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# ANALYSIS OF RESEARCH TRENDS IN ENGLISH LANGUAGE EDUCATION STUDENTS' THESES AT UIN SUSKA RIAU DURING THE COVID-19 PANDEMIC



UIN SUSKA RIAU

By:

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**FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

**1447 H / 2026 M**

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**UIN SUSKA RIAU**

**By:**

**MUHAMMAD ILHAM ZULFANSYAH**

**SIN: 12110413017**

**Thesis**

Submitted as partial fulfilment of the Requirements  
for Bachelor's Degree of English Education  
(S.Pd)

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1447 H / 2026 M**



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**STATEMENT OF AUTHENTICITY**

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Certify that this skripsi entitled "Analysis of Research Trend in English Language Education Student Thesis at UIN Suska Riau During the Covid 19 Pandemic" is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, January 12<sup>th</sup>, 2026



Muhammad Ilham Zulfansyah  
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## SUPERVISOR APPROVAL

The thesis entitled *Analysis of Research Trend in English Language Education Student Thesis at UIN Suska Riau During the Covid 19 Pandemic* was written by Muhammad Ilham Zulfansyah, SIN. 12110413017. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau.

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**EXAMINER APPROVAL**

The thesis "Analysis of Research Trend in English Language Education Students' Theses at Uin Suska Riau During the Covid-19 Pandemic" written by Muhammad Ilham Zulfansyah, SIN.12110413017. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, Rajab 20<sup>th</sup>, 1447 H / December 9<sup>th</sup>, 2026 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

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Most specially, I dedicate this theses to my beloved parents, the late Alm. Ediy and the late Almh. Rustiningsih, the two people I miss the most. You both returned to the mercy of Allah before I had the chance to bring you happiness and pride, before you could see your beloved child complete their final stage of education or stand proudly on graduation day. Thank you, Mom and Dad, for every moment we shared, for all the prayers, love, sacrifices, and support you gave during your lifetime. May every achievement in my life become a continuous prayer for you both in the hereafter.

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11. Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting.

Finally, the researcher realize that this theses is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, November 10<sup>th</sup>,2025  
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UIN SUSKA RIAU



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## ABSTRACT

**Muhammad Ilham Zulfansyah (2025): Analysis of Research Trends in English Language Education Students' Theses at Uin Suska Riau During the Covid-19 Pandemic**

This research aimed at finding out research trends in English Education student undergraduate theses during COVID-19 pandemic at State Islamic University of Sultan Syarif Kasim Riau, reviewed from the perspective of research approach, research type, and focus on English language skills. Quantitative approach was used in this research with content Analysis design. Data were analyzed from 447 theses published in 2020, 2021, and 2022 with total sampling. Data were collected through document analysis and analyzed with descriptive statistics. The results showed that quantitative approach was the most dominant, it was 85% of the total research, while qualitative and mixed methods were 15% and 1% respectively. Interestingly, the number of qualitative research had continued to increase over the past three years. Among 11 types of quantitative research, descriptive research (41%) was the most frequently used, focusing on writing skills. In contrast, 67 qualitative research was found, most of which were case studies (52%), while the rest (42%) was qualitative descriptive, and both focused on speaking skills. Other types, such as classroom action research, qualitative survey, and library research, were very rare.



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## ABSTRAK

**Muhammad Ilham Zulfansyah (2025): Analisis Tren Penelitian Skripsi Mahasiswa Pendidikan Bahasa Inggris UIN Suska Riau pada Masa Pandemi Covid-19**

Penelitian ini bertujuan untuk mengetahui tren penelitian skripsi mahasiswa pendidikan bahasa Inggris di UIN Suska Riau pada masa pandemic COVID 19, ditinjau dari sudut pandang pendekatan penelitian, jenis penelitian, dan fokus keterampilan bahasa Inggris dalam penelitian. Penelitian ini menggunakan pendekatan quantitative dengan desain content analysis. Data dianalisis sebanyak 447 tesis yang diterbitkan pada tahun 2020, 2021, dan 2022 melalui total sampling. Data dikumpulkan melalui analisis dokumen dan dianalisis menggunakan statistik deskriptif. Hasil menunjukkan pendekatan Kuantitatif adalah yang paling dominan, mencakup 85% dari total penelitian, sementara metode kualitatif dan campuran masing-masing mencakup 15% dan 1%. Menariknya, jumlah penelitian kualitatif terus mengalami peningkatan dalam tiga tahun terakhir. Di antara 11 jenis penelitian kuantitatif, penelitian deskriptif (41%) adalah yang paling sering digunakan, berfokus pada keterampilan menulis. Sebaliknya, 67 studi kualitatif ditemukan, dimana sebagian besar adalah penelitian studi kasus (52%), sisanya (42%) adalah kualitatif deskriptif, keduanya berfokus pada keterampilan berbicara. Jenis lain, seperti penelitian tindakan kelas, survei kualitatif, dan penelitian pustaka, sangat jarang dilakukan.

## ملخص

محمد إلهام زولفنشه، (٢٠٢٥): تحليل اتجاهات بحوث الرسائل الجامعية لطلاب قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو خلال فترة جائحة كوفيد-19

هذا البحث يهدف إلى معرفة اتجاهات موضوعات الرسائل الجامعية لطلاب قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو خلال فترة جائحة كوفيد-19، وذلك من حيث منهجية البحث، ونوع البحث، ومحور مهارات اللغة الإنجليزية التي تركز عليها الدراسات. استخدم هذا البحث المنهج الوصفي الكمي بتصميم يعتمد على المسح القائم على الوثائق. وقد تم تحليل بيانات مكونة من ٤٤٧ رسالة نُشرت في الأعوام 2020 و2021 و2022، باستخدام أسلوب العينة الشاملة. جمعت البيانات عن طريق تحليل الوثائق، ثم خُللت باستخدام الإحصاء الوصفي. أظهرت النتائج أن النهج الكمي هو الأكثر، حيث شكّل ٨٥٪ من إجمالي البحوث، بينما شكّل المنهجان الكيفي والمختلط نسبة ١٥٪ و ١٪ على التوالي. ومن الجدير بالذكر أن عدد البحوث الكيفية شهد ارتفاعاً مستمراً خلال السنوات الثلاث الأخيرة. ومن بين ١١ نوعاً من البحوث الكمية، كان البحث الوصفي (٤١٪) هو الأكثر استخداماً، وتركز معظم هذه الدراسات على مهارة الكتابة. وفي المقابل، تم العثور على ٦٧ بحثاً كيفياً، كان أغلبها من نوع دراسة الحالة (٥٢٪)، بينما شكّلت البحوث الوصفية الكيفية (٤٢٪) النسبة المتبقية، وهما معاً يركّزان بشكل أكبر على مهارة الكلام. أما الأنواع الأخرى، مثل البحوث الإجرائية، والمسوح الكيفية، والبحوث المكتبية، فكانت نادرة جداً.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

## A. Background of The Problem

The pandemic has forced students to study from home. This situation has had a negative impact on teaching and learning activities. Especially for final semester students who are working on their theses, the transition from face-to-face learning to online learning was carried out as one of the steps to prevent the spread of the virus. As a result of this impact, the policy taken by many countries, including Indonesia, was to suspend all educational activities, which ultimately forced the government and related institutions to provide alternative educational processes for students who could not carry out the educational process at educational institutions (Putri et al. 2020).

This transition also has an impact on learning methods, learning strategies, and even research types chosen by students. The Ministry of Education and Culture of the Government has prohibited universities from holding face-to-face lectures and ordered them to hold online lectures or learning (Firman & Rahayu, 2020).

