The Dynamic Of Arabic Academic Writing
In Postgraduate Program: Linguistic Corpus Analysis

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Abstract
This descriptive library research describes the active research topics and methods most interested postgraduate students majoring in Arabic in master's and doctoral degrees. It explains the representation of research dynamic map in Arabic learning supported by corpus linguistic analysis. This research applied two research approaches; the quantitative approach was used to describe the frequency of words used by the postgrad students in their academic writings analyzed by Antconc software. A qualitative approach was used to explain the representation of corpus-based findings. The data are taken from abstracts of Arabic academic writings belonging to one of the Indonesian public universities' digital libraries. The results showed that students' most popular research topics in the last five years are education topics, namely materials and textbooks development; second, linguistics topics such as *naḥwu and tarkīb*, and language skills is *mahārah kalam.* This study shows that students tend to research *naḥwu and tarkīb* based on speaking skills material. The most widely used students research method was Research and Development (R & R&D). Students tend to develop teaching materials with various perspectives, as R&D was a trend of research method. As a result, students are expected to gain an overview of the dynamic discourse map and research trends in Arabic learning as a foundation or preliminary research to select and determine research topics and methods for the final project. To avoid similarity, plagiarism, and saturation, one must choose variations in topics and types of research methods and follow existing trends.
Keywords: Academic Writing; Arabic Corpus; Arabic Language Education; Corpus Analysis; Corpus Linguistics.

INTRODUCTION
Academic writing is a term that refers to the type of writing that is offered in colleges and universities to obtain postgraduate degrees, and this applies to researches prepared for a master's degree or doctorate.(Swales et al., 2004). Henning emphasized that academic writing is one of the characteristics of writing in universities over others, as it is a university requirement, and it is a type of writing that students present and practice in colleges and universities to obtain higher degrees in their specialty, where field problems are solved or the validity of a scientific principle or theory are proven(Henning et al., 2010).

The importance of Academic writing lies in the fact that it attends to a specific problem or answers a question(s) for research and develops more knowledge on a specific topic through scientific studies and research. The ability to communicate the results of the research will contribute to cognitive communication with others and it will contribute consequently to enriching the knowledge of the writer and readers by adding more information and solutions about many concepts, thoughts and issues.(Fitriani & Arifa, 2020) Furthermore, it is a means of communication to develop science and knowledge for academics.(Yigitoglu, 2010).

That one type of writing is developed and cultivated as a manifestation of academic work, namely scientific work or academic writing in the academic environment at higher education (Swales et al., 2004). Both lecturers and students are obliged to write scientific papers. Lecturers must at least fulfill one of the demands of higher education's tri dharma, which is to conduct research and report the results of their research in writing at least once a year. (Brian, 2004).

Arabic Language Education Department (ALED) is one of the language departments at Universitas Islam Negeri (UIN) Maulana Ibrahim Malang. ALED offers three degrees: undergraduate program, second or master degree, and third or doctoral degrees. The second and third-degree are the first ALE departments established in Indonesia. Arabic academic writing is one of the characteristics of ALED. It is a university requirement in some departments where Arabic is a means of academic communication. It is a complex process that requires organized thinking, good organization, and profound Arabic language competence and proficiency. (Arifa, 2017) Every student has strategies to be proficient in Arabic and prepare writing assignments.

ALED undergraduate students are required to register two scientific papers. The first one is simple scientific papers submitted in session of a course as assignments, and the second is more complex scientific works originated from research reports where the later is considered as a final project in completing the study. The final assignment of scientific papers at this level is usually called a thesis. In contrast, at the Masters's degree, it is called a thesis for theory development, and for a doctoral degree, it is called a dissertation whose final result is theory discovery. (Development & Team, 2013). In completing the assignments, several stages must be passed by every student who will conduct research The researchers or students must carry the initial steps; the selection of topics, titles, and research approaches and methods. The process of determining the topic and research method have several stages: selecting students' topics through observations and student interests, discussions with friends and lecturers, submitting topics to the department for advice, and the supervisors' approval. Whereas, determining the research method is adjusted to the research objectives.

Meanwhile, using the corpus and mapping the study area in academic writing, can make it easier for students to determine the theme and research method. The corpus explains how language is used in real situations and ends what is called necessity, which native speakers use to know what is commonly used in language. Computers make it possible to prove corpus searches quickly (Dazdarevic &

Fijuljanin, 2015). Although it is quite popular in many circles, the corpus for research mapping still needs to be socialized and encouraged among learning practitioners and Arabic language researchers in Indonesia.(Schenk, 2016). As something new, it is natural that this approach still needs time to be recognized, studied, understood, and used in the learning and research process in the Arabic language. Therefore, it is necessary to make general use of the corpus in various scientific fields of Arabic with possible approaches or analysis options in research and generated from the use of the corpus for the benefit of Arabic language learning and research.

