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By

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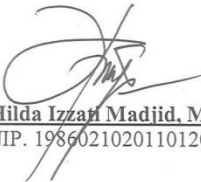
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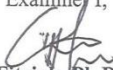
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ABSTRACT

Mutmainah, Faizatul. 2019. *Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya.* A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Rizka Safriyani, M.Pd. and Hilda Izzati Madjid, M.A.

Key Words   : *ELT, Research Trend,* and *Global Trend.*

This study analyzed the development of research trends in the global research and focuses on ELT research. With the growth of the worldwide dissemination of research and global competition, academic research performance was treated as one of the indexes of national competency, so countries are paying more attention to their academic research performance. To evaluate a country's research performance within a specific discipline such as English Language Education Department can give students a point of reference for their research performance. Hence, on research trend in ELT and English Language Education Department is important. One of the ways to assess a country's academic research performance is to observe the numbers of papers produced and the overall contribution in the discipline. This study employs a descriptive qualitative. In this research, the primary data source from observation digital library of UIN Sunan Ampel, while secondary data source from Google Scholar and journal online to get some information about trend research in ELT. To collect data that needed for this study, there are two kinds of instruments that writer used, namely researcher and observation checklist. The data collection is documentation. Documentation is used to gather and record information, especially to establish or provide evidence of facts about the research trend in English Language Education Department in the last five years since 2014-2018. From the research findings of the data analysis and observation checklist, it can be concluded that the research trend of English Language Education Department students align within global trends on ELT research. The data can be seen from the topic of discussion every year. Even though in 2014 there were topics that were not discussed in Englih Language Education Department

research, but over the following year (2015-2018), the research trend in Englih Language Education Department was accorded within global trends in ELT research. From the result of observation checklist, it showed that the most dominant topic in the last five years was discussed about teaching and learning strategy. Because almost English Language Education Department students chose the object of the study focus on teaching and learning in the classroom. They more interest to research in education. Although almost the researcher discussed about teaching and learning strategy, there were several other topics that different in every year. From 2015-2018, the research trend of English Language Education Department students was corresponding with the global trends. Thus, it can be said that research trend of English Language Education Department students align within global trends on ELT research.

ABSTRAK

Mutmainah, Faizatul. 2019. *Tren Penelitian Mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Islam Negeri Sunan Ampel Surabaya*. Skripsi. Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Rizka Safriyani, M.Pd. dan Hilda Izzati Madjid, M.A.

Kata Kunci : *ELT, Tren Penelitian,* dan *Tren Global*

      Penelitian ini menganalisis tentang perkembangan tren penelitian dalam penelitian global dan berfokus pada penelitian ELT. Dengan pertumbuhan diseminasi penelitian dan persaingan global di seluruh dunia, kinerja penelitian akademik diperlakukan sebagai salah satu indeks kompetensi nasional, sehingga negara-negara lebih memperhatikan kinerja penelitian akademik mereka. Untuk mengevaluasi kinerja penelitian suatu negara dalam disiplin ilmu tertentu seperti Departemen Pendidikan Guru Bahasa Inggris dapat memberikan siswa titik referensi untuk kinerja penelitian mereka. Oleh karena itu, tren penelitian di ELT dan Departemen Pendidikan Guru Bahasa Inggris adalah penting. Salah satu cara untuk menilai kinerja penelitian akademis suatu negara adalah dengan mengamati jumlah makalah yang dihasilkan dan kontribusi keseluruhan dalam disiplin tersebut. Penelitian ini menggunakan deskriptif kualitatif. Dalam penelitian ini, sumber data primer dari observasi perpustakaan digital UIN Sunan Ampel, sedangkan sumber data sekunder dari Google Scholar dan jurnal online untuk mendapatkan beberapa informasi tentang tren penelitian di ELT. Untuk mengumpulkan data yang diperlukan, ada dua jenis instrumen yang digunakan penulis, yaitu peneliti dan checklist observasi. Dokumentasi digunakan untuk mengumpulkan data dan mencatat informasi, terutama untuk menetapkan atau memberikan bukti fakta tentang tren penelitian di Departemen Pendidikan Guru Bahasa Inggris dalam lima tahun terakhir sejak 2014-2018. Dari temuan penelitian dari analisis data dan daftar observasi, dapat disimpulkan bahwa tren penelitian siswa departemen pendidikan guru bahasa Inggris selaras dengan tren global pada penelitian ELT. Data dapat

