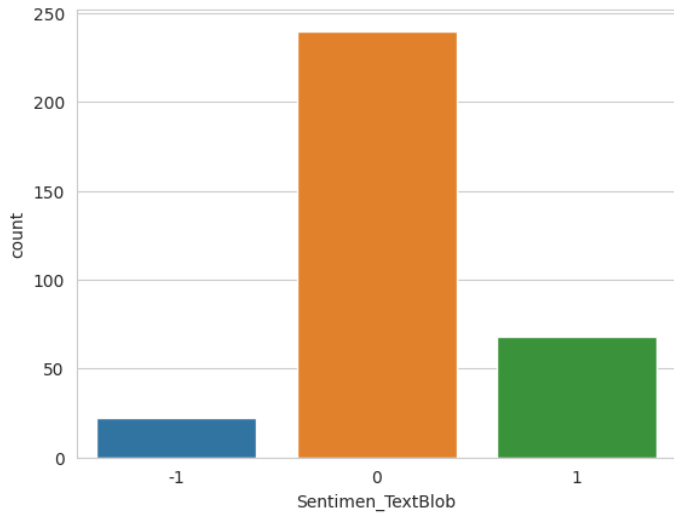
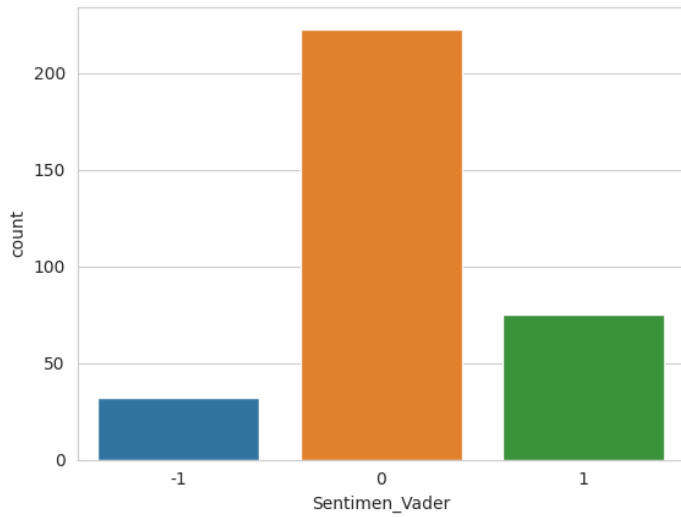tokenization, and lemmatized review to convert it into standard vocabulary.

	Thesis_Title	Sentimen_TextBlob	Sentimen_Vader	cleaned_text	label	Thesis_Title_len	punct	tokens	lemmatized_review
0	Mood analysis on english script drama of peter...	0	0	mood analysis on english script drama of peter...	0	58	1.7	[mood, analysis, on, english, script, drama, o...	mood analysis english script drama peterpan st...
1	English songs in teaching English pronunciatio...	0	0	english songs in teaching english pronunciatio...	0	121	1.7	[english, songs, in, teaching, english, pronun...	english song teaching english pronunciation de...
2	Teachers' barriers in teaching English using ...	0	0	teachers barriers in teaching english using ...	0	134	0.0	[teachers, barriers, in, teaching, english, us...	teacher barrier teaching english using english...
3	The implicature of English tagline used by dai...	0	0	the implicature of english tagline used by dai...	0	103	0.0	[the, implicature, of, english, tagline, used,...	implicature english tagline used daily manly p...
4	The representation of emotional intelligence o...	0	1	the representation of emotional intelligence o...	1	82	0.0	[the, representation, of, emotional, intellige...	representation emotional intelligence student ...

Figure 7 : Preprocessing

After all the datasets are cleaned, the next step is the Exploratory Data Analysis (EDA) stage to calculate how much input data has been obtained using the TextBlob and Vader sentiment methods. At this stage, -1 is classified as a sentiment that is rarely reviewed, 0 as a sentiment that is often reviewed, and 1 as a developing sentiment. From TextBlob sentiment -1=22; 0=240; 1=68. Then for Vader sentiment -1=32; 0=223; 1=75. So, the 2 sentiment methods only produce a percentage mismatch rate of only about 5.15% which is quite good and quite accurate.

Figure 8 : Sentiment TextBlob

Figure 9 : Sentiment Vader

51

Finally, the word vectorization stage that has been processed will form a pattern depending on the value that has been obtained during word processing. At value [-1] negative are topics that are rarely reviewed by students or very few who review them such as discussions about games, affixation, infinitive and discourse.

Figure 10 : Rare Reviews Word Vector

Then at value [0] neutral is a topic that is often taken in each semester and continues to be repeated until it becomes stagnant and accumulates.
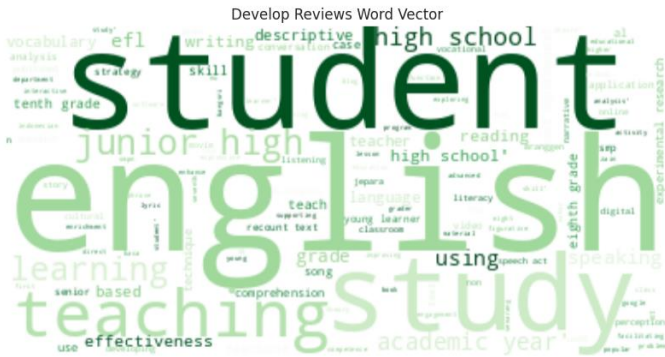
Figure 11 : Often Reviews Word Vector

Finally, value [1] developing is where the topic is starting to be discussed and is starting to be taken by students to be used as a research topic.