Furthermore, the corpus is a collection of texts collected and digitized electronically and systematically, which are then used in language learning and research (Vyatkina & Boulton, 2017). The corpus provides rich, authentic material to study and interesting to examine. There is a fundamental tendency between the textual and discourse characteristics and the communicative nature of language research and learning. This corpus contains texts from discourse situations and text recontextualizations that can be studied and represented with various perspectives, including pedagogical perspectives (Widdowson, 2003).

Recently, many corpus software has emerged, including the concordance program software, which is in great demand by language researchers. This program can search, retrieve phrases/words, calculate phrases' frequency, and select phrases based on categories and clusters.(Boulton & Cobb, 2017) The implementation of this program has been carried out in several language studies and research in various universities. As a result, students' interest in using the corpus software was quite high. This condition occurred because this software is easy to use and can quickly perform the analysis process (Yanty, 2007).

Corpus data provide a lot of convenience in a study and research on language. As for constructing a corpus, the research must follow several processes, including selecting the type of data, categorizing the data, determining the corpus' size, and making a copyright application. The main steps that can be taken by language reviewers who want to construct a corpus are identifying with certainty the type of corpus you want to make, determining the number and size, determining the data source to be used, collecting data, and finally analyzing the corpus that has been produced (Al-Sulaiti & Atwell, 2006) (Atkins et al., 1992).

Although it is quite popular in many circles, the use of the corpus for research mapping still needs to be socialized and encouraged among learning practitioners and Arabic language researchers in Indonesia (Hizbullah & Muchlis, 2018). As something new, it is natural that this approach still needs time to be recognized, studied, understood, and used in the learning and research process in the Arabic language (Zaghouani et al., 2016) (Zaki, 2017). Therefore, it is necessary to make general use of the corpus in various scientific fields of Arabic with possible approaches or analysis options in research and generated from the use of the corpus for the benefit of Arabic language learning and research (Hizbullah et al., 2020). Some potential mapping Arabic studies in Indonesia based on corpus analysis,

including mapping abstract of Arabic academic writing in ALE. (Arifa & Hizbullah, 2019)

The dynamics and maps of Arabic Language Education studies revolve around linguistic learning and studies, either done with quantitative or descriptive qualitative approaches. The research on the study area of Arabic learning in Indonesia was carried out by several researchers from 2007 to 2017 (Wahab, 2007a), (Wahab, 2007b), (Ridlo, 2015), (Ghofur, 2017), (Saleh, 2016). No one has studied them using linguistic corpus analysis. These studies demonstrated that linguistic corpus analysis is a noteworthy novelty.

Mapping and classification of discourse on research topics and research approaches in Arabic Language Education Department, especially the Masters and Doctoral degrees, as appreciated in theses and dissertations are very urgent, for the needs of the academic development of the Arabic Language Education Department, as well as material for evaluation and research orientation reform learning Arabic for both students and lecturers.

This research aims to describe the research topics and methods most in-demand and explain the representation of research mapping in the Arabic Language Education undergraduate program through linguistic corpus analysis. This study is vital to provide a real portrait of the reality of the orientation and research trends among college students and university students. The result of an Arabic research corpus can be used as a database for Arabic studies research corpus, which can be used for the development of Arabic in Indonesia in general and the development of Arabic language studies and learning with a multidisciplinary approach. More specifically, the data regarding the research products on Arabic learning produced can be compiled into a map of the variety and distribution of materials for learning corpus materials specifically for learning Arabic in the university environment as an object of further learning and research.

METHOD
Research Approach And Method

This research is a descriptive library research where data is from the text materials taken from the digital library of a public university in Indonesia. This study uses two approaches: a quantitative approach and a qualitative approach due to corpus-based research. A quantitative approach is used to describe numbers from the frequency of word occurrences and word clusters based on corpus linguistics. Meanwhile, a qualitative approach is used to understand and represent the meaning of corpus-based findings. A quantitative approach used descriptive analysis by displaying word frequency and word clusters with Antconc corpus analysis, followed by mapping and qualitative analysis to interpret the corpus analysis results.

Data Sources

The data source is in the form of documentation taken from the library web http://etheses.uin-malang.ac.id, the number of abstract populations for 2015-2019 in Arabic, published in the digital library of Universitas Islam Negeri Maulana

Malik Ibrahim Malang is an abstract of S2 504 abstract, and 89 abstract S3 dissertations, by taking a sample of 335 abstracts consisting of 250 abstracts of master's thesis and 85 abstracts of the doctoral dissertation of ALED. Abstracts are selected randomly in levels (stratified random sampling), which is random from each level S2 (50 abstracts per year) and S3 (all abstracts per year with four abstracts are reduced because they are incomplete). From 2015 to 2019, randomly selected within five years is heterogeneous, evenly distributed in terms of year and author gender. The following is a description of the data and data sources of the corpus with the number of words taken in the sample for further analysis using the Antcont application:

Table 1: Abstracts of ALE Thesis and Dissertation 2015-2019

Type	Abstract	Sample	Word Count
Thesis	504	250	79.024 words
Dissertation	89	85	29.815 words
Total	593	585	108.839 words

The data source is in the form of abstracts in Arabic only, and the data source is taken from the digital research http://etheses.uin-malang.ac.id/view/divisions/ with stratified random sampling techniques.