dilihat dari topik diskusi setiap tahun. Meskipun pada tahun 2014 ada topik yang tidak dibahas dalam penelitian Pendidikan Bahasa Inggris, tetapi setelah tahun berikutnya (2015-2018), tren penelitian di Pendidikan Bahasa Inggris sesuai dengan tren global pada penelitian ELT. Dari hasil checklist observasi, terlihat bahwa topik yang paling dominan dalam lima tahun terakhir membahas tentang strategi belajar mengajar. Karena hampir semua siswa Jurusan Pendidikan Guru Bahasa Inggris memilih objek studi yang fokus pada pengajaran dan pembelajaran di kelas. Mereka lebih tertarik untuk meneliti pendidikan. Meskipun banyak peneliti membahas tentang strategi belajar mengajar, ada beberapa topik lain yang berbeda disetiap tahunnya. Dari 2015-2018, tren penelitian siswa Departemen Pendidikan Guru Bahasa Inggris sesuai dengan tren global. Dengan demikian, dapat dikatakan bahwa tren penelitian siswa Departemen Pendidikan Guru Bahasa Inggris selaras dengan tren global pada penelitian ELT.

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CHAPTER I
INTRODUCTION

This chapter discusses the area of the study that cover in some headings (1) research background (2) research questions (3) Objectives of the study (4) scope and limitation of the study (5) significance of the study (6) definition of the key terms.

A. Research Background

As the spread of education throughout the world and global competition, the overall performance of academic research is treated as one of the competency indices in all countries, so that countries are more focused on the interests of their learning research performance.[1] In fact, students in certain disciplines sometimes override with larger popular subjects. The students who want to involve and interseted in new location research to assess and understand the study, they can used comprehensive analysis techniques for overall performance in a particular area. To assess the performance of a country's students in a particular field together with the Department of English Teacher Education can give students a reference factor for their study performance. Hence, on research trend in ELT and English Teacher Education Department is important. According to Bordons and Fernandez, one of the methods to measure carrying out the educational research of country is to observe the numbers of paper produced and the worldwide contribution in the discipline.[2] One of the methods to measure carrying out the educational research of country is to observe the numbers of paper produced and the worldwide contribution in the discipline..

Research trend is the general tendency of systematic investigation to establish facts or principles or to collect information on a subject to carry out investigations into. Today, potential for the future is to be recognized and solutions are to be

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[1] Van Damme, D. (2001). Quality issues in the internationalisation of higher education. *Higher Education, 41*, 415-441.
[2] Bordons, M., Fernandez, M. T., & Gomez, I. (2002). Advantages and limitations in the use of impact fator measures for the assessment of research performance in a peripheral country. *Scientometrics, 53*(2),195-206

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developed that will be needed tomorrow. The future is being shaped instead of the future doing the shaping. But this requires good, well-founded information on possible trends, future developments and their effects. A trend is an assumed development in the future that will have a long-term and lasting effect on and change something. Current developments are moving in a different direction or intensifying even more. Trends in English language teaching are an example.

According to Viki Modi, English Language teaching has notably changed over the last one decade. Language teaching inside the20th century underwent several changes and innovation. inside the beyond ten years the crucial elements have combined to affect modern perspectives on the teaching of English: the decline of techniques; a growing emphasis on each backside-up and top-down skills; the advent of new information about English and; incorporated and contextualized coaching of multiple language abilties.[3] English Language Teaching has been an area of potential challenges and it has only become more complex in the 21st Century.[4] With the spread of English Language across the world, Globalization, Information and Technology, as well as Communication being the key words in the path of progress, the language projected to be the medium of the same enjoys great importance.

Hiroko Tojo1 & Akiko Takagi have discussed about trend research in language teaching and learning. The study discusses the global trends and complexities in qualitative research. There is three major language teaching and learning journals that published on 2006–2015. The findings showed that the study examine has been the most often employed method, followed through ethnography. The study also discovers the discourse analysis, conversation analysis, interviews, and observations. Although the results of the study show a tendency to apply positive techniques and strategies in qualitative research more than others. They also demonstrate the difficulty in clarifying and categorizing types of qualitative research and the complexity and diversity of qualitative

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[3] Viki M. Modi.(2012). *Recent Trends In English Language Teaching.*vol.1, Issue 1, pp.52
[4]. Sheela.Dr. R. V. *Changing Perspectives of Teaching English in India.*vol. 2, issue 2, pg.1.

research in language teaching and learning.language teaching and learning.[5] My study is different from those researches in term the tools that used in identifying the research. My study observes a research trend of ELT using observation checklist while the other observes research trend using discourse analysis and conversation analysis.