Figure 12 : Develop Reviews Word Vector

4.2 Discussion

4.2.1 Similar Comparisons

Referring to research (Zhao, 2022) about Leveraging Artificial Intelligence Technology for English Writing, basically AI easily references the most retrieved research and is easy to learn by some people. In other words, AI indirectly makes suggestions using its algorithms to display well-known and widely published research with various sources.

Zhao's research is also like this research on the trend of research topics, only the difference is that Zhao uses ready-made AI tools, and it is not known what algorithm is behind it and the purpose of learning. Meanwhile, this research provides information about data sources and how the data processing flow is.

4.2.2 Difference Comparisons

Fundamental differences in research (Zhao, 2022) are the purpose of the research, where Zhao shows the purpose of using AI is more towards how writing is assisted by AI if this research is how AI can

54

show trend results on datasets that have been processed.

4.2.3 Limitations

There are several limitations that exist in this study described as follows.

1. This study is biased depending on the respondents, low participation rate and non-representative sampling at the time of questionnaire completion.

2. The use of Library Pandas and Numpy in processing the undergraduate thesis topic title dataset must go through trial and error.

3. Like machine learning, we must give lessons first so that the machine can display what we want.

CHAPTER V
CLOSING

In this sub-chapter, a summary is presented as well as important suggestions based on the research findings in the previous chapter. The results show that the factors influencing the analyzed phenomena are significant in this context. Based on these findings, it can be concluded that adopting a more holistic approach to this challenge may require changes in existing practices. Therefore, this study suggests that concrete steps be taken to strengthen and improve efficiency and effectiveness in addressing this situation. It is also recommended that further studies be conducted to evaluate the impact of implementing these suggestions in the long run.

5.1 Conclusion

First, from 26 respondents, the questionnaire participants showed positive results on 5 aspects of perception and motivation to complete the thesis and the background of taking the research topic.

Second, the processing of undergraduate thesis topic dataset from UIN Walisongo Semarang Library from 2019 to

2023 resulted in 330 titles in 3 categories: Rare, Often, and Develop.

In the Rare category are research topics that are rarely taken by UIN Walisongo students in the form of EFL games, discourse, and online learning methods.

In the Often category are research topics that are often taken by UIN Walisongo students in the form of English speaking and writing topics.

In the Develop category are research topics that are currently being developed and taken by UIN Walisongo students in the form of topics teaching junior and high school students.

Furthermore, this study can be used as a basic guideline in developing curriculum methods that rely on research trends and students' habits in learning EFL.

5.2 Suggestion

For future researchers, some suggestions are in order:

1. Sampling the more the closer to maximum results with the random sampling method in this study.

2. The more data that can be collected will change the results significantly, hence the need for ranges and limitations before processing.

3. The use of algorithms in increasingly complex data processing will produce better filters but will be biased if the data processing contains a lot of corrupt and missing data.

BIBLIOGRAPHY

Bothma, T. J. D., & Gouws, R. H. (2020). E-Dictionaries in a Network of Information Tools in the e-Environment. *Lexikos*, *30*(1). https://doi.org/10.5788/30-1-1588

Dai, W., Zhu, Z., & Wu, F. (2020). Image Clustering Algorithm and Its Application in Human Resources Management in Colleges. *IEEE Access*, 1–1. https://doi.org/10.1109/ACCESS.2020.3021063

Ebadi, A., Tremblay, S., Goutte, C., & Schiffauerova, A. (2020). Application of machine learning techniques to assess the trends and alignment of the funded research output. *Journal of Informetrics*, *14*(2), 101018. https://doi.org/10.1016/j.joi.2020.101018

Fachrunnisa, N., & Nuraeni, N. (2022). Speaking Interaction Problems Among Indonesian EFL Students. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *8*(1), 108–120. https://doi.org/10.24252/Eternal.V81.2022.A7

Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Utamax : Journal of Ultimate Research and Trends in Education*, *1*(1), 34–38. https://doi.org/10.31849/utamax.v1i1.2742

Levy-Mendelovich, S., Barbash, Y., Budnik, I., Levy-Erez, D., Somech, R., Soffer, S., Furth, S., & Klang, E. (2021). Pediatric literature trends: High-level analysis using text-mining. *Pediatric Research*, *90*(1), Article 1. https://doi.org/10.1038/s41390-021-01415-8

Mandujano, S. (2019). Analysis and trends of photo-trapping in Mexico: Text mining in R. *Therya*, *10*(1), 25–32. https://doi.org/10.12933/therya-19-666

Mathew, G., Agrawal, A., & Menzies, T. (2023). Finding Trends in Software Research. *IEEE Transactions on Software Engineering*, *49*(4), 1397–1410. https://doi.org/10.1109/TSE.2018.2870388

Mystakidis, S., Berki, E., & Valtanen, J. (2019). The Patras Blended Strategy Model for Deep and Meaningful Learning in Quality Life-Long Distance Education. *Electronic Journal of E-Learning*, *17*(2). https://doi.org/10.34190/JEL.17.2.01

Namaziandost, E., Esfahani, F. R., & Ahmadi, S. (2019). Varying levels of difficulty in L2 reading materials in the EFL classroom: Impact on comprehension and motivation. *Cogent Education*, *6*(1), 1615740. https://doi.org/10.1080/2331186X.2019.1615740

Nugroho, A., Zamzami, M. R. A., & Ukhrowiyah, N. F. (2020). Language input, learning environment, and motivation of a successful EFL learner. *Journal on English as a Foreign Language*, *10*(1), 46–69. https://doi.org/10.23971/jefl.v10i1.1511