Data Collection Techniques

Data was collected using documentation techniques, with data in the form of documents, namely abstracts of ALE final undergraduate thesis, postgraduate thesis, and doctoral dissertation taken from digital research http://etheses.uin-malang.ac.id/view/divisions/ . This technique is a relevant technique to this research's needs, as it is library research base. Abstract data of the final projects in the form of pdf format were converted into Microsoft Word, MS Word application, and the standard conversion mechanism using UTF-8 text encoding was prepared for analysis.

Data Analysis

The data analysis used to answer the first and second problem formulations is quantitative data analysis, with corpus-based frequency data. The corpus is made through the MS Word application, and the standard conversion mechanism uses UTF-8 text encoding, as described in the previous step. In the following, the researchers will explain the process and mechanism of corpus processing with the simple application of AntConc. The simple corpus processing application can be downloaded for free from the website http://laurenceanthony.net/software/antconc/

This application is available for the basic Windows, Mac, and Linux operating systems. Especially for Windows, there are two applications according to the type of system 32 bit or 64 bit. This application can be directly downloaded and used without installation or set up on a computer. Meanwhile, to answer the representation formulation, the data analysis used is qualitative analysis, namely, representative descriptive analysis. The following is a brief explanation of problem formulations, data sources, data collection techniques, and data analysis.

Discussion Procedure

After the data is obtained according to the amount, and the format is transferred, the next step is to analyze and discuss the data results and findings. The stages of discussion are as follows:

1. The first discussion, corpus analysis using the Antcont application, by entering Microsoft Word format data, can generate quantitative data and show the number of word frequencies and collocations that are mostly used in the corpus of this study. From the analysis of the word corpus and collocation, it can be analyzed descriptively and quantitatively by mapping and classifying the frequency of appearance and usage;

2. The second discussion is related to descriptive by interpreting and representing the mapping and classification results based on language studies and developing Arabic Language Education research studies. From the representation analysis, it can be concluded how Arabic Language Education research's orientation and trend had been developed, so that it can be used as a reference for further Arabic language education research development related to what topics and studies are experiencing saturation and what still needs to be studied and researched a lot.

RESULTS AND DISCUSSIONS

For students, writing the final project represents the learning experience during lectures. Writing a thesis and dissertation is complex and requires a long process, starting from choosing a right topic to a concrete analysis. The topic is chosen based on the student's interest and interest in a material obtained during lectures, followed by the submission process to the department or program of studies. The selection of this topic was heavily influenced by lecturers when giving courses, as well as inspiration from previous research, supervising lecturers' directions, and study program directions. In general, the program of studies has not provided a written policy regarding the direction of the topic trend, but technical guidance is given to students to provide an overview of the study area of Arabic learning.

In this study, the topic selection was divided into three clusters, namely first, the education topic; second, linguistics topic; and third, the language skills. For the second cluster is the mapping of research method used by students. Following are the details of selecting the research results according to the cluster:

The Dynamic of Research Topic In Arabic Academic Writing
Education Topic

The study area of Arabic learning can be divided into 2 (two) areas of studies, namely education and linguistics. For education studies, in general, it is quite broad, including the curriculum, and aspect of learning that includes learning objectives, materials, methods, media and learning resources, and learning evaluation.

Table 2 bellow describes the results of the corpus analysis based on the frequency of occurrence of Clusters/N-Grams with cluster size 2 words for the education topic cluster:

Table 2: Education Topic of ALE Thesis and Dissertation

Education Topic	ALE Thesis	ALE Dissertation
Manhaj at Ta'līm	9	4
Mawād and Kitāb	319	62
Ṭarīqah and Strategy	51	16
Wasīlah at Ta'līm	38	2
Taqwīm at Ta'līm	16	6

From the analysis of Antconc data above, the frequency of the material and book cluster (*kitāb ta'līm*) is 319 for thesis and 62 for dissertation. Both results show that this word combination from the top 2 appears to have the frequency of occurrence. This result shows that the frequency of students choosing this topic is also quite high. It also indicates that

According to the analysis of Antconc data from table 2, the learning method (*Ṭarīqah)*) and strategy occur 51 times for the thesis and 16 times for the dissertation. This result is the second most frequently occurring topic in education, but it is significantly different from the material cluster. This also implies that the tendency of selecting this cluster is sufficiently chosen and in demand by students.

As far as learning media word clusters (*Wasīlah at Ta'līm*) is concerned, it shows that this word combination /form? appears to have the occurrence frequency of 38 times in thesis but only 2 times in dissertation. This shows that the frequency of students choosing this learning media topic is moderate or sufficient for master degree, but it is rarely chosen by doctoral degree.