The Indonesian government has also declared Covid-19 as a non-natural national disaster and has regulated mitigation measures, one of which is to inhibit the rate of transmission of Covid-19 is social distancing or social distancing by issuing recommendations for people to work from home, study from home and study from home to reduce the possibility of wider spread (Indonesia, P. R. 2020).

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The implementation of learning in basic education units that have changed also affects research conducted by English language education students at the final level who are taking a theses program (Kusuma et.al 2021). The theses is programmed with the aim that students are able to compile scientific works that are in accordance with their fields of knowledge and are mandatory for students.

Universities determine one of the standards for students to graduate to obtain a Bachelor's degree in the form of compiling a final assignment or theses. Theses is an obligation imposed on students. As one of the graduation requirements and to apply scientific methods, each student is required to conduct research and create scientific papers in the form of a theses for undergraduate level, a theses for postgraduate level, and a dissertation for doctoral level. In the initial process of their research, each student must choose a topic or research problem according to their field of science. Students who have never conducted research activities will find it difficult to determine their research topic or problem.

Good research is research that is rooted in problems in the field, not just based on theory alone. So that through this research it is able to provide a comprehensive picture of the problem and even be able to provide the right solution. For that, heterogeneity and diversification of research are very important in order to be able to provide many innovations and new solutions in solving various existing problems, especially those related to the world of education, the more diverse the methods, approaches, and perspectives used in

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educational research, the more solutions can be found to improve and develop the education system.

Then, Spuck, et al (1975) explained that in conducting educational research, scientific methods must be used. Through scientific research, students as researchers can obtain accurate and reliable information about important issues and problems faced by the world of education. In short, scientific methods help students as researchers in studying various educational issues in a structured and responsible manner.

Before the Covid-19 pandemic, most educational research conducted by students involved direct interaction with students, either in the form of observation, interviews, experiments, or the application of certain learning methods in the classroom. This direct interaction is very important in collecting accurate and in-depth data on the learning process, student engagement, and the effectiveness of the teaching methods tested in the research. However, with the emergence of the Covid-19 pandemic, learning policies in schools have changed drastically. The government implemented a zone-based learning system, which means that learning methods can vary depending on the level of virus spread in an area.

Some schools implemented fully online learning, while others used a hybrid system or continued face-to-face learning with various strict restrictions. With these challenges, of course, students are required to be more creative and flexible in choosing research methods and data collection that are appropriate to the changing situation, so it is likely that students will adjust the

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type of research to be carried out with the learning conditions at the school where the research is being conducted.

Various studies have been conducted regarding this issue, but most of the existing studies only focus on the types of research conducted by students, but do not explore in depth the application of advanced research methodologies. Previous related research was conducted by Kusuma et al. (2021) In the PGSD Department of Mataram University, it was found that 20% of students conducted development research, making it the most common type of research during the pandemic. The underlying reason for this is because based on the situation and conditions during the pandemic, as well as policies that allow development products to only be validated up to expert validation, without the need for field trials, this actually encourages many students to take development research. These findings indicate that in several universities, the pandemic has caused changes in the research methods used by students, but this study only explores the types of research methods used by students, However, this study only explored the types of research methods used by students, without discussing more specifically the research approaches used during the pandemic.

**Table I.1**  
**Number of Thesis Publications by Year (2020-2022)**

NO	Year of Publication of Theses	Frequency
1	2020	138
2	2021	156
3	2022	153
	<b>Total</b>	<b>447</b>

*UIN repository, (2025)*



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Based on graduation data obtained from the faculty of teacher training and education in the form of a database obtained around 447 English Education students have completed their studies during the covid-19 pandemic with various approach and type of research. Each student can research related to the concept of the field of English education.

Several studies have been conducted on the impact of the pandemic situation on changes in types and research methods, but there has been no specific study examining how the pandemic affects the selection of research methods in the theses of English Language Education students at UIN Suska Riau.

Understanding this shift is essential to provide insight into how students adapt their research to the limitations caused by the pandemic. This study will explore the dominant research methodologies used by English Education students at UIN Suska Riau during the Covid-19 pandemic, as well as contribute to a broader understanding of the development of educational research in a pandemic situation.

Based on the problem depicted above, the writer is interested in conducting research entitled **“Analysis of Research Trend in English Language Education Students’ Theses at Uin Suska Riau During the Covid-19 Pandemic”**

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## **B. Research Problem**

### **1. Identification of the Problem**

Based on the background and the phenomena above, the problems to be addressed in this study are identified as follows:

- a. The transition from face-to-face to online learning during the COVID-19 pandemic has had a significant impact on the research process carried out by English Education students, including adjusting types of research methods that are appropriate to learning conditions in schools.
- b. Limited access to respondents and data during online interactions poses challenges for students in collecting valid and relevant information, potentially affecting the quality and results of the research conducted.

### **2. Limitation of the Problem**

Based on the identification of the problems above, it is important for researchers to limit the problem. This study focuses on the analysis of research trends in terms of the type of research, research approach that are widely used, and English language skills used in the research. The data used are only sourced from undergraduate Theses (S1) published in 2020-2022 available in university repositories, without including other scientific works such as journals or postgraduate Theses, because by limiting the data to undergraduate theses, the research becomes more focused. With this limitation of the problem, the expected research results can provide a clear and focused picture of student research trends during the pandemic.

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### **3. Formulation of the Problem**

Based on the explanation above, the research question which guides this research is What are the research trends of English Language Education students' thesis at UIN Suska Riau in terms of the research approach, research type, and English language skills used in the research during the COVID-19 pandemic?.

### **C. Objective and Significance of the Research**

#### **1. The Objective of the research**

The main objective of this study is to determine the research trends of theses students of the English Language Education Study Program, UIN Suska Riau, in terms of the research approach, research type, and English language skills used in the research during the COVID-19 pandemic.

#### **2. The Significances of the Resesarch**

The significance of this study academically provides insight into changes in research trends of English language education students during the COVID-19 pandemic and can be a reference for further research. For students This research helps students understand various alternative research methods that can be used when they face limited situations, such as a pandemic, in addition, the results of this study also provide an overview for the world of education about the impact of the pandemic on research methods. By knowing the challenges they face, institutions can improve academic support, for example by providing more training in

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alternative research methods, access to online journals, or more flexible research guides.

## **D. Definition of the Terms**

### **1. Research trend analysis**

Research trend analysis is the process of determining the direction or orientation of future research based on historical data analysis (Muhammad and Triansyah 2023). In this study, research trends refer to changes in research patterns of English Education students at UIN Suska Riau during the Covid-19 pandemic, and how they adjust their research to the existing situation.

### **2. Thesis**

According to Wahid, (2011). The thesis written by students discusses the research that will be carried out in accordance with the field of study of the thesis, apart from being a final requirement for education carried out by students, the thesis is one of the requirements as part that must be fulfilled to obtain a bachelor's degree.

### **3. Research Methodology**

According to Mishra & Alok (2022). Research methodology is a broader approach used to solve a research problem in a holistic manner. It is the study of how research is conducted systematically. In this field, the researcher explains himself with the various steps that are generally taken to study a research problem. Therefore, the scientific approach adopted to conduct research is called methodology.



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#### **4. Covid-19 Pandemic**

Corona virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. This disease is called COVID-19. This Corona virus (Covid19) can cause mild disorders of the respiratory system, severe lung infections to death (Siti Rahma Harahap, 2020). various sectors are affected by this pandemic including the education sector. In this study, the Covid-19 pandemic is examined as a factor influencing changes in student research methods.

