Trend of Research Design on Teaching English As A Foreign Language

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan hasil analisis isi terhadap tren desain penelitian Teaching English As A Foreign Language selama tiga tahun (2020-2022) pada pengindeks scopus. Desain penelitian yang digunakan adalah kuantitatif dengan analisis isi terhadap 42 naskah hasil pencarian menggunakan publish or perish. Hasil penelitian ini menemukan trend desain penelitian Teaching English As A Foreign Language didominasi oleh kualitatif n = 8 (19%) dan Metode Campuran n = 8 (19%). Dan yang paling sedikit adalah Kuantitatif studi kasus dan kualitatif analisis isi n= 1 (2%). Dengan demikian, penulis merekomendasikan untuk penelitian masa depan Teaching English As A Foreign Language lebih mengeksplorasi desain Kuantitatif studi kasus dan kualitatif analisis isi. Baik sebagai penelitian skripsi, Tesis, dan Disertasi.

Kata Kunci: *Tren, Desain Penelitian, Pengajaran Bahasa Inggris, Bahasa Asing*

Abstract

This study aims to describe the results of content analysis on the Trend Of Research Design On Teaching English As A Foreign Language for three years (2020-2022) on the Scopus index. The research design used is quantitative with content analysis of 42 search results manuscripts using publish or perish. The results of this study found that the research design trend of Teaching English As A Foreign Language was dominated by Qualitative n = 8 (19%) and Mix method n = 8 (19%). And the least is Quantitative case study and Qualitative content analysis n= 1 (2%). Thus, the author recommends for future research on Teaching English As A Foreign Language to further explore the design of quantitative case studies and qualitative content analysis. Whether as a research thesis, master thesis, and dissertation.

Keywords: *Trend, Research Design,* Teaching English, Foreign Language

INTRODUCTION

English, widely spoken worldwide among all foreign languages – as a lingua franca, is at the forefront (DEMİR, 2014). English, accepted as a common language, is mostly spoken throughout the world (Suna & Durmuşçelebi, 2013). In this regard, most studies focus on teaching English as a foreign language. As an example; flipped learning (Kırmızı & Kömeç, 2019); computer assisted learning (Enayati & Pourhosein Gilakjani, 2020) and such studies were conducted on the role of teaching English as a foreign language. Content analysis studies that summarize and present a synthesis of these studies are urgently needed. In other words, there is a need for content analysis studies that reveal study trends in the literature.

The search results on the Publish or Perish application in the Scopus data base with criteria starting from 2020 – 2022 with the keyword Content Analysis teaching english as a foreign language found 4 articles. Then none of the 4 articles specifically discusses the research design of Teaching English as a Foreign Language.

The following are the details of the 4 manuscripts, namely the research title A Content Analysis of Teacher's Book of Action Pack Seven as a Textbook for Teaching English as a Foreign Language in Jordan (F. A. S. Zawahreh, 2012), A Content Analysis of Grammar Activities in

Student's Book of Action Pack Seven as a Textbook for Teaching English as a Foreign Language in Jordan (F. A. S. Zawahreh & Al-Hussien, 2012), A Content Analysis Of The Vocabulary I Seven As A Textbook For Teaching English As A Forei Gn Language In Jordan Directorate Of Education Of Ajloun (F. Zawahreh & Al-Hussien, 2012). These researchers focused on content analysis, but none examined research design.

Based on the search results (2022-08-27 17:20:21 +0700) on the Publish or Perish application on the Scopus data base with criteria starting from 2020 – 2022 with the keyword teaching english as a foreign language found 55 manuscripts (Publish or perish, 2022). Furthermore, these 55 manuscripts will be the primary data sources to be analyzed. The results obtained from this study will not only provide trends in the literature, but also provide clues to their shortcomings (Başar & Şahin, 2021). Because this study describes the results of content analysis on the Trend Of Research Design On Teaching English As A Foreign Language for two years (2020-2022) on the Scopus index.

METHOD

The research design used was qualitative and was designed based on descriptive content analysis, a content analysis approach. In the descriptive content analysis approach, research trends on certain subjects are revealed (Çalik & Sözbilir, 2014). The purpose of the descriptive content analysis approach used in this study is to identify research trends conducted over the last two years (2020-2022) on research design in teaching English as a foreign language.