The other previous study is Research trends in M.A. ELT programs by Ozkan Kirmizi. This study aims at analyzing the theses that have been written from 2005 to 2010 in MA ELT programs. To do this, selected master theses from five universities in Turkey were analyzed on the basis of a number of criteria related to the topic and content.[6] My study is different from this research in term analyzing object of study. My study focus on a specific object in university that major is English Teacher Education Department. Ozkan observes the research from five universities in Turkey.

The researcher also reads the other study. The research was done by Viki M. Modi with the title "*Recent Trends in English Language Teaching"*. The paper examines to provide the latest and popular traits in ELT which have been used nearly in current years inside the whole global reviewing the past tendencies.[7] My study is different from those researches that focus on English Language Teaching. This research is focused on research trend in English Education Department students align within in the world wide.

Finally, the research purpose of this research is to explore the research trend of English Teacher Education Department students align within the global disciplinary discourse. This result of this research is hoped to be source for university, especially English Teacher Education Department, to develop the research thesis and also give good impact for the students who want to lead of research in order to get a trending topic of ELT research within the global.

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[5] Hiroko Tojo1 & Akiko Takagi.(2017).*Trends in Qualitative Research in Three Major Language Teaching and Learning Journals, 2006–2015*. Vol. 4, No. 1; 2017.retrived from http://ijelt.sciedupress.com.

[6] Kirmizi, Ozkan.(2012).*Research trends in M.A. ELT programs in Turkey*.Procedia - Social and Behavioral Sciences 46 (2012) 4687 – 4691.

[7] Modi,Viki M. .*Recent Trends in English Language Teaching.* Quest International Multidisciplinary Research Journal.Vol - I , Issue - I June – 2012.

B. Research Question

Based on the background of the study, the research questions that the researcher proposes to pursue is:

"To what extent does the research topics explored in Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya?"

C. Objective of the Study

Related to the problems above, the objective of this study is to explore the Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya.

D. Significance of the Study

There are significances supposed by the researcher as follow:

1. Theoretically, the result of this study hopefully extending comprehension toward the latest and the most popular researches in global ELT. With the result that students can compete in prominent countries.
2. Practically, this study hopefully has advantages:
    a. This research discusses popular topics that can help students in UIN Sunan Ampel Surabaya, especially English Teacher Education Department, understand the research trends in global disciplinary discourse.
    b. This result of this research is hoped to be source for university to find out the research trend in the global disciplinary discourse. And the university can contribute to students to be able to make the latest research within global disciplinary discourse.
    c. To other researcher who are interested in conducting further research. This research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

E. Scope and Limitation of the Study

The scope is the academic research performed is ELT research in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya, observes its development the last five years, and compares it with the global trends in ELT research.

This research is limited to the English Teacher Education Department students' thesis uploaded in digilib.uinsby.ac.id. Other thesis which is not uploaded are not analyzed. It does not reflect the overall research conducted by students other than a thesis.

F. Definition of Key Terms

There are several important keywords to define in this study that help the researcher do the research and understand the concept of the study clearly.

1. English Language Teaching (ELT)

Teaching English as a foreign language is studies of English by teachers and English learners with a different mother tongue.[8] In this research, ELT is the practice and theory of learning and teaching English for the benefit of students in ETED which English as a Second Language or English as a Foreign Language.

2. Research Trend

Research trend is the widespread practice of collecting information and attempting to spot a pattern.[9] In this study, Research trend is the tendency of direction toward which systematic investigations or studies in ELT of English Teacher Education Department.

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[8] Lin,Grace Hui-chin and Paul Shih-chieh Chien.*An Introduction to English Teaching* .A Textbook for English Educators. ISBN: 978-3-639-22731-4.
[9] Immerwahr, John.(2004).*Public Attitudes on Higher Education – A Trend Analysis, 1993 to 2003*. Public Agenda. The National Center for Public Policy and Higher Education.

3. Global Trend

  The global trend is a general development or change in ELT that happens in all parts of the world or affects all parts of the world.[10] In this research, Global trend is considered to all parts of a new development which systematic studies in English Language Teaching.