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## CHAPTER II

### RIVIEW OF REALATED LITERATURE

#### A. Theoretical Framework

##### 1. Research Trends

Etymologically, the term trend comes from the English word "trend" (A Comprehensive Indonesian–English Dictionary, 2010) which was then absorbed into Indonesian according to the rules of the Enhanced Spelling (EYD). Trends can be defined as (1) tendencies, inclinations, tendencies; and (2) styles or modes (Tesaurus bahasa Indonesia, 2008).

According to Yantiana & Rusmita (2020) a trend is a movement (tendency) up or down in the long term, which is obtained from the average change over time. The average change can increase or decrease, so it can be defined that Trend Analysis is an analysis that describes or shows the average change in a particular variable over time. The average change in a variable that experiences a tendency to decrease in value is called a negative trend. The average change in a variable that experiences an increase in value is called a positive trend.

For the first definition, namely tendencies, inclinations, or tendencies, identifying trends must be done systematically, as befits a research conducted (for example, formulating a review of trends and the length of the review, then the procedures used, data sources, data analysis, and how to present them (Siswono, 2014). Siswono (2014) added that by

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presenting trends in graphic form, it will provide evidence that the conclusions obtained by the researcher are credible.

As for the second definition, namely style or mode, research trends "... are seen as looking at fashion trends" (Siswono, 2014). From this point of view, trends are presented only in the form of descriptions, which describe the mode (for example, topics/themes) of research over a certain period of time.

The study of trends in English language education research has become a major concern for many practitioners, both students and professional researchers. In the context of this research, the trend in question refers to the first definition, although both existing definitions can be used and produce different perspectives.

In general, the study of trends in English language education has two main purposes. First, as a reflection of the developments that have occurred in the past so that lessons can be learned from them. Second, as a basis for consideration in decision making for future research development.

## **2. Educational research**

Research plays an important role in supporting the development and advancement of science. All aspects including education continue to require study, evaluation and the preparation of new concepts that are more relevant and bring various advances for the effectiveness of education in Indonesia (Rosyada, 2020).

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Based on its nature, educational research is grouped into three types, namely academic, professional and institutional research (Kurniawan, 2018). Rukminingsih (2020) states that the scope of educational research problems that need to be considered by academics, researchers, professionals and institutions are as follows:

a. Educational Policy Research

- 1) Policies related to education set by the government (MPR, DPR and President)
- 2) Policies of the Minister of National Education, Minister of Religion, and Ristek Dikti on education
- 3) Policy of Governor, Mayor, Regent, Ministry of National Education, Ministry of Religious Affairs on education.

b. Managerial Research

- 1) Educational organization
- 2) Educational economics
- 3) Cooperation between related institutions in education
- 4) Educational facilities and infrastructure

c. Operational Research

- 1) Curriculum
- 2) Learning technology
- 3) Learning media
- 4) Quality and quantity of educators
- 5) Quality and quantity of educational participants



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6) Stakeholder needs

### 3. Types of Research

#### a. Research Methodology

In general, research can be categorized into three main types: quantitative, qualitative, and mixed methods research (Sugiyono, 2013). The first two types, quantitative and qualitative research, have fundamental differences as they are based on distinct philosophical foundations.

##### 1) Quantitative Research

According to Ummul Aiman et al. (2022), it is defined as Quantitative research is a systematic approach to investigating measurable phenomena using statistical, mathematical, or computational methods. shows that quantitative research is oriented towards numbers and statistics to explain a phenomenon. In this research, data is collected through methods such as surveys, experiments, or statistical analysis, then analyzed using mathematical techniques to find patterns or relationships between variables.

Quantitative research statistically measures attitudes, behaviour, and performance and provides results in percentages that are easier to interpret. Because it is so deeply rooted in numbers and statistics, quantitative research has the ability to effectively translate data into easily quantifiable charts and graphs.

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In quantitative research, researchers identify research problems based on trends in a field or the need to explain why a phenomenon occurs. If the research aims to describe a trend, then the research problem can be answered by looking at general trends in individual responses and how these trends vary across individuals. For example, if a researcher wants to know how voters describe their attitudes toward a public policy, this research will help understand how the majority of the population views an issue and the degree to which their views vary. Some quantitative research focuses on analyzing relationships between variables to understand whether one factor influences another. The variables analyzed can be individual characteristics or attitudes toward a phenomenon.

According to Creswell, J. W. (2012). In quantitative research the major characteristics are:

- a) Describing a research problem through a description of trends or a need for an explanation of the relationship among variables
- b) Providing a major role for the literature through suggesting the research questions to be asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study

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- c) Creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable
- d) Collecting numeric data from a large number of people using instruments with preset questions and responses
- e) Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research
- f) Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach

According to Sugiyono (2016), the stages of quantitative research have slightly different terminology than those described by Creswell (2012), although both essentially describe the same procedure. The stages of quantitative research are (1) problem formulation, (2) theoretical basis, (3) hypotheses formulation, (4) data collection, (5) data analysis, and (6) conclusions and recommendations. In the final stage, Sugiyono (2016) explains that conclusions are brief answers to each problem formulation determined before the research is conducted. He also emphasizes that the number of conclusions must be proportional to the number of problem formulations. If there are three problem formulations, then there must be three conclusions, no more and no fewer.

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Trochim and Land (1982) defined quantitative research design as the glue that holds the research project together. Quantitative research types can be classified into two main categories: experimental and nonexperimental (Lodico, Spaulding, & Voegtle, 2010).

a) Experimental Design

An experimental design is a plan for assigning experimental units to treatment levels and the statistical analysis associated with the plan (Kirk, 2009). Experiments include true experiments, with the random assignment of subjects to treatment conditions, as well as quasi-experiments that use nonrandomized designs (Keppel, 1991). an experimental design identifies the independent, dependent, and nuisance variables and indicates the way in which the randomization and statistical aspects of an experiment are to be carried out. The primary goal of an experimental design is to establish a causal connection between the independent and dependent variables. A secondary goal is to extract the maximum amount of information with the minimum expenditure of resources.

In addition to the two types of research mentioned previously, namely true experiments and quasi-experiments, Sugiyono (2016) also added two other forms of research, namely pre-experiments and factorial experiments. According to



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Gall et al. (2002, p. 389), pre-experiments "can hardly be categorized as experimental designs" because there are still external variables that can influence the dependent variable, no better than quasi-experiments. Meanwhile, factorial experiments are a development of true experiments designed to accommodate the possibility of moderator variables that can influence the dependent variable.

**b) Nonexperimental Design**

Non-experimental research is "...systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable" (Johnson, 2001).

One type of nonexperimental quantitative research is causal-comparative research in which the investigator compares two or more groups in terms of a cause (or independent variable) that has already happened. Another nonexperimental form of research is the correlational design in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores (Creswell, 2012).

Furthermore, Castellan (2010) mentions for the non-experimental category, the types of research included:

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(1) Descriptive research

Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subjects of the study. It determines and reports the way things are.

(2) Comparative

The difference between one group and another based on a review of a particular variable.

(3) Correlational

Correlational research attempts to determine whether and to what degree a relationship exists between two or more quantifiable variables. However, it never establishes a cause-effect relationship the relationship between two or more variables.

(4) Comparative causal or ex post facto

Establishes the cause-effect relationship, compares the relationship, but the cause is not manipulated, such as "gender."

2) Qualitative Research

Qualitative research is a research strategy that emphasizes the use of words rather than numbers in the process of collecting and analyzing data (Bryman 2008a: 366). Qualitative research is an umbrella term for an array of attitudes towards and strategies for

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conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world. (Sandelowski 2004: 893).

For a more serious definition, here is a quote from Denzin and Lincoln (2005) on qualitative research. Qualitative research is a situated activity that places the observer in the world. It consists of a series of interpretive and material practices that make the world visible. These practices change the world. They transform the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and self-memories. At this level, qualitative research involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, trying to understand, or interpret, phenomena in terms of the meanings that people give to them.