Researchers searched for research based on Scopus Index data on Research Design On Teaching English As A Foreign Language through several methods, namely 1) Researchers searched the Publish of Perish 8 application with a database, namely Scopus data using the keyword teaching English as a foreign language; 2) The search results data are selected by researchers. Researchers only take articles from 2020 to 2022 according to the database; 3) Search results for Islamic counseling articles in the form of search reports from pubis or peris (Publish or Perish, 2022); 4) The inclusion of articles is determined by the criteria for discussing teaching English as a foreign language.

These content areas include authorship and author affiliation, research methodology. Content analysis techniques were used in the analysis of the data collected in the study. Content analysis is the process of organizing data from research into categories (Bowen, 2009). According to (Merriam, 2009), categorization is data analysis that must be carried out in conjunction with the data collection process. In this sense, data analysis begins with the process of collecting data in research.

During this review process, the researcher developed a category for the section in which the methodological characteristics of the study were. The author classifies the research methodology of 42 manuscripts into ten variations of research designs. Researchers will analyze content analysis research by simply calculating data on 42 articles, titles, and years, publications and types in Table 1 Result On Teaching English As A Foreign Language, Table 2 Research Design Percentage of 42 Researches (2020 – 2022)

RESULT AND DISCUSSION
Result

The purpose of this study is to describe the results of content analysis on the Trend Of Research Design On Teaching English As A Foreign Language for 2 years (2020-2022) on the Scopus index. Of the 55 manuscripts searched for, after being analyzed, the remaining valid data were 42 manuscripts. Here below:

Table 1 Result On Teaching English As A Foreign Language

No	Author	Title	Year	Affiliation	Type
1	L.H. Al-Obaydi (Al-Obaydi, 2022)	A Qualitative Exploration of Emotional Intelligence in English as Foreign Language Learning and Teaching: Evidence from Iraq and the Czech Republic	2022	Applied Research on English Language	Article
2	B. Labrador (Labrador, 2022)	Word sketches of descriptive modifiers in children's short stories for teacher training in teaching English as a foreign language	2022	Linguistics and Education	Article
3	F. Geng(Geng et al., 2022)	Teaching and Learning Writing in English as a Foreign Language (EFL) School Education Contexts: A Thematic Review	2022	Scandinavian Journal of Educational Research	Article
4	W.M. Sieo (Sieo, 2022)	Reading Strategies in Teaching and Learning English as a Foreign Language: A Mixed-Method Study	2022	Pertanika Journal of Social Sciences and Humanities	Article
5	T.T. Van Phan (Phan, 2022)	Exploring English as a Foreign Language High School Teachers' Perceptions of Reflective Teaching Strategies in Language Teaching	2022	European Journal of Educational Research	Article
6	L. Wang (L. Wang, 2022)	University Instructors' Enactment of Professional Agency in Teaching Spoken English as a Foreign Language	2022	Frontiers in Education	Article
7	L. Liang (Liang, 2022)	Teaching English as a foreign language using the Internet and multimedia environment	2022	Soft Computing	Article
8	M.L. Carrió-Pastor (Carrió-Pastor, 2022)	Teaching multimodal metadiscourse in academic English as a foreign language	2022	Porta Linguarum	Note
9	A. Zaafour (Zaafour, 2022)	Incorporating Cooperative Project-Based Learning in the Teaching of English as a Foreign Language: Teachers' Perspectives	2022	Education Sciences	Article
10	D.R. Giniyatullina (Giniyatullina, 2022)	The Peculiarities of Teaching English as a Foreign Language Course: (at Higher Education Institute of Culture)	2022	Lecture Notes in Networks and Systems	Conference Paper
11	M. Dagarin-Fojkar (Dagarin-Fojkar, 2022)	Teacher Competences for Teaching English as a Foreign Language in the First Educational Cycle of Primary Education	2022	European Journal of Educational Research	Article
12	K.M.D. Laura (Cruz et al., 2022)	Application of Gamification in Higher Education in the Teaching of English as a Foreign Language	2022	Smart Innovation, Systems and Technologies	Conference Paper
13	X.V. Ha (VanHa et al., 2021)	Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective	2021	Heliyon	Article
14	L. Ma (Ma & Luo, 2021)	Chinese pre-service teachers' cognitions about cultivating critical thinking in teaching English as a foreign language	2021	Asia Pacific Journal of Education	Article
15	Y. Jiang (Jiang, 2021)	The Effect of the Online and Offline Blended Teaching Mode on English	2021	Frontiers in Psychology	Article