The next cluster is the evaluation of learning (*Taqwīm at Ta'līm*) has a frequency of 16 for thesis and 6 for dissertation. As for the last cluster in learning, namely curriculum (*Manhaj at Ta'līm*) cluster scored 9 times of frequency for thesis and 4 times for dissertation. It is the least number compared to the appearance of other word clusters. Furthermore, the results of the frequency of education topic in the thesis and dissertation are explained and illustrated in the following diagrams:
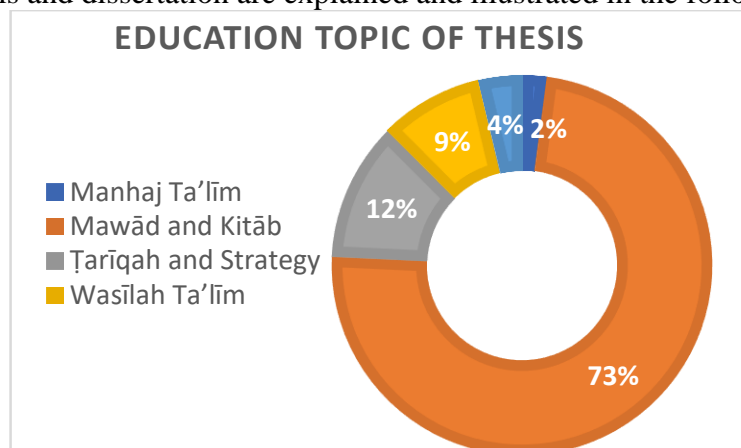

Diagram 1: Education Topic of Thesis

The results of the frequency of education topic of thesis are diagrammed and proxied show that materials and textbooks appear the most with a percentage of 73 percent, learning methods with a percentage of 12 percent, learning media with a percentage of 9 percent, evaluation with a percentage of 4 percent, and curriculum with a percentage of only 2 percent. Teaching materials and textbooks occupy the highest position with more than 50%, indicating the dominance of the trend of student interest in choosing this topic in the last 5 years.
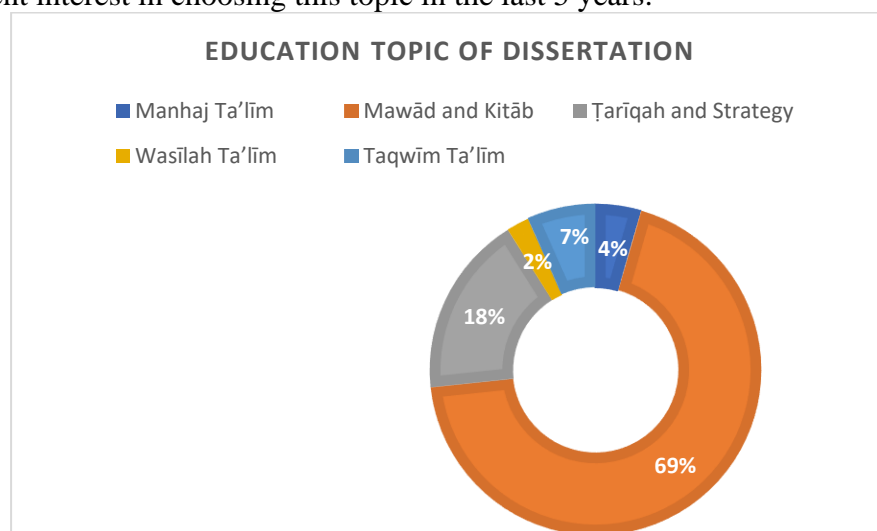
Diagram. 2: Education Topic of Thesis

The frequency of education topics of dissertation is diagrammed and proxied sequence shows that materials and textbooks appear the most with a percentage of 69 percent, learning methods 18 percent, evaluation 7 percent, curriculum 4 percent learning, and media only 2 percent. Teaching materials and textbooks occupy the highest position with more than 50%, indicating the dominance of the trend of student interest in choosing this topic in the last 5 years. Meanwhile, the least frequency is learning media, it differs from thesis.

LinguisticsTopic

Language studies are divided into two, namely language elements area and language skills. The first linguistic study cluster is micro language topic which consists of phonemes (*aṣwāt*), morphem (*mufradāt and sarf*), syntax (*naḥwu and tarkīb*) and semantics (*dilālah*) and *balāgah*. The following are the results of the corpus analysis based on the frequency of occurrence of Clusters/N-Grams with cluster size 2 words for language topic cluster:

Table 3: Language Topic of ALE Thesis and Dissertation

Language Topic	ALE Thesis	ALE Dissertation
Aṣwāt	11	4
Mufradāt	58	5
Ṣarf	19	20

Naḥwu and Tarkīb	130	74
Dilālah	13	12
Balāgah	5	6

Based on the analysis of Antconc data from the clusters of language topic, it shows that *aṣwāt* has an occurrence frequency of 11 times, *mufradāt* 58 times, *sarf* 19 times, *naḥwu and tarkīb* 130 times, *dilālah* 13 times, and *balāgah* 5 times. Furthermore, these frequencies are simulated in a combined description and proxied in the diagram below:
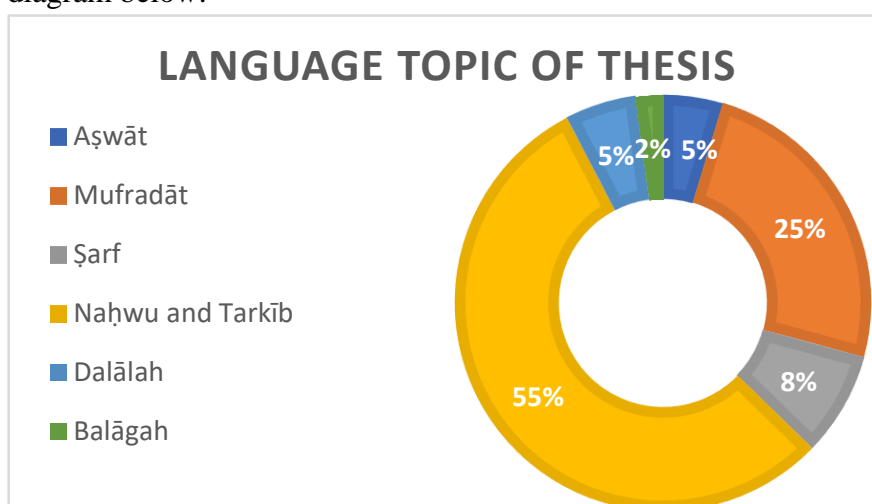

Diagram 3: Language Topic of Thesis

The results of the frequency of language topic were diagrammed and proxied, shows that *naḥwu and tarkīb* appeared the most with a percentage of 55%, followed by *mufradāt* 25%, *sarf* 8%, *dilālah* 5%, *aṣwāt* 5%, and *balāgah* only 5%. *Naḥwu and tarkīb* occupy the highest position, reaching more than 50% among other language topics which receive a small portion, indicating the dominance of the trend of student interest in choosing this topic in the last 5 years and showing no equal distribution of study classifications. This *naḥwu and tarkīb* study is mostly preferred and in demand by master degrees.

Hence, based on the analysis of Antconc data from the clusters of language topic, it shows that *aṣwāt* has an occurrence frequency of 4 times, *mufradāt* 5 times, *sarf* 20 times, *naḥwu and tarkīb* 74 times, *dilālah* 12 times, and *balāgah* 6 times. Furthermore, these frequencies are simulated in a combined description and proxied in the diagram below:
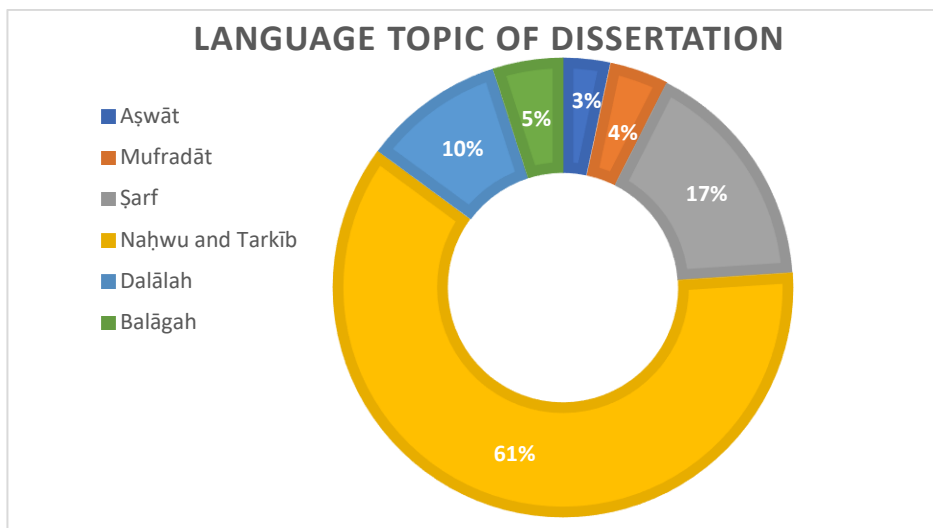
Diagram. 4: Language Topic of Dissertation

The results of the frequency of language topic of were diagrammed and proxied, shows that *naḥwu and tarkīb* appeared the most with a percentage of 61%, followed by *sarf* 17%, *dilālah* 10%, *balāgah 5%, mufradāt 4 %*, and *aṣwāt* only 5%. *Naḥwu and tarkīb* occupies the highest position, reaching more than 50% among other language topics which receive a small portion, indicating the dominance of the trend of student interest in choosing this topic in the last 5 years and showing no equal distribution of study classifications. This *naḥwu and tarkīb* study is much preferred and in demand by doctoral degrees.

If this condition continued in the next 5 years, the strong dominance of one particular topic will cause saturation of the topic. Mapping and classification of this topic should be used as evaluation material for supervisors and department or study program supervisors to direct students so that they do not accumulate too much on one topic, unless there will be a trend at a certain time.