Ozcan, S., Suloglu, M., Sakar, C. O., & Chatufale, S. (2021). Social media mining for ideation: Identification of sustainable solutions and opinions. *Technovation*, *107*, 102322. https://doi.org/10.1016/j.technovation.2021.102322

Parajuli, J. P. (2020). *Significance of Literature Review in the Research of Social Sciences*. *1*. https://doi.org/10.3126/jpd.v1i1.33108

Park, S., Bier, L. M., & Park, H. W. (2021). The effects of infotainment on public reaction to North Korea using hybrid text mining: Content analysis, machine learning-based sentiment analysis, and co-word analysis. *Profesional de La Información*, *30*(3), Article 3. https://doi.org/10.3145/epi.2021.may.06

Qu, J. (2020). Case studies towards the analysis of total social construction. *Chinese Journal of Sociology*, *6*(3), 457–493. https://doi.org/10.1177/2057150X20942969

Rashid, J., Adnan Shah, S. M., Irtaza, A., Mahmood, T., Nisar, M. W., Shafiq, M., & Gardezi, A. (2019). Topic Modeling Technique for Text Mining Over Biomedical Text Corpora Through Hybrid Inverse Documents Frequency and Fuzzy K-Means Clustering. *IEEE Access*, *7*, 146070–146080. https://doi.org/10.1109/ACCESS.2019.2944973

Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, *7*(7), e07543. https://doi.org/10.1016/j.heliyon.2021.e07543

Saeed, M. A., Mohammed H. Al-Ahdal, A. A., & Al Qunayeer, H. S. (2021). Integrating research proposal writing into a postgraduate research method course: What does it tell us? *International Journal of Research & Method in Education*, *44*(3), 303–318. https://doi.org/10.1080/1743727X.2020.1777963

Sahib, R. B., & Mursyid, A. M. M. (2020). An Analysis of Research Backgrounds of EFL Students' Research Proposal. *Journal of English Language Studies*, *5*(2), 199. https://doi.org/10.30870/jels.v5i2.8129

Shelley, A., & Horner, K. (2021). Questionnaire surveys—Sources of error and implications for design, reporting and appraisal. *British Dental Journal*, *230*(4), Article 4. https://doi.org/10.1038/s41415-021-2654-3

Shishkov, B. (2020). Case Study and Examples. In B. Shishkov (Ed.), *Designing Enterprise Information Systems: Merging Enterprise Modeling and Software Specification* (pp. 175–234). Springer International Publishing. https://doi.org/10.1007/978-3-030-22441-7_7

Sunarti, V., Hafizah, H., Rusdinal, R., Ananda, A., & Gistituati, N. (2022). Comparison of Indonesian and Finnish Education Curriculum. *Journal of Social, Humanity, and Education*, *2*(2), Article 2. https://doi.org/10.35912/jshe.v2i2.808

Syahtia Pane, W., & Olivia Sanchez, A. (2023). The Problem Faced by Freshmen Students of English Education Department In Writing English Paragraph. *Borneo*

Educational Journal (Borju), 5(1), 97–105. https://doi.org/10.24903/bej.v5i1.1221

The Bloomsbury Handbook of Japanese Religions. (n.d.). Retrieved December 19, 2023, from http://www.bloomsburycollections.com/collections/monograph-detail

Wang, Z. (2022). Higher Education Management and Student Achievement Assessment Method Based on Clustering Algorithm. Computational Intelligence and Neuroscience, 2022, 1–10. https://doi.org/10.1155/2022/4703975

Wright, A. L., VanEvery, R., & Miller, V. (2021). Indigenous Mothers' Use of Web- and App-Based Information Sources to Support Healthy Parenting and Infant Health in Canada: Interpretive Description. JMIR Pediatrics and Parenting, 4(2), e16145. https://doi.org/10.2196/16145

Zhao, X. (2022). Leveraging Artificial Intelligence (AI) Technology for English Writing: Introducing Wordtune as a Digital Writing Assistant for EFL Writers. RELC Journal, 00336882221094089. https://doi.org/10.1177/00336882221094089

APPENDICES

In this section, Appendices are presented that support and complement the main content of this article. These appendices contain additional information, data, tables, graphs or other important material that supports the findings and discussion. Each appendix is numbered sequentially and titled accordingly for easy reference by the reader. It is hoped that these appendices provide a deeper insight into the topics discussed in this article.

Appendix 1 – Questionnaire Data

4.1.1 Appendix 1.1 – Motivation in Choosing a Thesis Topics

Table 1 : Motivation in choosing a thesis topics

NO	STATEMENT
1	I chose my thesis topic based on my personal interests.
2	Career potential considerations influenced my choice of thesis topic.
3	I considered the urgency of the thesis topic in the current educational context.
4	I chose my thesis topic because of my supervisor's recommendation.
5	I chose my thesis topic based on current trends in English language teaching.
6	I feel driven by the desire to make a new contribution to the field of English language teaching.
7	I feel confident in conducting research related to my thesis topic.
8	I feel confident that my thesis topic will be relevant in the long run.

NO	STATEMENT
9	I hope my thesis topic can provide new insights into English language teaching.
10	I chose my thesis topic because of the actual problems in English language teaching.