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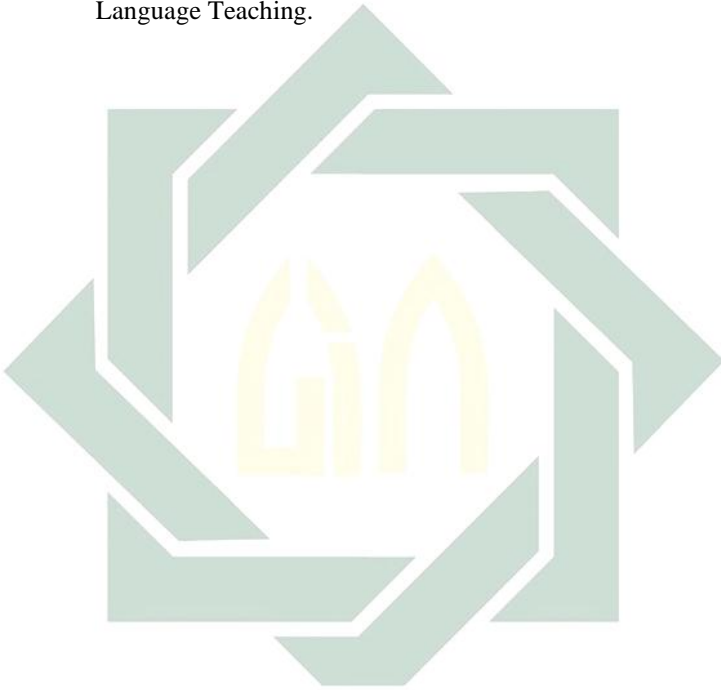
[10] Cambridge Dictionary.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on review of related literatures that used as the theoretical background and previous studies which related to the research. The review of related literatures is described as follows;

A. Theoretical Framework

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter describes some theories related to the area of interest of this research.

1. Research Trend in ELT

English Language Teaching is the occupation that concern on learning about English. ELT refers to the activity and industry of teaching English to non-native speakers. ELT is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners.

Research topics of ELT around the world have developed rapidly. ELT journal is a quarterly publication for all those involved in English Language Teaching (ELT), whether as a second, additional, or foreign language, or as am international Lingua Franca. The journal links the everyday concerns of practitioners with insight gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology.

According to the Asian EFL Journal, it is published monthly and presents information, theories, research, method and materials related to language acquisition and language

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learning. The journal is one of the world's leading refereed and indexed journals for teaching and learning English. It provides a unique and major forum devoted to discussions on English as an International language research and development. The global readership includes linguist, teachers, and students of language acquisition and other with a professional interest in English second language acquisition.

Technological innovations are part of education and English language teaching, but not all have staying power. The novelty of some innovations will wear out, and there are growing concerns about privacy and data protection. Only the innovations that come with solid teaching practices will stand the test of time.

According to Yilin Sun on TESOL International Association Blog, there is three main categories in research trend of English Language Teaching : globalization, localization, and interdisciplinary collaboration. Her views on main tendencies in the international ELT field has been shared at several worldwide conferences.[11]

a. *Changing perspectives on English teaching and learning*

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

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[11] Sun, Yilin.(2014). *Major Trends in the Global ELT Field:A Non-Native English-Speaking Professional's Perspective1*.Asian-Focused ELT Research and Practice:Voices from the Far Edge.TESOL International Association Blog.

order to provide more insight in the characteristic teaching perspectives of teachers and to identify where they differ in their use of methods for ELT.

Maja Stanojević has researched about changing perspectives on English teaching. The research is concerned with legal English and its potential difficulties that impede comprehension. The language characteristics of the written medium of legal English are going to be dealt with. The accounts given by some of the authors who have realized the necessity for language reform are presented. Thus, it is a summary of different views regarding the use of plain language.[12]

Another research about changing perspectives on English teaching and learning is *Changing Perspectives of Teaching English in India* by Dr. R. V. Sheela. The study intends to discuss the change of perspectives in English Language Teaching in India. The discussion of ELT in India examines the challenges of dealing with uncertain policies, improper pedagogy, multi-lingual backgrounds of learners, teacher empowerment. It also presents the kind of changes to be brought about in terms of method, teaching materials and teacher training to make ELT more effective and successful.[13]

b. **Changes in goals of English teaching and learning**

The process of English communication learning will be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students' applied English communication can be effectively cultivated, meaning that students' communicative competence will be further developed.