Language Skill Topic

The second language study is the language skill cluster. There are 4 skills, namely listening skill (*Mahārah alIstimā'*), speaking skill (*Mahārah alKalām*), reading skill (*Mahārah alQirā'ah*), and writing skill (*Mahārah alKitābah*). The frequency of appearance of these 4 skills in thesis and dissertation can be described as follows:

Table 2: Langue Skills Topic of ALE Thesis and Dissertation

Language Skills Topic	ALE Thesis	ALE Dissertation
Mahārah Istimā'	41	0
Mahārah Kalām	231	75
Mahārah Qirā'ah	67	44
Mahārah Kitābah	44	17

Based on the analysis of Antconc data from the language skills cluster (*Mahārat Lugawiyah*), it shows that speaking skills (*Mahārah alKalām*) have the highest frequency of appearance with a total of 231 times, followed by reading 67 times, writing 44 times, and listening skill. Furthermore, these frequencies are simulated in a combined classification description and are proxied in the diagram below:
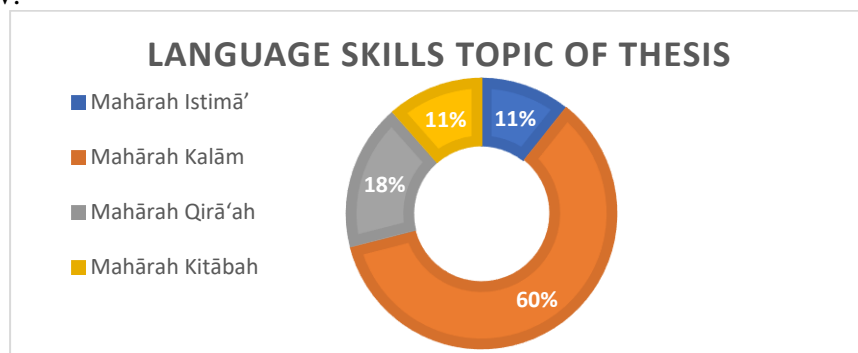

Diagram 5 Language Skills Topic of Thesis

If the results of the frequency of occurrence of language skill topic of thesis were charted and proxied, it was found that the *Mahārah Kalām* was 60% and scored more than 50%. It was the most topics and dominated the research topic compared to other skills, followed by reading skill. As for writing and listening, it is almost equal 11%.
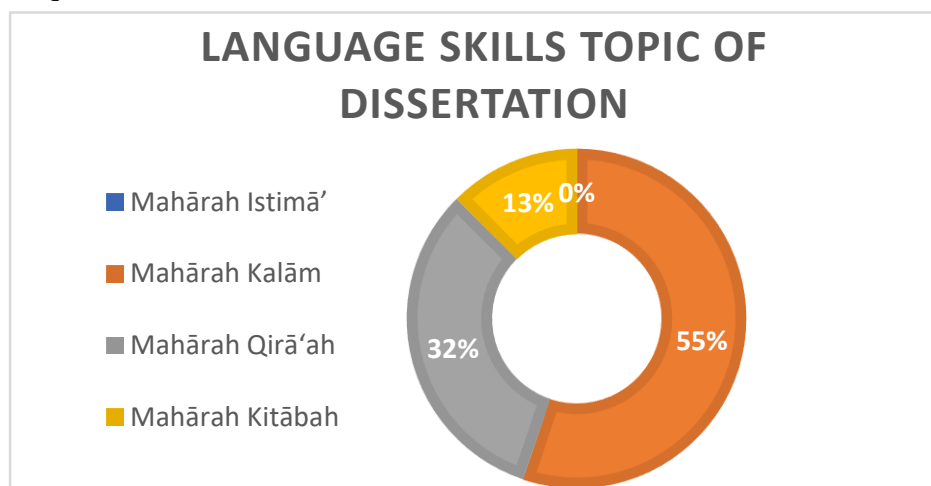

Diagram 6: Language Skills Topic of Dissertation

If the results of the frequency of occurrence of language skill topic of thesis were charted and proxied, it was found that the *mahārah al kalām* was 55% and scored more than 50%. It was the most topics and dominated the research topic compared to other skills, followed by reading skill 32% and writing skill 13%, and no students choose the listening skill topic for dissertation (0%). It indicates the dominance of the trend of student interest in choosing this topic in the last 5 years.

This suggests that students prefer the topic of active productive skills and view language for spoken communication as more dominant.