Pramudyani (2018) mentions qualitative research indicators that explain the main characteristics that distinguish qualitative research from quantitative research. Here is an explanation of each indicator:

a) Natural Setting as a Data Source

Qualitative research is conducted in a natural environment without artificial intervention. Researchers must go directly to

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the research location to understand the social and cultural context in more depth.

**b) Researchers as Research Instruments**

In qualitative research, researchers are the main tool for collecting data through observation, interviews, and data interpretation. Questionnaires are not commonly used, except in an open form which is then explored through interviews.

**c) Data Collection Techniques**

Data is collected through observation, interviews, and document or discourse analysis. Observations can be done in various ways, such as direct or participatory observation. Interviews can also be structured, semi-structured, informal, or retrospective.

**d) Qualitative Data**

Data collected in the form of words, pictures, or recordings, not numbers or statistics.

**e) Very Descriptive**

Research results are presented in descriptive or narrative form, for example through interview quotes, photos, or other documents.

**f) Process and Product**

Qualitative research focuses more on understanding the process that occurs in a phenomenon than on the end result.



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**g) Deductive Data Analysis**

Data is analyzed from the specific to the general. This means that research begins with observations of specific phenomena, then more general conclusions are drawn according to theory.

**h) Meaning as the Main Focus**

Qualitative research aims to explore the deep meaning of a phenomenon. The deeper the analysis, the more accurate the understanding obtained.

**i) Triangulation for Data Validity**

Data from one source must be checked with other sources to be more accurate and reliable. Triangulation can be done by comparing data from various techniques or sources.

**j) Flexible Design**

Qualitative research design is not rigid, but can change according to findings in the field, as long as it remains in accordance with the research objectives. Pertti Alasuutari (1995: 7) identifies that qualitative analysis uses a type of reasoning that is analogous to puzzle solving. He explains this as follows: Each single clue or hint can be applied to several things, but the more clues there are to a puzzle, the smaller the number of possible solutions.

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According to Creswell, J. W. (2012) In qualitative research, we see different major characteristics at each stage of the research process:

- a) Explore a problem and develop a deep understanding of a central phenomenon.
- b) Having the literature review play a minor role, but are still used to support the justification of the research problem.
- c) The research objectives and research questions are formulated broadly and generally so that they can reflect the experiences of the participants.
- d) Collecting data in the form of words from a small number of individuals to gain in-depth participant insights.
- e) Analyze data by looking for descriptions and themes using text analysis and interpreting the broader meaning of research findings.
- f) Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

According to Creswell (2007), there are five types of qualitative research, each referred to as an "approach." These five types of research have different focuses and characteristics, namely:

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a) Narrative Research

The researcher seeks to tell the life story of an individual within a specific context, usually in chronological form, to understand the person's experiences through a narrative that follows the sequence of time or significant life events.

b) Phenomenological Research

This approach focuses on understanding the lived experiences of several individuals who share a common phenomenon. Data are collected based on how participants describe their experiences, allowing the researcher to uncover the essential meaning of that phenomenon.

c) Grounded Theory Research

The purpose of this research is to develop an abstract theory about a process, action, or social interaction. The theory is derived from data obtained directly from participants (*grounded in data*), rather than being based on pre-existing theories.

d) Ethnographic Research

This approach is used to study the culture of a group in depth by observing their behaviors, language, and practices in their natural environment. The researcher typically becomes directly involved through observation and interviews to understand the patterns of life within the group.

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e) Case Study Research

This type of research aims to analyze a single case in depth. The case may involve an individual, a group, an institution, or a specific event considered unique or important to study in detail.

Creswell (2007) explained that his selection of these five types of qualitative research was based on his experience as a supervisor and qualitative researcher. He stated, “The five approaches I discussed ... reflect the types of qualitative research that I most frequently see in the social, behavioral, and health science literature”. This indicates that there are other forms of qualitative research that are also relevant but not included in his classification. One example is historical research, in which researchers collect and evaluate data to understand behaviors or events from the past (Fraenkel, Wallen, & Hyun, 2012). In the context of educational research, Creswell (2012) focused only on three of the five approaches—narrative research, grounded theory, and ethnography.

3) Mixed Method

Mixed methods designs are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies (Creswell, J. W. 2012). It employs strategies of inquiry that involve collecting data either



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simultaneously or sequentially to best understand research problems. The aim of this method is to gain a more comprehensive understanding by integrating both types of data.

According to Creswell, Clark, Gutmann, & Hanson (in Creswell, 2009), mixed methods research can be categorized based on the strategy of combining quantitative and qualitative data, mixed methods research can be classified into two main categories, namely: sequential models, consisting of sequential explanatory, sequential exploratory, and sequential transformative; and concurrent models, consisting of concurrent triangulation, concurrent embedded, and concurrent transformative.

#### **4. Four English Language Skill**

In foreign language learning, particularly English, a person's language ability can be measured through the mastery of four main skills: listening, speaking, reading, and writing. Kurniasih (2011) explains that in learning a language as a means of communication, learners need to master these four language skills as well as the language system, such as sound structure and vocabulary. By mastering these skills and language elements, students are expected to be able to integrate them into effective communication acts.

Although the four language skills are explained separately, in essence, they are interrelated and mutually supportive. Listening skills help develop speaking ability; reading skills enrich vocabulary and structures for

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writing; and writing skills strengthen the understanding of grammar and sentence structure.

These four elements certainly interconnected, however have significant differences in the process. In an effort to dominate English, we should too implement the four basic principles the.

**a. Listening**

Listening is the first skill acquired by infants and plays a foundational role in language learning. Within the English as a Second Language (ESL) context, this skill enables learners to absorb and internalize sound patterns, grammatical structures, and vocabulary usage. It is also the primary input skill, which supports the development of speaking and reading.

“That no act of language can be possible without listening. A baby born deaf loses the ability to speak on the account that he is deprived of the activity and skill of listening. Besides, the relationship between listening skill or faculty and all other language skills seems to be ontological and interdependent”. (Littlewood 1981)

Some experts further argue that listening is the most important of all language skills. It's said that listening is the first skill to develop in babies, even in the womb, when babies hear their mother's voice and are able to distinguish it from other sounds. In fact, the time babies spend listening is what lays the foundation for their early language acquisition.

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Strategies for Listening Development: Extensive Listening: Engaging with audio materials such as podcasts, songs, and movies to develop general comprehension. Intensive Listening: Focusing on short audio clips to practice specific aspects such as pronunciation, intonation, or grammar. Active Listening: Taking notes, summarizing, or answering questions based on what you hear. Listening activities not only improve comprehension but also memory and focus.

**b. Speaking**

Speaking is another productive skill in English. It is as important as writing, and perhaps even more so. Speaking skills are equally important, serving as a crucial bridge to meaningful understanding and communication. Without effective and proficient speaking skills, communication and understanding will be lacking, and the alternative is likely, and in many cases, misunderstanding and confusion.

Likewise, speaking is an action, and when a person speaks, they “adapt the way they speak (or write) to suit the situation they are facing, the goals that motivate them, and the relationship between themselves and the person they are speaking to” (Broughton et al. 2002).

Even though a person knows the language, the speaker (user) has to think about the idea they want to express, start a monologue or conversation, or reply to the previous speaker (user). Speaking activity includes:

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- 1) Knowing the grammatical, lexical, and cultural features of the language
- 2) The ability to speak without making grammatical mistakes
- 3) Being aware of where, when, why, and what to talk about
- 4) Correct pronunciation and the ability to make
- 5) comprehensible presentations, and so on (Koral & Mirici 2021).