4.1.2 Appendix 1.2 – Sources of Information and References

Table 2 : Sources of information and references

NO	STATEMENT
1	I used scientific literature in the selection and development of my thesis topic.
2	Sources of information from reputable journals were very helpful in directing my thesis topic.
3	I often attend seminars or conferences related to my thesis topic.
4	Sources of information from the internet became the main reference in researching my thesis topic.
5	The supervisor provided valuable references in the development of my thesis topic.
6	I looked for inspiration from previous research related to my thesis topic.
7	Discussions with fellow students helped me to formulate my thesis topic.
8	I got the idea for my thesis topic from my personal experience in learning English.
9	References from textbooks became an important basis in designing my thesis topic.
10	I try to keep up to date with the latest developments in the field of English language teaching.

4.1.3 Appendix 1.3 – Relevances of Topic to Course Taken

NO	STATEMENT
1	My thesis topic is relevant to the courses I have taken.
2	My research has a direct link to the concepts taught in the classroom.
3	My understanding of the course material helped in developing my thesis topic.
4	I feel that there is a gap between my thesis topic and the course material.
5	My thesis topic requires a deep understanding of various concepts in English language teaching.
6	I felt helped by insights from various courses in conducting my research.
7	My research can make a meaningful contribution to the courses I have taken.
8	I had to learn additional concepts not explained in lectures to support my research.
9	The limited course material did not affect the development of my thesis topic.
10	I felt the need to combine knowledge from several courses to understand my thesis topic.

4.1.4 Appendix 1.4 – Research Methods and Approaches Used

NO	STATEMENT
1	I chose my research method based on the characteristics of my thesis topic.

2	The use of certain research methods helped me to dig deeper into the information.
3	I feel confident in applying the research method I have chosen.
4	Limited access to data is a challenge in the selection of research methods.
5	I had to modify my original research methods due to resource constraints.
6	I feel that my chosen research method is suitable for testing the hypothesis in the thesis topic.
7	The use of a qualitative approach provides a different perspective on the thesis topic.
8	I felt the need to combine several research methods to get richer results.
9	The choice of research method provides new insights into English language teaching.
10	I found it difficult to apply more complex research methods in my thesis topic.

4.1.5 Appendix 1.5 – Impact and Implications of Research Result

Table 5 : Impact and implications of Research result

NO	STATEMENT
1	I hope the results of my research can provide real recommendations for English language teaching practitioners.
2	I feel my research results have the potential to be adopted in the teaching curriculum.
3	My research has implications for understanding developmental trends in English language teaching.
4	I found it difficult to relate my research results to real problems in the field.

5	I feel satisfied if my research results get attention from the English language teaching community.
6	The implications of my research results may influence the way English language teaching is approached at UIN Walisongo Semarang.
7	I feel that my research makes a new contribution to the English language teaching literature.
8	My results may inspire further research in the same field.
9	I find it difficult to identify the practical implications of my research results.
10	I believe that the results of my research can be a valuable contribution to the development of English language teaching at the college level.

Appendix 2 – Undergraduate Thesis UIN Walisongo Semarang Dataset

4.1.6 Appendix 2.1 – 2023 Dataset

Table 6 : 2023 dataset

NO	TITLE
1	EFL teacher's pedagogical competence in the students' perceptions
2	Using online mobile games to enrich students' vocabulary acquisition in teaching writing of narrative text
3	EFL learner experience in improving their English speaking skills : a narrative inquiry
4	Enriching student's vocabulary acquistion through subtitles movies
5	Teacher's teaching speaking strategies at non formal educational institution during covid-19

NO	TITLE
6	Leveling of students' speaking EFL anxiety at an Islamic boarding school
7	The influence of using Twitter on students' critical thinking
8	Reading comprehension questions in high school EFL textbook based on revised Bloom's taxonomy
9	Teacher questioning strategies and students' perceptions toward the questions in English learning activities

4.1.7 Appendix 2.2 – 2022 Dataset

Table 7 : 2022 dataset

NO	TITLE
1	An Analysis of idiomatic expressions found in Raya and the Last Dragon movie
2	Using podcast through student teams achievement division (STAD) to teach listening of recount text
3	Meta-analysis : the use of cooperative learning model in English language teaching and learning
4	The use of ESL-lab resources to teach English listening skills : a study at the eight grade of MTs N 02 Kendal in the academic year 2021/2022
5	Students' engagement during online English learning at eighth grade of junior high school
6	Investigating students' participations in Whatsapp-mediated extending English learning
7	Students' perceptions of online learning in english lessons during covid-19 pandemic : a case study at seventh grade of MTs NU 10 Penawaja
8	Category shift analysis in translation from English into Indonesian on short story

9	The use of Elsaspeak application combined with peppermint learning method to facilitate pronunciation
10	The use of short conversation combined with English conversation application to enhance students' speaking skill
11	The correlation between EFL students' attitude and their plagiarism in academic writing
12	The effect of using multimedia-based visualization combined with listen read discuss strategy on students' reading comprehension of explanation text
13	Identifying students' view on the factors of learning motivation within the course of their learning
14	An analysis of sentence structure in a short story using transformational generative grammar
15	On the use of Youtube videos for improving listening skill
16	Teacher's strategy in teaching reading using Powtoon in blended learning
17	Investigating teacher's motivational strategies in EFL classroom at an Islamic Junior High School context
18	Exploring English teacher for disability learners in teaching vocabulary : a case study at SLB Negeri Grobogan
19	Teaching listening skill using digital storytelling through scientific approach to EFL students
20	Explicit instruction and peer-assisted activity as the alternative strategy in narrative writing for EFL students
21	The effectiveness of blended learning method in improving students' English learning outcomes : an experimental study at eight graders of MTs Fatahillah Ngaliyan in academic year of 2021/2022