The teaching of English Language is anchored on the reason of developing communicative competence, i.e.; the ability to use the language correctly and

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[12] Stanojević, Maja.(2011).*Legal English – Changing Perspective*. Vol. 9, No 1, pp. 65 - 75

[13] Sheela.Dr. R. V. *Changing Perspectives of Teaching English in India.*vol. 2, issue 2, pg.1.

appropriately to communicate effectively. The most wanted result of the language learning process is the ability to communicate competently, not necessarily the ability to use the language exactly as the native speakers of the language do.

The study about changes in goals of English teaching and learning has been researched by J. Cummins & C. Davison. The multifarious goals include benefits for the learner's mind such as manipulating language, for the learner's future career and opportunities to emigrate, and effects on the society, whether through the integration of minority groups, the creation of a skilled workforce, the growth of international trade, or indeed good citizenship, moral values and the Malaysian way of life.[14]

Tracey M. Derwing has researched about this topic. Some idealistic goals of pronunciation instruction will be laid out, and suggestions for how the TESOL community might work towards achieving those goals will addressed. Changes to teacher education, increased pronunciation research, optimal use of technology, enhancement of listeners' skills, and strategies for increasing students' opportunities to interact with native speakers are identified as potential approaches to meeting students' communication needs.[15]

Nouf aljohani has researched on journal about changes goals of English teaching and learning. The research focused on the goals of language teaching and learning. It discusses the external goals- which relates to the usage of the learnt language outside of the classroom context as well as the internal category, the goals are related to the individual's mental development.[16]

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[14] Cummins, J.& C. Davison.(2007). *Handbook of English Language Teaching.*

[15] Derwing, T. M. (2010). *Utopian goals for pronunciation teaching.*pp. 24-37. Ames, IA: Iowa State University.

[16] Aljohani, Nouf.(2016)*The Goals of Language Teaching.International Journal of Scientific & Engineering Research*, Volume 7, Issue 3.

c. *Changes in approaches to teaching*

The conceptual change approach to have real impact in the staff development arena, much research is still necessary. Hence it is the goal of this study to develop and evaluate the effectiveness of a staff development programme in higher education based on a conceptual change approach.

The most effective teaching practices and studying environments challenge learners' questioning past what they might acquire independently. teachers need to appoint a spread of teaching techniques within the classroom. this may usually consist of cautiously designed individual learning activities, group work and whole-class instruction.

David Kember has established Lecturers' approaches to teaching and their relationship to conceptions of good teaching. This study aimed to characterize the alternative approaches to teaching of university lecturers, and to examine the relationship between lecturers' approaches to teaching and their conceptions of good teaching. This study adopted an open naturalistic approach.[17]

Another research about changes approaches to teaching has discussed by Graham Gibbs and Martin Coffey. The article reports evidence of a range of positive changes in teachers in the training group, and in their students, and a contrasting lack of change, or negative changes, in untrained teachers from the control group.[18]

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[17] Kember, David and Kam Por Kwan. (2000).*Lecturers' approaches to teaching and their relationship to conceptions of good teaching*. Volume 28, Issue 5, pp 469–490
[18] Gibbs, Graham and Martin, Coffey.(2004).*The Impact Of Training Of University Teachers on their Teaching Skills, their Approach to Teaching and the Approach to Learning of their Students.* Doi: https://doi.org/10.1177/1469787404040463.

d. *Changes in teaching content, curriculum design, and assessment*

Curriculum design is teacher and students learning process in the classroom and for their schools. Changes curriculum design are essential consideration for enhance the implementation of new curriculum into practice.

There is three conclusion for changing in curriculum design. First, Successful curriculum development considers the use of changing knowledge unsuccessfull is often a result of neglecting it. coverage makers, education leaders and teachers need to recognize more approximately the drivers of successful curriculum trade in schools. Therefore, learning about educational change and its key capabilities ought to emerge as integral factors of any severe curriculum reform process.

Second, reconceptualizing curriculum, consequently curriculum design need to fault from a curriculum as product model to a curriculum as process model. this would additionally rework the function of the curriculum from a purely technical document into a more comprehensive concept that still serves as guiding principle for school development.