All of the above activities will affect a person's ability to speak. If they understand these linguistic elements correctly, they will communicate with others with ease.

**c. Reading**

Although reading is generally after listening and speaking in the order of language and communication skills that need to be developed, English teaching in elementary schools in Indonesia should prioritize reading development. Reading can be defined as a cognitive process in which readers use prior knowledge and reading strategies to comprehend written texts (Mokhtari 2001).

The reading process also involves a visual component, which allows for rapid and efficient text processing, supported by comprehension and concentration. Furthermore, reading skills help students learn independently, as they can seek and understand information from various sources without always relying on the teacher. To master reading skills and become skilled readers, learners



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must know and master a variety of different reading strategies and techniques.

According to Wahyono (2019), he found that most students typically use four cognitive reading strategies:

- 1) Scanning text quickly to understand main points
- 2) Guessing word meanings based on context
- 3) Noting key points of the text
- 4) Combining text with related background knowledge to remember important information.

Cognitive reading strategies are significantly related to students' reading comprehension. Strategies that improve decoding and reading comprehension skills benefit all students, but are especially important for beginning readers, struggling readers, and English Language Learners. Reading strategies aid readers in comprehension by providing them with ways to make sense of the text they read. These strategies provide them with different ways to view and think about a text.

**d. Writing**

Writing is one of the core English language skills. It is slightly more important and more difficult than reading and listening. Writing, as a productive skill, develops from mastery of the other three skills. Although listening is often underutilized, this ability plays a crucial role in developing critical thinking and analytical skills, which are

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essential for expanding students' cognitive awareness. The relationship between information and active writing activities helps develop students' abilities to analyze, synthesize, and compare information precisely and accurately (Ali, 2022).

Furthermore, reading activities also play a role in improving students' ability to produce correct language structures and write with linguistic and informational accuracy (Hartley, 2007). Writing influences students' ability to learn, communicate, and introduce themselves to the world. This is why writing courses and activities should occupy a significant space in school and college syllabi.

In general, it is believed among English teachers and learners that better English use requires more practice, a deep understanding, and a broad mastery of the target language vocabulary, because "the ability to grasp the precise meaning of each word can improve students' writing performance" (Aajami, 2018).

Writing is the process of conveying thoughts through written symbols, and it is a complex process. The writing activity includes:

- 1) The ability to give the letters the right shape.
- 2) The ability to transform ideas into written symbols.
- 3) The ability to write without making grammatical mistakes.
- 4) The ability to present and structure thoughts in a readable manner

(Kahveci & Şentürk, 2021).

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According to Navruzova (2025) Writing also serves as a record of students' progress and a tool for reflecting on their thinking. There are several steps to effective writing:

- 1) Pre-Writing: Brainstorming and outlining ideas.
- 2) Organizing: Transforming ideas into sentences and paragraphs.
- 3) Revising and Editing: Improving grammar, vocabulary, and organization.

In first-language situations, children rarely write what they don't say or read. Young children listen to sounds as they try to use letters to record their ideas on paper (Johnson, 2008: 7). Therefore, writing programs in such situations are always preceded by a rich, extensive, and meaningful program of oral expression and coherent and engaging reading activities. Conversely, because writing is less threatening than speaking because children don't have to worry about mispronouncing unfamiliar words, in second or foreign language learning, children can have their first experiences producing written statements in English long before they begin speaking the language.

According to Brown (2000), there are two main methods for assessing writing: the analytic and holistic scoring methods. Comprehensive evaluation, primary trait scoring, and analytic scoring are among the approaches used to assess writing in a detailed and responsive manner. In holistic or comprehensive evaluation, each item on a global scale is assigned a set of systematic descriptors, and the

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riter matches the overall impression of the writing to these descriptors to determine the score. The primary trait method focuses on how well students write within a narrowly defined discourse domain. Meanwhile, analytic scoring involves assessing several aspects of writing separately such as content, organization, vocabulary, grammar, and mechanics helping students identify their strengths and weaknesses in each component.

## **B. Relevant Research**

There are several relevant studies which are related to this research. The first study is conducted by Kusuma et al. (2021) entitled *Tren penelitian skripsi mahasiswa pgsd universitas mataram di masa pandemi COVID-19*. This study aims to analyze how students adjust their research types and designs to the pandemic situation. This study uses a survey method with a cross-sectional survey type of research, to collect data on research trends of PGSD students who are currently working on their theses in 2020/2021. The results show that the most widely chosen type of research is development research, with a percentage reaching 20%. This study confirms that PGSD students have shown the ability to adapt to changing learning situations due to the pandemic by choosing relevant types of research.

The second study is conducted by Hendra et al. (2024) entitled *Analisis Tren Penelitian Skripsi Mahasiswa Program Studi Pendidikan Matematika FMIPA UNM*. The purpose of this study is to analyze the trend of student theses in the Mathematics Education Study Program, FMIPA, Makassar State



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University from the perspective of topics and types of research for the last three years, namely 2020, 2021, and 2022. The results of the study show that student Theses are grouped into several categories, where 21% of topics are related to affective aspects, with emotional intelligence as the most widely researched theme. The dominant type of research is quantitative, reaching 38%, while education at the Junior High School level is the main focus of research, with a percentage of 67%. These findings reflect students' interest in exploring methods that can improve the quality of mathematics education, especially at the secondary level.

The third relevant study conducted by Rusli et al. (2023) entitled Research trend on ethnomathematics from 2012 to 2022: A bibliometric analysis The purpose of this study is to analyze global research trends in ethnomathematics from 2012 to 2022 by identifying key themes, influential authors, and research patterns emerging in publications. The study also aims to explore how mathematical concepts are integrated with cultural practices, making mathematics education more relevant and engaging for students. The results show a steady increase in ethnomathematics publications, with journals being the primary medium for dissemination. The four main research themes identified are educational practices, integration in mathematics learning, teaching materials development, and pedagogical approaches, reflecting the growing academic interest in culturally responsive mathematics education.

The fourth relevant study is conducted by Muhiddin (2018) entitled analisis tren penelitian skripsi mahasiswa program studi pendidikan

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matematika kelas internasional di universitas negeri makassar. The purpose of this study is to determine how the description of the research trends of theses students of the International Class Mathematics Education Study Program at UNM from the perspective of the type and topic of research in the brackets of 2015, 2016, and 2017. The results show that out of 103 studies, 72% of them use quantitative research types. The rest, 26% and 2% respectively use qualitative and combined research types). the number of quantitative studies has continued to decline over the past 3 years, on the contrary for qualitative research which has increased.

The fifth relevant study is conducted by Tauhid et al. (2020) entitled Trend Kajian Pembelajaran Daring: Suatu Telaah Pustaka. The purpose of this study was to identify trends in online learning research, especially in the context of the effectiveness of learning methods before and during the COVID-19 pandemic. This study aims to determine how online learning is implemented at various levels of education, and the challenges faced by students and teachers in the online teaching and learning process. The results of the study indicate that online learning research trends are dominated by qualitative approaches, followed by quantitative and mixed methods. In addition, the effectiveness of online learning has decreased during the pandemic, with only 41.2% of students feeling that online learning is effective, compared to 58.8% before the pandemic.

In conclusion, the difference between this study and studies 1 and 2 lies in the location of the study, research methods and research focus which not

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only discuss the type of research but also specifically discuss the research approach, while the difference with 3 and 4 lies in the context, time, and limitations of the research data, where this study explicitly discusses the impact of the Covid-19 pandemic situation on changes in the type and approach of student research. And the last one lies in the method, research focus and data collection.