22	Teaching reading comprehension of narrative text using story mapping technique at junior high school: A descriptive case study
23	Integrating Toy Story movies and discovery learning to facilitate students reading comprehension of narrative text
24	Self oriented learning of pronunciation through Youtube videos : a description of students' learning experience and pronunciation improvement
25	Flipping writing classroom at secondary school: EFL students' perception and performance
26	Teacher and students' perception on English lessons after online learning during covid 19 pandemic
27	Using Duolingo as mobile gamification app to support out-of-class language learning: exploring EFL learners' experience
28	The use of storytelling technique to facilitate students' speaking proficiency
29	Exploring the EFL learners' interaction strategies in a communicative setting
30	Corrective teacher feedbacks in writing class at English department
31	The effectiveness of story mapping strategy to improve students' reading comprehension skills in narrative text
32	Developing a model of vocabulary enrichment based digital folklore story telling for EFL young learners
33	Students' perception of using role play in facilitating English speaking skill
34	Using 'Jolly Phonics Lessons' application to enhance young learners' pronunciation proficiency
35	Facilitating EFL young learners vocabulary by using flashcard

36	The effect of TED talks video as medium to enhance listening skill
37	Teaching students' English vocabulary through movie viewing at junior high school
38	Students' perception on the role of Youtube video as a learning source in improving their vocabulary
39	EFL learners' emotions in online learning : a case study at Islamic-based university
40	Undergraduate EFL challenges in thesis writing
41	Thematic analysis in Taylor Swift's speech on first-ever : woman of the decade award at the Billboard women in music 2019
42	Teacher's strategies used in reading class during the pandemic era
43	Investigating students' perceptions on the use of English popular songs in teaching listening
44	Teaching speaking of descriptive text through example non-example learning method
45	EFL students' voices on using grammarly to help students' mastery of simple past tense in writing of recount text
46	The correlation between students' engagement and their english academic achievement
47	People's attitude toward the Taliban in "I am Malala" book viewed from appraisal device
48	An analysis of deixis in Pride and Prejudice movie
49	An analysis of expressive speech act function in : Shang Chi and the legend of ten rings
50	Teacher's methods on improving students' reading comprehension of narrative text on English e-learning classes during covid-19 pandemic
51	EFL teacher's reflection on the implementation of visual vocabulary application

52	Improving students' reading comprehension of narrative text using digital storytelling
53	The figurative languages in Taylor Swift's album "Lover" and students' opinions on their contribution in their learning
54	Encouraging students to learn English vocabulary using flashcards: a descriptive case study
55	EFL pre-service teachers' experiences during composing digital multimodal ebook : a narrative inquiry
56	The grammatical errors on speaking of pre-service English teachers
57	The use of code-switching as a strategy in instructional EFL communication
58	A correlation between parents' socioeconomic status and students' English achievement
59	The effectiveness of storytelling technique to enhance speaking skill for junior high school level
60	Integrating board games and problem based learning in teaching speaking skill
61	Running text media to improve reading a loud introduction text skills for seventh grade students of SMPN 2 Pegandon
62	Pedagogical affordance in utilizing AWCF to promote students' writing accuracy: an EFL teacher's experience
63	EFL students' emotions during thesis writing
64	EFL students' perception toward the implementation of blended learning during the covid-19 pandemic : a case study at the second semester students of UIN Walisongo in academic year 2021/2022

65	The trends and issues of ELT research in English Language Education Department of UIN Walisongo Semarang
66	Flipping english writing classroom: EFL students' experiences
67	Students' perception on the use of animation video in teaching writing procedure text
68	Students' engagement and vocabulary pre-teaching use in teaching reading at seventh grade students of junior high school
69	The use of flashcard drilling method to improve students' vocabulary mastery on English subjects at second grade of MTs Fatahillah Semarang academic year 2022/2023
70	An analisis of figurative language presented at : Huwa Al-Qur'an Maher Zain song lyric
71	Students' experiences with synchronous e-learning: micro-teaching at the pre-service English teachers
72	Exploring students' participation in an English virtual classroom at MA NU demak
73	Teaching listening of descriptive text using Youtube video as learning medium
74	Exploring EFL senior high school students' motivation in learning speaking using digital story
75	Students engagement in project based learning : how does it bring impact on their 21st century skills
76	Cultural diversity depicted in EFL junior high school books : a critical discourse analysis
77	Computer-based graphic organizer intervention in teaching narrative : a case at ninth grades of junior high school
78	Investigating English learning strategies in Bina Amal Islamic boarding school Semarang

79	Implementing HOTS in English teaching-learning process
80	Developing a model of reading comprehension materials on multimodal descriptive text-based Google site
81	The use of guessing games in songs to enhance vocabulary of verb EFL students
82	Students' attitude in learning pronunciation : a study in UIN KH Abdurrahman Wahid
83	Pre-service ELF teachers' readiness to use technology in an online practicum : a case study
84	Designing "get easy with noun phrase" application to facilitate students' learning of noun phrase by using jig saw
85	The identification of learning English autonomy mediated with Youtube to improve English language skills
86	EFL teacher's perspective of resources used in online teaching reading comprehension at an Islamic-based university
87	Utilizing Youtube video to enrich vocabulary for EFL young learners
88	EFL teacher's reflection on employing mind mapping as a writing preparation technique
89	EFL teacher's strategies in teaching reading using blended learning
90	An EFL experience in undergraduate thesis writing : an auto-ethnography
91	Digital storytelling with Prezi as a strategy to facilitate students' speaking ability
92	Using project-based learning method to facilitate students' learning motivation