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

According to Terry Heick on his article about "*How Teaching is Changing: 15 Challenges for the 21st Century Teacher*", said that every teacher will always need to know iconic teacher practices like assessment, curriculum design, classroom management, and cognitive coaching.

There are certain areas where significant change is more probable than others. It does not seem likely that e-Learning as we now understand and use the term will replace schools and teachers. Online courses are inferior to in-person teaching in too many important ways to completely supplant teachers and schools.[19]

Another study about changes in curriculum design and assessment is Tshiredo Litshani Lizer. The study was to investigate the impact of curriculum change in teaching and learning of science subjects at schools in Vhembe District. The research also meant to answer the following research objectives on the impact of new changes in curriculum. According to the research findings, inadequate resources, skills and knowledge and lack of pre-planning on new curriculum development adversely affect the teaching and learning of science in schools. It is therefore recommended that the proposed curriculum development and reform be piloted before it is implemented as proposed in the model for the preparation of effective curriculum changes and development in science.[20]

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[19] Heick, Terry.(2017).*How Teaching is Changing: 15 Challenges for the 21st Century Teacher*.retrieved from: https://www.teachthought.com/the-future-of-learning/how-teaching-is-changing/

[20] Lizer,Tshiredo Litshani.(2013).*The Impact of the Curriculum Change in the Teaching and Learning of Science: A Case Study in Under-resourced Schools in Vhembe District.*

e. Expanding the dimension of communicative competence

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

The research on this topic has already discussed by Arlene Archer. In order to expand the notion of communicative competence, this article will first establish a working definition of language, text and literacy. It explores aspects of language learning / language teaching theory that are regarded as applicable, drawing on Krashen's theories of learning and Prabhu's task-based teaching methodology.[21]

The researcher has read another study about this trend research by Leena Louhiala-Salminen and Anne Kankaanranta. This paper discusses communicative competence. Rapid changes in work environments, particularly advancing globalization and new technology, have highlighted the need for expanding our knowledge of the elements that constitute communicative competence in global encounters.[22]

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[21] Arlene Archer.(2013.)*Communicative competence expanded: A 'multiliteracies' approach to English Additional Language teaching.*p,65-67.doi: https://doi.org/10.1080/10131750085310101
[22] Salminen,Leena Louhiala and Anne Kankaanranta. *Professional Communication in a Global Business Context: The Notion of Global Communicative Competence*.vol,4.isuue3.

f. Changing views of an effective English educator

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

Changing views of an effective English educator have discussed By S. Archana & K. Usha Rani. In this regard, the Teacher plays a very prominent role in attracting the student's attention by creating interest among the students. A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students a teacher has to first place himself/ herself as a learner and think from the learner's perspective. In doing so, students can be captured with interest. In the classroom, Teacher roles can be discussed with learners as a part of student preparation, along with other characteristics of the curriculum. Learners can imagine about what roles they wish for their teacher, how this inclination fits in with other aspects of their learning method, and why the teacher chooses every role.[23]

Another research about changing view has researched by Angelina and Margaret. In examining these issues the paper adopts a historical perspective and discusses the factors that indicate the presence of a

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[23] S. Archana & K. Usha Rani.(2017). *Role Of A Teacher In English Language Teaching (Elt)*.Vol. 7, Issue 1, Feb 2017, p.1-4.

discrepancy between a theoretical norm and the actual language behavior and then explores the consequences of such a situation. It also considers the valuable lessons that could be learnt, firstly from local creative writers' adaptation to the sociolinguistic/sociocultural reality, secondly from the move towards the democratization and Africanisation of education in Kenya's history, and thirdly from what is happening in other non-native English contexts.[24]

g. *Rapid development and integration of information technology in ELT*

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

Salasiah Ammade has discussed integrating technology in ELT. The articles for the study were found through internet search engine, Google scholar and ERIC in the area of technology integration and technology tools in English language teaching. Thus, the data taken is carefully investigated using inclusion and exclusion criteria. The result of analysis showed that the integration of technology in teaching can improve the experience for students and teachers and improve learning for students.[25]

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[24] Kioko, Angelina N. & Margaret J. Muthwii.(2010).*The Demands of a Changing Society: English in Education in Kenya Today.*Pp,201-213.doi: https://doi.org/10.1080/07908310108666622