		as a Foreign Language Learners' Listening Performance in a Chinese Context			
16	A.A. Patak (Patak et al., 2021)	Teaching English as a Foreign Language in Indonesia: University Lecturers' Views on Plagiarism	2021	Journal of Academic Ethics	Article
17	H. Karami (Karami et al., 2021)	Examining the psychometric features of the Teacher's Sense of Efficacy Scale in the English-as-a-foreign-language teaching context	2021	Current Psychology	Article
18	E. Huang (Huang et al., 2021)	The affordances of a technology-aided formative assessment platform for the assessment and teaching of English as a foreign language: an ecological perspective	2021	Educational Technology Research and Development	Article
19	E. Tzagkourni (Tzagkourni et al., 2021)	Implementing theoretical approaches using ICT in teaching English as a foreign language	2021	Education and Information Technologies	Article
20	A. Philominraj (Philominraj et al., 2021)	English as foreign language teaching in high schools: A Chilean case study	2021	International Journal of Learning, Teaching and Educational Research	Article
21	R. Anggraini (Anggraini et al., 2021)	Teaching English as a Foreign Language in Pesantren-Islamic Boarding School and Voices from Non-English Teachers	2021	Islamic Quarterly	Article
22	T. Agaj Avdiu (Avdiu, 2021)	Non-native English teachers' views on the use of music and songs in teaching English as a foreign language to primary school learners	2021	Rast Müzikoloji Dergisi	Article
23	R. Wang (R. Wang et al., 2021)	An Ecological Study of Identity in Teaching English as a Foreign Language in Light of the Dynamic Systems Model of Role Identity	2021	Frontiers in Psychology	Article
24	Y. Gao (Gao et al., 2021)	Predictors of English as a Foreign Language (EFL) Teachers' Acceptance of Online Teaching in Higher Education Institutions in China	2021	29th International Conference on Computers in Education Conference, ICCE 2021 - Proceedings	Conference Paper
25	Y. Li (Li & Sun, 2021)	Methods for Cultural Rapport in Teaching English as a Foreign Language(TEFL)	2021	ACM International Conference Proceeding Series	Conference Paper
26	B.A. Abu-Ghararah (Abu-ghararah, 2021)	Large classes in the context of teaching english as a foreign language	2021	Theory and Practice in Language Studies	Article
27	A. Al-Ghazo (Al-Ghazo & IssamTa'amneh, 2021)	An Exploration of Teachers' Perspectives towards Cognitive, Affective and Linguistic Teaching Principles while Teaching English as a Foreign Language	2021	Jordan Journal of Modern Languages and Literatures	Article
28	A.S.A. Yousif (Yousif, 2021)	The effectiveness of implementing the communicative approach and its techniques in teaching English as	2021	Asian EFL Journal	Article

		a Foreign language by EFL university teachers in KSA			
29	B. Redondo (Redondo et al., 2020)	Integration of Augmented Reality in the Teaching of English as a Foreign Language in Early Childhood Education	2020	Early Childhood Education Journal	Article
30	K.D. Vattøy (Vattøy, 2020)	Teachers' beliefs about feedback practice as related to student self-regulation, self-efficacy, and language skills in teaching English as a foreign language	2020	Studies in Educational Evaluation	Article
31	Y.Y. Cloudia Ho (Ho, 2020)	Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English	2020	Journal of Hospitality, Leisure, Sport and Tourism Education	Article
32	A. Arslan (Arslan, 2020)	A systematic review on flipped learning in teaching english as a foreign or second language	2020	Journal of Language and Linguistic Studies	Review
33	N.M. Almusharraf (Almusharraf & Engemann, 2020)	Postsecondary Instructors' Perspectives on Teaching English as a Foreign Language by Means of a Multimodal Digital Literacy Approach	2020	International Journal of Emerging Technologies in Learning	Article
34	U. Kasim (Kasim et al., 2020)	Empirical evidence on the effectiveness of the learning by teaching technique among university-level english as a foreign language students	2020	Journal of Language and Education	Article
35	M. Nowakowska (Nowakowska et al., 2020)	Use of data mining in a two-step process of profiling student preferences in relation to the enhancement of English as a foreign language teaching	2020	Statistical Analysis and Data Mining	Article
36	B. Naghmeh-Abbaspour (Naghmeh-Abbaspour & Sabokrouh, 2020)	Training and teaching the interaction of meaning in English classes as foreign languages to students with special needs: A review study	2020	Journal of Critical Reviews	Review
37	P. Kalaja (Kalaja & Pitkänen-Huhta, 2020)	Raising awareness of multilingualism as lived–in the context of teaching English as a foreign language	2020	Language and Intercultural Communication	Article
38	I. Abushihab (Abushihab, 2020)	The effect of critical rhetoric in teaching english as a foreign language	2020	Theory and Practice in Language Studies	Article
39	M. Badash (Badash et al., 2020)	Beliefs versus declared practices of english as a foreign language (EFL) teachers regarding teaching grammar	2020	World Journal of English Language	Article
40	P. Cabrera-Solano (Cabrera-Solano et al., 2020)	Use of audiogames as a strategic tool for teaching English as a Foreign Language skills in Ecuadorian higher education	2020	Proceedings of the 15th Latin American Conference on Learning Technologies, LACLO 2020	Confer ence Paper