Students tended to choose the topic of linguistic learning and only a few choose the topic of literacy learning, it is in line with Wahab's studies (Wahab; 2007) and Arifa's studies (Arifa & Al Faruq, 2021) including learning *balāgah* and *adab* (Arabic literature). The trend of field research also dominates the types of research compared to literature research. Obtained library research such as curriculum analysis, materials and textbooks and character studies. The results of this study are also in line with the findings of research in mapping and dynamic of Arabic learning studies (Wahab, 2007a) (Ghofur, 2017) (Arifa & Al Faruq, 2021), and they are related to the study of discourse maps of Arabic studies in Indonesia. (Alexander, 1979) Several variations of the occurrence of words including functional (*waḍīfī*), contextual (*siyāqī*), communicational (*ittiṣālī*) concepts, also appeared more frequently than traditional learning. This shows the development of the research trend of ALE UIN Maulana Malik Ibrahim Malang tends to adopt the theory of language learning; a. functional interactionist, development followed by the development of a communicative and conceptual capacity that operates in conjunction with an inner conjunction scheme (Ahmed, 2013); b. humanism approach; improve students' abilities so that they can develop in the community (Rahman, 2013) (Baskara, 2017); c. constructivism; creating innovative learning environments by engaging teachers and students to think about and correct learning. (Mvududu & Thiel-Burgess, 2012) (Aljohani, 2017)

From the perspective of linguistic studies, language learning research is an area of applied linguistics studies. Micro linguistic learning studies such as linguistic elements (Hoque, 2020) such as *mufradāt* and *naḥwu*, *mahārat lugawiyah mahārat kalām, qirāah* and *kitābah* are the most popular studies and become a research topic trend, while *istimā'* 'only attracted a small portion of student interest.

As for the study of learning in macro linguistic (Enfield, 2011), there are several studies including pragmatic, sociolinguistics, psycholinguistics, ethnolinguistic, neurolinguistics, etc. This research was also found in doctoral dissertations and only a few in master's theses. Micro linguistic learning is more popular among students than macro linguistic learning. The trend from the direction of the lecturer who taught the course, the program of studies, and the supervisor influenced the choice of the ALE research topic. There is no written policy that directs students to a certain topic trend in a certain period.

The Dynamic Of Research Method In Arabic Academic Writing

The education and learning research approach is divided into two main paradigms: a quantitative approach based on positivism and a qualitative approach based on an interpretive concept. There are several types of research methods derived from these two major paradigms, including quantitative research with descriptive quantitative research, experimental research, correlation research, comparative research, survey research, and others. While qualitative research has also given birth to several types of research including qualitative descriptive

research, case study research, content analysis research, inquiry narrative research, ethnography, and others.(Troudi & Nunan, 1995)

In addition, in education and learning practice, there are 2 types of research of four research methods,, namely Research and Development (R & D) and Classroom Action Research (CAR). (Nimehchisalem, 2018) The choice of method is adjusted to the selection of topics and the determination of research objectives. Following are the results of the corpus analysis based on the frequency of occurrence of Clusters / N-Grams with cluster size 2 words for the research cluster.

Table 4: Research Method of ALE Thesis and Dissertation

Research Method	ALE Thesis	ALE Dissertation
Research & Development (R&D)	257	74
Qualitative Method	93	18
Quantitative Method	38	2

According to the Antconc data analysis of the cluster of research methods used by master degree students, Research and Development (R&D) appears 257 times, the qualitative method 93 times, and the quantitative research 38 times. Furthermore, these frequencies are simulated in a combined description and proxied in the diagram below:
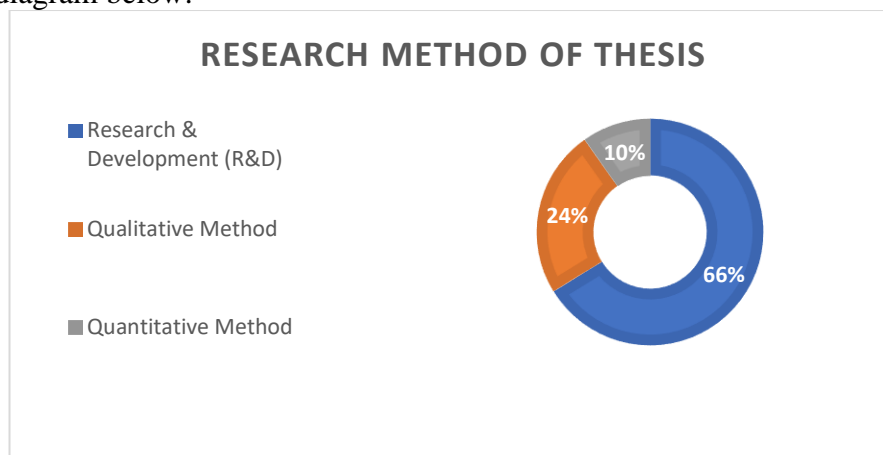

Diagram 7: Research Method of Thesis

The results of the frequency of occurrence of research methods used by master degree students in diagrams and percentages show that Research and Development (R & D) dominates the appearance of words 66%, followed by Qualitative Research 24% and Quantitative Research 107%, while Classroom Action Research is no one used this research type. Research and Development (R & D) occupies the highest position with more than 50% use among other types of research methods that receive a small portion, showing the dominance of the trend of student interest in using one type of research method in the last 5 years and showing no equal use of this type of research method even though its use is based on the determination of research objectives.