### **C. Operational Conceptual**

In order to avoid misunderstandings in the research, it is necessary to clarify the variables used in analyzing the data. There is one main variable used in this study, namely Research trends in English Language Education students' theses during the COVID-19 pandemic, which indicate that the study will identify trend patterns based on published theses data in the 2020-2022 period. In this research the indicators of Research tren of english education students theses during the Covid-19 pandemic as follows:

#### **1. Research Methodology**

The grouping of research methodologies based on their approach described by Cresswell et al. (2017) as follows:

##### **a. Quantitative Research**

(Experimental Design, Nonexperimental Design, Longitudinal Design)

##### **b. Qualitative Research**

(Narrative Research, Phenomenology, Grounded Theory, Ethnography, Case Study)

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c. Mixed Method

(Convergent Mixed Method, Explanatory Sequential Mixed Method, Exploratory Sequential Mixed Method, Complex designs with embedded core designs).

2. Four English skills

In foreign language learning, particularly English, a person's language ability can be measured through the mastery of four main skills: listening, speaking, reading, and writing.

a. Listening

To understand or produce language, a person must first be able to listen and understand the sounds and meanings of words. Babies who cannot hear receive no spoken language input, so they are unable to imitate the sounds or patterns of language used by others. As a result, their speech abilities do not develop as naturally as those of children who can hear (Littlewood, 1981).

b. Speaking

speaking is an action, and when a person speaks, they "adapt the way they speak (or write) to suit the situation they are facing, the goals that motivate them, and the relationship between themselves and the person they are speaking to" (Broughton et al. 2002).

c. Reading

Reading can be defined as a cognitive process in which readers use prior knowledge and reading strategies to comprehend written texts (Mokhtari 2001).



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**d. Writing**

Writing, as a productive skill, develops from mastery of the other three skills. Although listening is often underutilized, this ability plays a crucial role in developing critical thinking and analytical skills, which are essential for expanding students' cognitive awareness. The relationship between information and active writing activities helps develop students' abilities to analyze, synthesize, and compare information precisely and accurately (Ali, 2022).

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research uses a quantitative research approach with content analysis design. Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff 1980). The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon.

Researchers use this method because this method can facilitate research, This research design is also appropriate because this study aims to identify patterns or trends in the selection of research methods based on published theses data.

#### B. Time and Location of the Research

This research was conducted in July 2025, the location of the research is at the Sultan Syarif Kasim Islamic University, Riau, which is located in Pekanbaru, Riau Province, Indonesia.

#### C. Subject and Object of the Research

1. The subject of this research is the theses of English Language Education students of UIN Suska Riau which was published in the period 2020-2022.
2. The object of this research is the trend of research methods used in the theses.

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## **D. Population and Sample of the Research**

### **1. Population of the Research**

According to Sugiyono (2019) "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that have been determined by researchers to be studied, after being studied, conclusions are drawn." The population in this study consists of all undergraduate theses published by students of the English Language Education Study Program at UIN Suska Riau published during the COVID-19 pandemic, namely in the period 2020 to 2022. These theses can be accessed through the university repository.

### **2. Sample of the Research**

According to Sugiyono (2017) sampling technique is a sampling technique to determine the sample to be used in research. Sampling in this study uses the total sampling technique. Sugiyono (2017) also explains that total sampling is "a method taken by taking samples that are truly in accordance with the entire object". A total of 447 theses were published during the COVID-19 pandemic in the period 2020,2021,2022.

## **E. Technique of Collecting Data**

In this study, the data were collected through document analysis of the theses written by students of English Language Education study program at UIN Suska Riau published in the period 2020-2022. Documentation is important information that comes from important records either from a person, a group of people or from an institution (Hamidi, 2004). Documentation study

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is a data collection technique by studying documents to obtain data or information related to the problem being studied. This technique is used to identify trends in research Approach and research types used in the theses.

## F. Technique of Data Analysis

This study uses descriptive statistics in analyzing data, a descriptive analysis was conducted on the variables included in the analysis. Which involved calculating frequencies for categorical variables and means for continuous variables, in addition to their respective standard deviations and medians with interquartile ranges for continuous variables.

The data will be categorized according to the research approach, type of research, and the focus on the four English language skills in student theses, using frequency distribution. Frequency distribution is the arrangement of data. According to Purwanto (2009). frequency distribution is the grouping of data into several categories that show the amount of data in each category, and each data cannot be included in two or more categories. the data obtained will calculate the percentage of each categories with the following percentage formula:

$$p = \frac{f}{n} \times 100\% \text{ (Adapted from Nursaeni, 2016)}$$

p = percentage figure

Note : n = number of theses

f = theses category

At the data presentation stage, the data that has been classified is presented or displayed in the form of tables or graphs.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the study, it can be concluded that there are trends in English language education research during the COVID-19 pandemic (2020-2022). Based on their approach, 447 studies, 85% of which used quantitative research. The remaining 15% and 1% used qualitative and mixed methods, respectively. However, the number of quantitative studies has decreased over the past three years. Conversely, qualitative research has actually increased.

In this study, there were 11 types of quantitative research conducted by students. The most common type of research used by students was descriptive (41%), mostly focused on writing skills, followed by correlational (21%), mostly used to study reading skills, and quasi-experimental (20%), mostly applied to reading and speaking skills.

Pre-experimental research (7%), generally studying writing skills, and surveys (6%), tending to focus on reading and writing skills. Other types of research, such as ex post facto research (2%), were found and mostly used to study speaking skills. Meanwhile, more complex research types such as causal comparative, comparative, cross-sectional, experimental, and true experimental were only used in a very small number (1%) and were spread across speaking, reading, and writing skills.

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Furthermore, 67 qualitative studies were conducted 52% of students chose case studies, and 42% chose descriptive qualitative, both of which focused heavily on speaking skills. Other qualitative research types, such as classroom action research, qualitative surveys, and library research, only appeared once or twice due to limited opportunities for students to directly intervene in the classroom during the pandemic.

**B. Suggestion**

Based on the findings of this study, the researcher offers several recommendations. First, the results of this research can serve as a reference for beginner researchers in selecting appropriate research types, in order to develop the diversity of studies conducted at Sultan Syarif Kasim University, Riau, particularly in English Language Education. Second, for students, this research is expected to help them understand various alternative research methods that can be used when facing limited situations such as a pandemic. By recognizing the challenges they face, institutions are expected to increase academic support, for example by providing more training on alternative research methods, access to online journals, or more flexible research guides.

The researcher acknowledges the limitations of this study. It is hoped that future research can expand and further examine the research conducted. Researchers should also incorporate new and interesting variations, such as expanding the focus on research topics raised by students.

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# APPENDICES

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**APPENDIX I**  
**List of Analysis Sheets For English Language Education Students'**  
**Theses In 2020-2022**

UIN SUSKA RIAU

### List of theses titles for English language education students in 2020-2022

NO	Theses Title	Year	Research Approach	Research Type	Language Skill Focus
1	The Correlation Between Students' Reading For Pleasure Habit And Their Ability In Writing Descriptive Text	2020	Quantitative	Correlational	Writing
2	Teaching English Using Board-Game Strategy: Its Effect On Students' Speaking Ability	2020	Quantitative	Quasi Experimental	Speaking
3	An Error Analysis Of Subject-Verb Agreement On Students' Descriptive Paragraph Writing	2020	Quantitative	Descriptive	Writing
4	Using Story Completion Technique To Improve Students' Speaking Ability	2020	Quantitative	Quasi Experimental	Speaking
5	The Correlation Between EFL Students' Belief About Language Learning and Their Speaking Skill	2020	Quantitative	Correlational	Speaking
6	Teaching Writing by Using Diary Towards Students' Writing Ability in Recount Text	2020	Quantitative	Quasi Experimental	Writing
7	An Analysis of Factors Influencing Student Speaking Skill	2020	Qualitative	Descriptive	Speaking
8	An Analysis of Students' Reading Comprehension in Report Text	2021	Quantitative	Descriptive	Reading
9	Students' Strategies in Reducing Speaking Anxiety	2021	Qualitative	Case Study	Speaking
10	A Study on English Speaking Problems in Speaking Performance	2021	Qualitative	Descriptive	Speaking