NO	TITLE
93	Teacher's teaching strategies in English e-learning : a descriptive study at junior high schools in Semarang
94	The realization of thematic progression in Jakarta Post newspaper

4.1.8 Appendix 2.3 – 2021 Dataset

Table 8 : 2021 dataset

NO	TITLE
1	Types of teacher's corrective feedback on EFL students' descriptive writing : case study at MTs Wahid Hasyim Pati
2	Flesch's reading ease formula readability level and coca word register-based text familiarity of secondary school EFL textbook reading sections
3	Leveling students English speaking fluency : the study of English Language Education Department of UIN Walisongo Semarang
4	The influence of language aptitude factors on students' achievement in learning English
5	One-page lesson plan in junior high school : a case study
6	The use of word wall media to develop student's vocabulary for the seventh grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati in the academic year of 2020/2021
7	Priority on literacy of higher education students
8	The inconsistency between the pre-service teachers' lesson planning and their performance in micro-teaching class
9	Student's oral participation of speaking class : a case study of extroverted and introverted students

10	Micro teaching-learning process through e-learning during Covid19 outbreak at UIN Walisongo Semarang
11	The use of power point videos with project-based learning to teach recount text writing
12	EFL learners' problems in listening comprehension of TOEFL test
13	English teacher's strategies in implementing online learning: efforts and obstacles
14	Exploring EFL students anxiety factors and strategies in learning listening
15	Involving critical thinking activities to teach speaking skills to efl students (a descriptive study at Foreign Language Development Institute in Indonesia Boarding School)
16	Teaching english speaking to disabled students in an online class at SLB
17	Using metacognitive reading strategies to improve students' reading comprehension skill
18	An analysis of sentence structure in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK"
19	Analysis of 'Bupena' as English textbook used in the first grade of senior high school based on the 2013 curriculum
20	Students' errors in pronouncing English vowels and diphthong : a case study of SEC (Smanik English Club) of SMAN 1 Kendal in the academic year 2019/2020
21	Implementing task-based language teaching (tblt) to teach speaking in efl classes

22	Teachers' strategies in fostering students' language-proficiency in junior high school during covid-19 outbreak
23	An analysis of teachers' questioning strategies during online classroom interaction
24	Games as media of learning vocabulary in an intensive english class: a study at Pesantren Darul Falah Besongo Semarang
25	The use of english adventure technique to teach speaking descriptive text at the tenth grade of sma laboratorium upgris
26	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
27	Understanding idiomatic expressions on "Abbey Road" the last album of The Beatles: the contribution of word meaning
28	Students' socio-cultural backgrounds and motivation in learning language
29	Teachers' perception of using the task-based learning in teaching writing of descriptive text
30	Video-mediated teaching vocabulary during covid-19 pandemic: a case study at MIN 1 Kendal
31	Types of mood realized in lecturer and students' interaction in teaching-learning process on whatsapp group
32	The influence of students' pronunciation and self-confidence on their speaking ability
33	Student engagement with e-learning-driven language learning activity
34	Teachers' strategies on online learning in teaching English during covid-19 pandemic

77	Learning experience of EFL student studying environment and technology-enhanced speaking skill: a narrative inquiry
78	The effectiveness of Show don't tell technique To teach writing
79	Teacher's strategies in motivating students to apply ICT for reading skills
80	English language teaching and learning at kampung inggris slawi (kis)
81	Classroom questioning in online speaking class: a descriptive study

4.1.9 Appendix 2.4 – 2020 Dataset

Table 9 : 2020 datset

NO	TITLE
1	An analysis of problem-based learning strategies represented by the main character in Sherlock Holmes – A Game of Shadow film
2	Figurative language of song lyrics in pathway to english, a textbook for the 11th grade senior high school published by erlangga
3	The effectiveness of using minemonic technique to teach vocabulary
4	Cultural information represented in an EFL textbook : a study of English in Mind book 1 used by junior high school
5	English speaking development program in a learning community
6	The shift of English language teaching during Covid-19 pandemic
7	Male and female language variety in speaking class activity

8	Developing a model of TOEFL structure and written expression module using android-based application of "grammar for TOEFL"
9	English cohesion in english department students' thesis of UIN Walisongo Semarang
10	Pre-service English as foreign language (EFL) teachers' perception toward revised Bloom's taxonomy in cognitive domain and the implementation to their lesson plans
11	An experimental study of using quizizz to teach vocabulary at the fifth grade of SD Islam al Azhar 29
12	Teaching speaking using games in english intensive class: a study at Pesantren Darul Falah Besongo Semarang
13	An analysis of word formation processes of jargon word In online shop to improve vocabulary
14	The effects of EFL learners' speaking anxiety on speaking performance
15	Students' comprehension of using affixation -s, -es, and -ies in the bare infinitive of the simple present tense : a case study at English Education Department ff UIN Walisongo Semarang in the academic year of 2020/2021
16	Exploring Whatsapp as mobile instant messaging in facilitating students' speaking skill
17	Teaching writing of descriptive text using comic strip
18	An analysis of slang and idioms found in "Gravity Falls Season 2" and its contribution to lexical studies
19	A study students' english learning strategies in speaking Skill
20	The use of expressive speech act in Zootopia movie