| 41 | R.Ş. Arslan (ARSLAN & IŞIK DOĞAN, 2020) | Investigating the effectiveness of planned focus on form method in teaching young learners English as a foreign Language | 2020 | Journal of Language and Linguistic Studies | Article |
| 42 | L. Miccoli (Miccoli et al., 2020) | Experiential research for understanding the complexity of teaching and learning English as a foreign language | 2020 | Ilha do Desterro | Article |

Table 2 Research Design Percentage of 42 Researches (2020 – 2022)

No	Research Design	Author	n	%
1	*Qualitative*	(Kalaja & Pitkänen-Huhta, 2020), (Vattøy, 2020, (Yousif, 2021), (R. Wang et al., 2021), (Avdiu, 2021), (Ma & Luo, 2021), (Labrador, 2022), (Al-Obaydi, 2022)	8	19
2	*Qualitative Case Study*	(Anggraini et al., 2021), (Huang et al., 2021), (Patak et al., 2021), (L. Wang, 2022),	4	10
3	Quantitative case study	(Philominraj et al., 2021),	1	3
4	Qualitative literatur/systimatic review	(Miccoli et al., 2020), (Arslan, 2020), (Geng et al., 2022)	3	7
5	Qualitative content analysis	(Naghmeh-Abbaspour & Sabokrouh, 2020),	1	2
6	Quantitative	(Al-Ghazo & IssamTa'amneh, 2021), (Abu-ghararah, 2021), (Gao et al., 2021), (Karami et al., 2021), (Zaafour, 2022),	5	12
7	Quantitative *Survey*	(Badash et al., 2020), (Nowakowska et al., 2020), (Dagarin-Fojkar, 2022),	3	7
8	*Quantitative experiment*	(ARSLAN & IŞIK DOĞAN, 2020), (Kasim et al., 2020), (Redondo et al., 2020), (Tzagkourni et al., 2021), (Giniyatullina, 2022), (Carrió-Pastor, 2022),	6	14
9	*Mix methode*	(Cabrera-Solano et al., 2020), (Almusharraf & Engemann, 2020), (Ho, 2020), (Jiang, 2021), (VanHa et al., 2021), (Cruz et al., 2022), (Phan, 2022), (Sieo, 2022),	8	19
10	*Conceptual*	(Abushihab, 2020), (Li & Sun, 2021), (Liang, 2022),	3	7
		Total	42	100

Discussion

The researcher's research resulted in important findings of the Trend Of Research Design On Teaching English As A Foreign Language for 3 years (2020-2022) on the Scopus index. First, related to research design, the researcher found that Research Design On Teaching English As A Foreign Language was dominated by Qualitative n = 8 (19%) and Mix method n = 8 (19%). Then the second most is Quantitative experiment n = 6 (14 %), followed by Quantitative n = 5 (12%). This finding shows that the majority of international authors in the field of Teaching English As A Foreign Language research are more interested in Qualitative n = 8 (19%) and Mix method n = 8 (19%), followed by Quantitative experiment n = 6 (14%). Persson and Nouri concluded in their study that the most widely used design is a quasi-experimental design (Persson & Nouri, 2018). In addition, another important finding is that the Quantitative case study and Qualitative content analysis are only n= 1 (2%) or have the least interest.

CONCLUSION

The results of this study found that the research design trend of Teaching English As A

Foreign Language was dominated by Qualitative n = 8 (19%) and Mix method n = 8 (19%). And the least is Quantitative case study and Qualitative content n= 1 (2%). Thus, the author recommends for future research on Teaching English As A Foreign Language to further explore the design of quantitative case studies and qualitative content analysis. Good for thesis research, master thesis, and dissertation.

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