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NO	Theses Title	Year	Research Approach	Research Type	Language Skill Focus
	Encountered by Students				
11	Analysis of Satisfaction on Online Learning	2021	Quantitative	Descriptive	Writing
12	An Analysis of Students' Self-Esteem in Learning English	2021	Quantitative	Descriptive	Speaking
13	An Analysis of Students' Morphological Awareness in Reading Comprehension	2021	Quantitative	Descriptive	Reading
14	The Correlation Between Students' Motivation and Their Writing Ability	2021	Quantitative	Correlational	Writing
15	Fourth Semester Students' Perception Toward Speaking Activities	2022	Quantitative	Descriptive	Speaking
16	Correlation Between Students' Reading Motivation and Their Reading Comprehension	2022	Quantitative	Correlational	Reading
17	Motivational Strategies in Teaching Speaking: A Case of English Teacher	2022	Qualitative	Descriptive	Speaking
18	The Effect of Using Frontloading Strategy on Students' Reading Comprehension	2022	Quantitative	Pre Experimental	Reading
19	Error Analysis of Students Writing Descriptive Text	2022	Quantitative	Descriptive	Writing
20	Listening Comprehension Problems Faced by EFL Students	2022	Quantitative	Descriptive	Listening

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**APPENDIX II**  
**Tabulation Based On Research Approach And Type Of**  
**Theses Research In 2020-2022**

UIN SUSKA RIAU



## Tabulation Based on Research Approach And Type of Theses Research In 2020-2022

No.	Research Approach	2020	2021	2022	Total	Perc.%
1	Quantitative	122	133	124	379	85%
2	Qualitative	16	22	29	67	15%
3	Mixed Method		1		1	1%

No.	Quantitative Research Type	2020	2021	2022	Total	Perc.%
1	Causal Comparative		2	3	5	1%
2	Comparative	2	1	1	4	1%
3	Correlational	34	27	19	80	21%
4	Cross-Sectional Survey		3	1	4	1%
5	Descriptive Quantitative	60	58	37	155	41%
6	Ex Post Facto	3	2	1	6	2%
7	Experimental		1		1	0%
8	Pre Experimental	2	10	15	27	7%
9	Quasi Experimental	21	24	29	74	20%
10	Survey		5	17	22	6%
11	True Experimental			1	1	0%

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No.	Qualitative Research Type	2020	2021	2022	Total	Perc. %
1	Case Study	11	9	15	35	52%
2	Classroom Action		1		1	1%
3	Descriptive Qualitative	5	11	12	28	42%
4	Survey Qualitative		1	1	2	3%
5	Library Research			1	1	1%

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**APPENDIX III**

**Tabulation Based On The Focus Of 4 Language Skills In The Theses**

UIN SUSKA RIAU

### Tabulation Based on The Focus of 4 Language Skills in The Theses

No.	Quantitative Research Type	Listening	Speaking	Reading	Writing
1	Causal Comparative		2	2	1
2	Comparative		4		
3	Correlational	6	19	20	18
4	Cross-Sectional Survey			1	
5	Descriptive Quantitative	2	28	19	59
6	Ex Post Facto		4		1
7	Experimental		1		
8	Pre Experimental	1	9	6	10
9	Quasi Experimental	5	20	20	19
10	Survey	1	2	4	4
11	True Experimental				1
	Total (Perc.%)	15(5%)	89(31%)	72(25%)	113(39%)

No.	Quantitative Research Type	Listening	Speaking	Reading	Writing
1	Case Study	3	8	7	3
2	Classroom Action		1		
3	Descriptive Qualitative	2	10	2	4
4	Survey Qualitative			1	
5	Library Research			1	
	Total (Perc.%)	5(12%)	19(45%)	11(26%)	7(17%)

Hak Cipta Dilindungi Undang-Undang

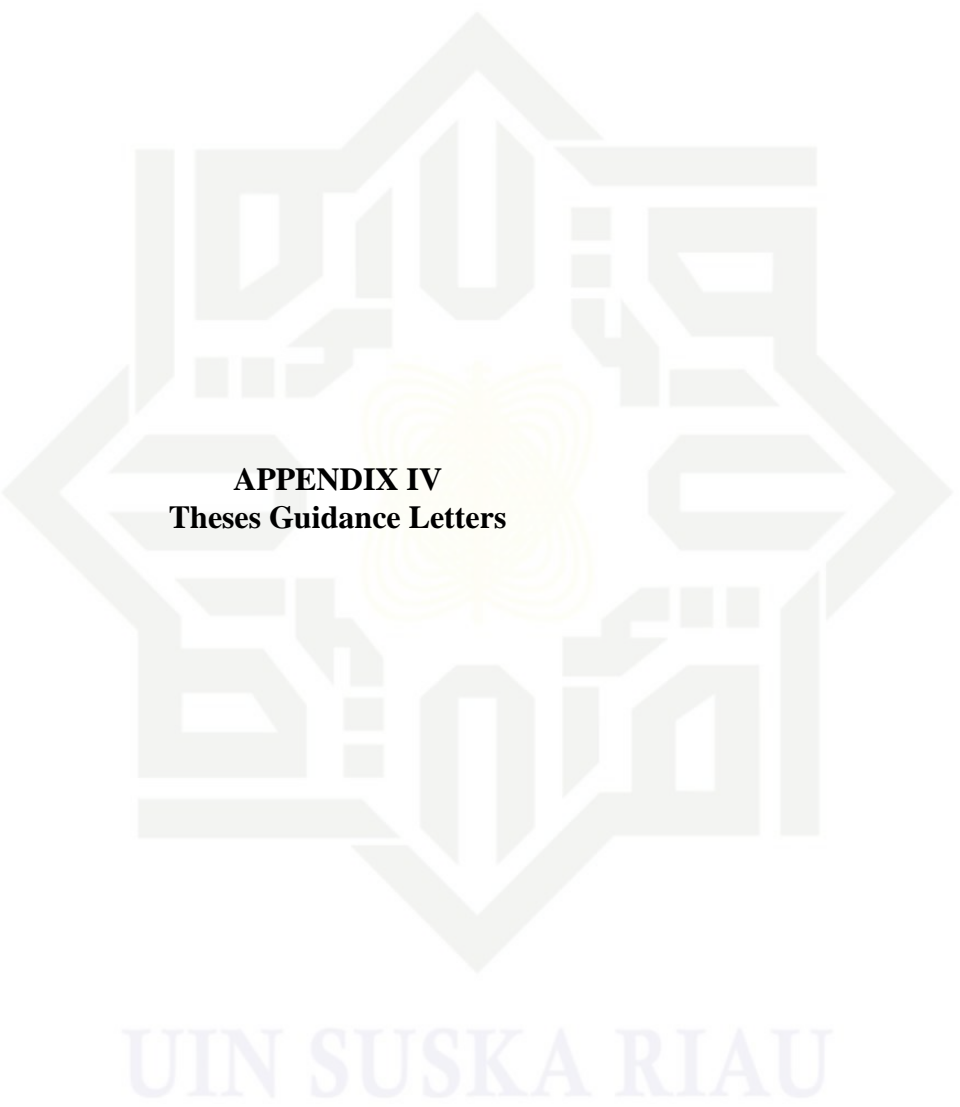
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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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#### **APPENDIX IV**