Based on the Antconc data analysis from the cluster of research methods used by doctoral degree students, it shows that Research and Development (R&D) has 74 times of frequencies, the qualitative method has an appearance frequency of

18 times, and the quantitative research only 2 times. Furthermore, these frequencies are simulated in a combined description and proxied in the diagram below:
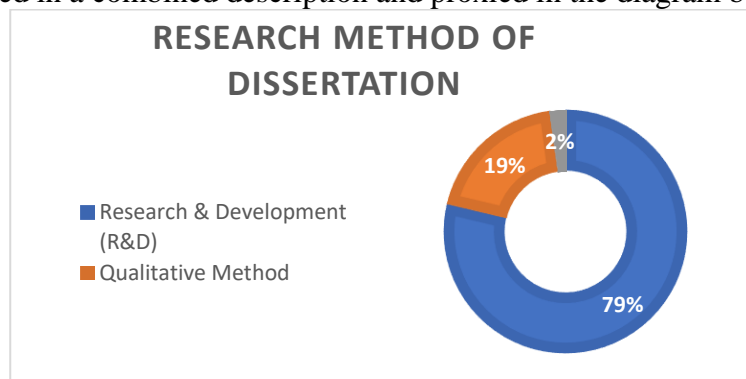

Diagram 8: Research Method of Dissertation

The results of the frequency of occurrence of research methods used by doctoral degree students in diagrams and percentages show that Research and Development (R & D) dominates the appearance of words 79%, followed by Qualitative Research 19% and Quantitative Research only 2%. Research and Development (R & D) holds the highest position with more than 50% use among other types of research methods that receive a small portion, demonstrating the dominance of the trend of student interest in using one type of research method over the last 5 years and demonstrating no equal use of this type of research method despite its use being based on the determination of research objectives. This outcome is closely related to topic selection, which is also influenced by the development of teaching materials and textbooks, particularly in theses and dissertations.

The strong dominance of a particular topic influences the use of one type of research method. If it is continued in the next 5 years, it will lead to saturation of topics and types of research. Mapping and classification of this type of research method should be used as evaluation material for supervisors and departments or program of studies to direct students so that they do not accumulate too much on one topic and one type of research method, unless a trend will occur at a certain time and levels.

For the selection of research methods, more than half of postgraduate and doctoral students choose to use research and development (R&D); whether it is the development and preparation of teaching materials, textbooks, dictionaries, and learning media with various variations of language element and language skills at several levels of education (*madrasah,* college, boarding school, and course institute/*markaz lugah*) in various perspectives of language theory and learning. This Research and Development (R & D) method has become a trend of research methods in ALE UIN Malang during the last 5 years, and has been very dominant.

This Research and Development (R & D) method has become a trend of research methods in ALE UIN Malang during the last 5 years, and has been very dominant. The trend of field research also dominates the types of research compared

to literature research. Obtained library research such as curriculum analysis, materials and textbooks and character studies. The trend of field research also dominates the types of research compared to literature research. Obtained library research such as curriculum analysis, materials and textbooks and character studies. The findings of this study are consistent with the findings of previous studies on the research of the discourse map in Arabic studies. (Wahab, 2007a) (Ghofur, 2017) (Arifa & Al Faruq, 2021)

There is a predominance of certain topics and research shows a strong role for students to follow in certain directions. If it continues for the next five years, it will saturate the topics and research design. The planning and classification of this type of research method should be used as material for evaluation and consideration for supervisors and departments or study programs to direct students so that they do not accumulate too much in one topic and one type of research method, unless there is the importance and has a novelty. The material determines the direction of the choice policy and uses this type of research method at a given time and in stages because of the direction at a given time and in stages. Students must also be able to explore further and deeper linguistic studies, as well as identify areas and topics that have not yet been covered in the research.

CONCLUSION

Based on the results of research and discussion, it can be concluded as follows; *first*, 1. The research topic mostly interested by Arabic postgraduate students in the 2015-2019 period, both master and doctoral in terms of education topic, are the materials and textbooks, in terms of language topic *naḥwu and tarkīb*, and language skill is *mahārah kalam.* This study shows that students tend to do research *naḥwu and tarkīb* based speaking skills material. The dynamic of the research topic is dominated by linguistic topics that include micro linguistic learning**.** *Second*, the research method mostly used by students is Research and Development (R&D). The students tend to develop teaching materials or dictionaries, a trend of research methods at Postgraduate. Using one of these research methods is influenced by the environment and is based on its direction and the study program. The dynamic research method maps are dominated by research and development methods and field research compared to library research.

As a result, students are expected to gain an understanding of the dynamic discourse map and research trends in Arabic learning, which will be used as a foundation or preliminary research to select and determine research topics and research methods for the final project. To avoid similarity, plagiarism, and saturation, it is appropriate to choose variations in topics and types of research methods and to follow existing trends. This research is limited by analyzing the frequency of words and word clusters based on a linguistic corpus in the research abstract. The use of words and phrases depends on the author of the scientific paper. Language errors in writing also affect the appearance of word frequencies in reducing data and classifying words.

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