21	Speaking skills problems in daily English conversation faced by students of Pondok Pesantren Fadhlul Fadhlan (PPFF) from their own and their mentors' perspectives
22	The implementation of video clip in teaching English vocabulary
23	Bilingual program in English teaching and learning process at the seventh grader
24	Authorial voice in argumentative writing of students with extroversion personality
25	Vocabulary enrichment using anagram game for supporting students 'writing skill of descriptive text'
26	English teaching and learning at Balai Latihan Kerja Komunitas Nahdlatut Thalibin
27	Using board game to teach modal expressions of ability and willingness
28	Category shift translation in toy story 4 subtitles from English into Indonesian
29	Teaching learning process of speaking English in homeschooling
30	Educational values in Maher Zain's song lyric : a semiotic analysis
31	Total communication method to teach english for deaf students
32	The problems of EFL students of Vietnam National University of Agriculture in listening comprehension
33	An analysis on figurative language in Shawn Mendes selected songs
34	Students' English learning strategies in speaking skill
35	The effectiveness of video blog (vlog) to teach speaking of recount text (An experimental research

	at the tenth grade of MA NU Mranggen in academic year 2019/2020)
36	The effectiveness of video blog (vlog) to teach speaking of recount text: an experimental research at the tenth graders of MA NU 02 Al Maarif Boja in academic year 2019/2020
37	An analysis of idiomatic expressions in Pride and Prejudice novel by Jane Austen
38	Facilitating the students' English speaking skills through free talk program with foreigners at Nong Nghiep Homestay, Vietnam
39	The effectiveness of using video graphic "stop motion" in developing vocabulary
40	Developing English speaking materials for the tenth grade students of culinary arts study program at vocational high school
41	The implementation of peer review technique in teaching writing of recount text
42	The challenges faced by the teachers in teaching English for hearing-impaired students of SMPLB N Semarang during study from home (SFH)
43	The effectiveness of using sensory images strategy to teach students reading comprehension of descriptive text at tenth grade of SMK MA'ARIF NU 1 Mijen Semarang
44	Teaching writing of recount text through word webbing
45	The experiment study of utilizing a Whatsapp group as an informal channel to teach writing recount text
46	Students' reading anxiety in English foreign language learning
47	English pronunciation problems of Thai students in Semarang

48	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
49	An Analysis of speech functions in the jumanji: welcome to the jungle movie by Jake Kasdan
50	EFL students' online classroom participation: a case study of advanced reading comprehension subject
51	The influence of students' listening habit of English songs toward students' reading comprehension ability of narrative text
52	Translation Shift Analysis And Accuracy In Indonesian-English Of The Poem Surat Dari Oslo By Toety Heraty
53	Using personal vocabulary notes technique to enrich students' vocabulary of narrative text
54	English reading literacy activities for young learners: study at Gardu Baca in Bangsri Jepara
55	Thai students' motivation in english reading text (a study at UIN Walisongo Semarang)
56	Students' perception of learn to speak English Deluxe 10 software for improving listening skill
57	The influence of students' understanding of English lessons on their TOEFL score
58	Multisensory phonics based-teaching to facilitate students' segmental feature of pronunciation skill
59	Developing higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using Google form
60	Applying audio-lingual method and direct method in teaching vocabulary of common nouns for young learners

4.1.10 Appendix 2.5 – 2019 Dataset

Table 10 : 2019 dataset

NO	TITLE
1	Mood analysis on english script drama of peterpan story by J.M Barrie
2	English songs in teaching English pronunciation : a descriptive study at the seventh graders of MTs N 01 Jepara in the academic year of 2018/2019
3	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
4	The implicature of English tagline used by daily manly posters on Instagram and its contribution to teaching caption text
5	The representation of emotional intelligence on students' writing achievement of recount text
6	The efectiviness of teaching personal letter text by using a Google Docs collaborative writing activity for the eleventh grade students of MAN Demak
7	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
8	The influence of the teachers' pedagogical competence and professional competence on the students' English learning achievement : study at SMP Muhammadiyah Karangrayung Grobogan in academic year 2018/2019
9	Language learning speaking strategies used by non-English department students : a case study at LSB UIN Walisongo in the academic year 2019/2020

10	The approviateness of English textbook "Bahasa Inggris" for eleventh grade based on the content standard of 2013 revised curriculum by BSNP
11	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
12	A transitivity analysis on children's narrative texts in English picture books of Ladybird Traditional Tales for Girls
13	The effectiveness of teaching reading comprehension on narrative texts using survey, question, predict, read, respond, summarize (SQP2RS) strategy
14	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
15	The influence of learning motivation toward students writing abilitiy on recount text at tenth grade TKJ of SMK Sakti Gemolong Sragen in the academic year of 2018/201
16	The influence of students reading habit of short stories on their abilities of writing narrative text
17	Teaching-learning of English for nautical sciences : a study at second grade of nautical sciences of SMK pelayaran "Akpelni" Semarang
18	An analysis of code-switching in Bulan Terbelah di Langit Amerika novel and its implications to English language teachers' instruction in bilingual class
19	The effectiveness of teaching descriptive text using clustering technique on students' writing ability

20	A psycholinguistic analysis on learning disability of a dyslexic in novel "My Name Is Brain Brian" by Jeanne Betancourt
21	English language teaching learning Atsmall England (SE) course of Blora
22	A sociolinguistics study of English borrowing words used by Javanese people in Tawangharjo sub district and its contribution to English teacher at the 7th grade of junior high school
23	Teaching learning of English conversation using direct method : a study at Al Khawarizmi Muhammadiyyah Statistic Dormitory
24	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
25	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
26	English speaking program at Attanwir Language Center : a study at MA Islamiyah Attanwir Talun Bojonegoro
27	The use of picture sequence in teaching speaking : a study at training class - TC - students of basic english course - BEC - Pare
28	Cunningsworth-based theory of textbook evaluation on When English Ring's a Bell for eighth grade of junior high school published by Ministry of Education and Culture
29	English language teaching at Gertrud Baeumer vocational school in Ludenscheid Germany