##### **Theses Guidance Letters**

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State Islamic University of Sultan Syarif Kasim Riau

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**LEMBAR DISPOSISI**

**INDEKS BERKAS  
KODE :002**

**HAL : Pengajuan Judul**

**TANGGAL : 5 Maret 2024**

**ASAL : Muhammad Ilham Zulfansyah / 12110413017**

**TANGGAL PENYELESAIAN:**

**SIFAT:**

**- INFORMASI**

**The Influence Of Enjoyment In  
Learning English On Student's  
Speaking Fluency Of English  
Education Department At Islamic  
University In Pekanbaru**

*Dosen Pembimbing*

*M. Taufik Husein, M.Pd*

*Kajur PBI*

*[Signature]*

*2/3/24*

**DITERUSKAN KEPADA:**

**1. Kajur PBI**

**2.**

**3.**

**4.**

*[Signature]*

- \*) 1. Kepada bawahan "Instruksi" atau "Informasi"**  
**2. Kepada atasan "Informasi" coret "Instruksi"**



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Pekanbaru, 3 Juli 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Muhammad Ilham zulfansyah  
NIM / HP : 12110413017/ 085272606505  
Tempat / tanggal lahir : Dumai, Riau/ 13 Juni 2003  
Semester / Tahun : VI / 2024  
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"The Influence Of Enjoyment In Learning English On Student's Speaking Fluency Of English Education Department At Islamic University In Pekanbaru"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah M. Taufik Ihsan, M.Pd.  
Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis


Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

*Wassalmua'alaikum Wr. Wb*

MENGETAHUI  
Ketua Jurusan

  
Dr. Faurina Anastasia, S.Pd., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Muhammad Ilham Zulfansyah  
NIM. 12110413017





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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/22402/2024

Pekanbaru, 16 Oktober 2024

Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi*

Kepada  
Yth.  
I.M. Taufik Ikhsan, M.Pd  
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Muhammad Ilham Zulfansyah  
Nim : 12110413017  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The Influence Of Enjoyment In Learning English On Student's Speaking  
Fluency Of English Education Department At Islamic University In  
Pekanbaru  
Waktu : 6 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

IP. 19721017199703 1 004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

### KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : M. Taufik Ikhsan, Spd., S.Kom., M.Pd.
  - a. Nomor Induk Pegawai (NIP) : 19880122 2025211005
3. Nama Mahasiswa : Muhammad Ilham Zulfansyah
4. Nomor Induk Mahasiswa : 12110413017
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	17-01-2025	Bimbingan Bab 1-3		
	4-03-2025	Pergantian Judul		
	10-03-2025	Bimbingan Bab 1-3		
	13-03-2025	Revisi Bab 1-3		

Pekanbaru, 10 November 2025  
Pembimbing,

M. Taufik Ikhsan, S.Pd., S.Kom., M.Pd.  
NIP. 19880122 2025211005



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**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

Nama : Muhammad Iham zulfansyah  
Nomor Induk Mahasiswa : 12110413017  
Hari/ Tanggal : Senin 124/maret/2025  
Judul Proposal Penelitian : Analysis of research trends in english language education student's thesis at uin uin suska Riau during the Covid-19 Pandemic

NO	URAIAN PERBAIKAN
1.	in the backround dont beat around the bush
2.	know more about the pandemic Covid-19
3.	improvements in delivery the research
4.	Right and left aligned

Penguji I

IDHAM SYAHPUTRA, M.ED

Pekanbaru, 24-03-2025  
Penguji II

Rubi Kurniawan, M.A

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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### PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Muhammad Ilham Zulfansyah  
Nomor Induk Mahasiswa : 12110413017  
Hari/Tanggal Ujian : Senin/24 Maret 2025  
Judul Proposal Ujian : Analysis of Research Trends in English Language Education Students Thesis at Uin Suska Riau During the Covid-19 Pandemic.  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, SS, M.Ed	PENGUJI I		
2.	Robi Kurniawan, MA	PENGUJI II		



Mengetahui  
Dekan  
Dekan I

Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru, 28 Mei 2025  
Peserta Ujian Proposal

Muhammad Ilham Zulfansyah  
NIM. 12110413017





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Nomor : B-12328/Un.04/F.II.3/PP.00.9/2025  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 02 Juli 2025

Yth : Ketua  
Program Studi Pendidikan Bahasa Inggris  
Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
di  
Tempat

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

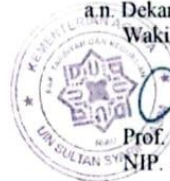
Nama : Muhammad Ilham Zulfansyah  
NIM : 12110413017  
Semester/Tahun : VIII (Delapan) / 2025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
a.n. Dekan  
Wakil Dekan III



Prof. Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001

Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau





UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

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Fax. 0761-561646 Web www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

### SURAT KETERANGAN

Pekanbaru, 3 Juli 2025

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Muhammad Ilham Zulfansyah
NIM	: 12110413017
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: Analysis of Research Trends in English Language Education Students Thesis at UIN SUSKA RIAU During The COVID 19 Pandemi

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi  
Pendidikan Bahasa Inggris

Dr. Faurina Anasusia, M.Hum  
NIP. 198106112008012017

- Hak Cipta Dilindungi Undang-Undang**
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Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 07 Juli 2025

Yth : Ketua  
Program Studi Pendidikan Bahasa Inggris  
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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Muhammad Ilham Zulfansyah  
NIM : 12110413017  
Semester/Tahun : VIII (Delapan) 2025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : ANALYSIS OF RESEARCH TRENDS IN ENGLISH LANGUAGE EDUCATION STUDENTS THESIS AT UIN SUSKA RIAU DURONG THE COVID 19 PANDEMI


Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (07 Juli 2025 s.d 07 Oktober 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
Dekan

  
Prof. Dr. Amirah Diniaty, M.Pd. Kons. f  
NIP 19751115 200312 2 001

Tembusan :  
Rektor UIN Sultan Syarif Kasim Riau

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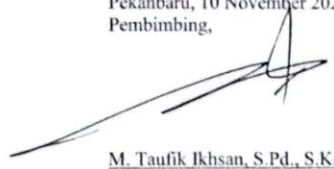
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### KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :  
a. Seminar usul Penelitian :  
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : M. Taufik Ikhsan, Spd., S.Kom., M.Pd.  
a. Nomor Induk Pegawai (NIP) : 19880122 2025211005
3. Nama Mahasiswa : Muhammad Ilham Zulfansyah
4. Nomor Induk Mahasiswa : 12110413017
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	24-9-2025	Bimbingan instrumen		
2.	3-11-2025	Bimbingan Bab 4-5		
3.	10-11-2025	Revisi Bab 4-5 / ke		

Pekanbaru, 10 November 2025  
Pembimbing,



M. Taufik Ikhsan, S.Pd., S.Kom., M.Pd.  
NIP. 19880122 2025211005





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## CURRICULUM VITAE



Muhammad Ilham Zulfansyah is the Second child of Mr. Ediy and Mrs. Rustiningsih. He was born on Dumai, Juny 13<sup>th</sup>, 2003. In 2015, he graduated from SDN 004 Bukit Datuk Lama. He also finished his studies at Nurul Hidayah Modern Islamic Boarding School in 2018, and MAN 1 Dumai in 2021.

In 2021, he was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2024, he was doing KKN (Kuliah Kerja Nyata) Program at Pangkalan Libut Village in Pinggir District, Bengkalis. Then, on September until November 2024, he was doing Pre-Service Teacher Practice (PPL) program at MA Masmur Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research on June 2025 by theses entitled “Analysis Of Research Trends In English Language Education Students’ Theses At Uin Suska Riau During The Covid-19 Pandemic”.

UIN SUSKA RIAU