30	A comparative study between problem based learning and inquiry-based learning to teach reading of recount text
31	English pronunciation teaching practices to EFL learners: working with the tongue twisters at The Eminence Course Pare Kediri Indonesia
32	The effectiveness of rosetta stone software usage on students' pronunciation development at the eighth grade of SMP IT PAPB Semarang
33	Cultural content analysis in EIL perspective : a study of 'Interactive English' textbooks for Indonesian junior high school published by Yudhistira
34	Public speaking program in bilingual class at MAN 2 Kudus
35	The differences of English stress patterns between Javanese and Sundanese Brebes dialect speakers of Indonesian English Club (IEC) in SMA N 2 Brebes
36	The influence of using paper dictionary and electronic dictionary on students' idiom comprehension
37	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
38	The influence of students' attitudes in writing class on their writing skill
39	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
40	The english pronunciation problems of EFL students' speaking: a case study at the fourth semester of teaching speaking and listening class

41	A Descriptive Study Of "Sekolah TOEFL" As Massiver Open Online Course (MOOC)
42	An analysis of slang in the cutscene game of 'Devil May Cry' definite edition
43	Exploring thematic meanings and cohesiver devices of recount texts in english textbook " bahasa inggris " published by the ministry of education and culture
44	English language teaching and learning at English Cafe Chapter Semarang
45	The commissive speech acts in cinderella movie
46	Character education in the textbook materials of "Bahasa Inggris Kelas XI" published by the Ministry of Education and Culture in the year of 2017
47	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
48	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
49	Developing English vocabulary cards for teaching English vocabulary to the fourth grade students of SD N 02 Purwoyoso Semarang
50	The influence of Arabic education department students' attitudes toward English on their competence of English 1 subject
51	The speech acts of dialogue found in the tenth grade of senior high school student's English textbook
52	The effectiveness of using fix-up strategy to teach students' reading comprehension of narrative text
53	The effectiveness of DART method to teach reading comprehension in narrative text

54	Mood and thematic analysis in Donald Trump's speech "remarks on tax reform"
55	Students' translation quality in translating advertisement on colours magazine by Garuda Indonesia on September 2018 edition
56	Code mixing in English learning process : a study at seventh grade students of SMP Ki Ageng Giri Demak in the academic year of 2018/2019
57	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
58	The implementation of community language learning (CLL) method in members' speaking activities at Walisongo English Club
59	Linguistic difficulties encountered by non-English department students in speaking English : a study at Walisongo English Club UIN Walisongo
60	Idiomatic expressions in the album lyrics of Justin Bieber purpose and its contribution to teaching idiom
61	The influence of frequency of students' watching English movies on their speaking ability
62	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
63	English language teaching learning at Roemah Difabel of Semarang
64	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

65	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
66	The effective practice in peaching 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
67	An analysis of derivational suffixes found in the editorial of Jakarta Post in June 2018
68	The ideational meanings in the short story "The Last Leaf" by O. Henry and its contribution to the discourse study
69	Problems in listening comprehension of advanced listening comprehension students
70	Grammatical cohesion analysis of students' essay writing : a study of fourth semester English Language Education Department students of Walisongo State Islamic University of in the academic year of 2017/2018
71	The implementation of total physical response in the teaching of speaking : a study at basic training class of INEC Foundation Jepara
72	Students' difficulties in comprehending the analytical exposition texts at second grade of SMA NU 1 Hasyim Asy'aritarub – Tegal in academic year 2019/2020
73	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
74	Multiple intelligences in EFL learning

XXX

75	Digital story in engaging non-English student department : a descriptive study at "Bahasa Inggris II" subject in the fourth semester of PIAUD-B class
76	Male and female politeness strategies in speaking class : a case study of the second semester students of English education department at UIN Walisongo Semarang in the academic year 2018/2019
77	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
78	Thesis english reading literacy activities of young learners in gardu baca (a study at Bangsri Jepara)
79	English teaching and learning in bilingual natural science class : a study at the tenth grade of MAN Demak in the academic year of 2018/2019
80	Developing material to teach narrative text through Powtoon application to the second grade of MAN 2 Kudus in the academic year of 2017/2018
81	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
82	The interactive of formative assessment through gamification tool of 'KAHOOT!' in learning English : a study at reading classes
83	The interactive of formative assessment through gamification tool of 'Kahoot!' in learning English : a study at reading classes
84	The use of what's missing game and Chinese whisper game in teaching speaking
85	Teaching learning speaking by using English Conversation Gambitsat the first grade of SMK N 3 Semarang in the academic year of 2019/2020

XXXII

CURRICULUM VITAE

Abdul Ghofur is a village boy who happened to have the opportunity to study at the Walisongo State Islamic University in Semarang. He was accidentally stranded in the English Edu department also Education and Teacher Training Faculty.

Born on December 26, 2000, this boy graduated from MI NU Salafiyah Kenduren, MTs NU Salafiyah Kenduren, and MA Qosim Al Hadi Semarang.

Apart from his lecture material, this kid who has another name **Peter Ipung** is also experimenting and desperate to make 7 projects. In addition, he is involved in the world of business, technology, esports, community manager, marketing, journalism, crypto mentor, librarian, HRD, researcher, programming, and web dev mentor.

The point is, there's so much to write about but this paper won't fit. Please contact him at https://peteripung.my.id or email mynameisghofur@gmail.com see you!