[25] Salasiah Ammade, Murni Mahmud, Baso Jabu & Suradi Tahmir.(2018). *Integrating Technology in English Language Teaching: GlobalExperiences and Lessons for Indonesia.* doi:10.5539/ijel.v8n6p107

h. *Changing roles and increasing responsibilities of teachers*

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

Linda Valli and Daria Buese have discussed about the changing roles of teachers. The article examines the impact of federal, state, and local policies on the roles that elementary school teachers are asked to assume inside and outside the classroom. Through a detailed analysis of changes in teacher tasks over a 4-year period, the authors determined that role expectations increased, intensified, and expanded in four areas: instructional, institutional, collaborative, and learning. These changes had unanticipated, and often negative, consequences for teachers' relationships with students, pedagogy, and sense of professional well-being.[26]

According to Chia Suan Chong wrote about the top ten innovations that changed English language teaching two years ago. The examples below are some of the finalists of this year's ELTons award.[27]

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[26] Linda Valli and Daria Buese. *The Changing Roles of Teachers in an Era of High-Stakes Accountability.*American Educational Research Journal.Vol. 44, No. 3 (Sep., 2007), pp. 519-558.

[27] Chong,Chia Suan.(2018). *Ten trends and innovations in English language teaching for 2018.British Council.* retrieved from https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018

a. *Blending Learning*

As teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend. The Combined Pre-Sessional Course offered by King's English Language Centre (King's College London) combines face-to-face teaching and online lessons. For teachers who want to pepper their everyday teaching with practical online activities, Lindsay Clandfield and Jill Hadfield's Interaction Online - creative activities for blended learning emphasizes the interaction between teachers and learners.

According to Saloom Aslam on his research explains that based on the findings, blended learning model appears to be an alternative teaching strategy that should be embraced by science teachers in order to help students learn better.[28]

With funding from the Michael & Susan Dell Foundation, the SRI International Center for Technology in Learning studied the adoption of blended learning models in selected schools in California and Louisiana. This research report presents the findings of this formative and summative research effort. During the 2011–12 school year, five charter management organizations (CMOs) received funding from the foundation to help support the development and expansion of blended learning models in a total of 13 schools serving low-income communities and families.[29]

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[28] Aslam, Saloom. A Comparative Study of Blended Learning versus Traditional Teaching in Middle School Science. Retrieved from https://conference.pixel-online.net/FOE/files/foe/ed0005/FP/1718-SOE1072-FP-FOE5.pdf

[29] Murphy Robert · Eric Snow · *Jessica Mislevy · Larry Gallagher · Andrew Krumm · Xin Wei.(2014).Blending Learning Report*. Michael & Susan Dell Foundation.

b. *Mobile Learning*

Online resources are more accessible with a mobile app or a mobile-friendly version. Wordable (Playlingo Ltd. With Cambridge University Press) turns vocabulary-learning into a fun, competitive game you could play with your friends. It has built-in, spaced repetition and active-recall learning to make new words stick. Essential English (Oxford University Press) uses mobile technology to provide free resources for teachers and students, including flashcards, phrasebooks, lesson plans and activities. Meanwhile, Tri Pro English Website and Mobile Apps helps learners to practice their listening through free, high-quality recordings divided into levels and coupled with comprehension questions.

Mobile learning research has discussed by Mohd Shoaib Ansari and Aditya Tripathi. The present research revealed that role of mobile learning apps are increasing among students learning. The results indicated that the mobile learning apps can be very useful in the higher education environment. Furthermore, the results showed that the students had adequate knowledge and awareness to use mobile technology and the Internet in their educational environment.[30]

c. *Gamification*

The needs of modern learners have changed in accordance with the development of technology and the evolution of the learning environment. Educators often use games and game-like environments to attract learner attention during the instructional process.

Appealing to football-lovers, LearnMatch (VE Vision Education GmbH) uses training sessions, friendly

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[30] Ansari.Mohd Shoaib, Aditya Tripathi.(2017). *An Investigation of Effectiveness of Mobile Learning Apps in Higher Education in India.* International Journal of Information Studies & Libraries.vol,2.issue 1.

matches, leagues and cup games to make vocabulary learning fun for young learners. Get Set, Go! Phonics (Oxford University Press) uses chants, songs and games to help develop pre-school children's phonological awareness. On an even more impressive scale, Learn Languages with Ruby Rei (Wibbu) plunges the learners into an interactive adventure game. They have to use their language skills to negotiate, collaborate and build friendships in order to escape from a forgotten planet at the edge of the universe. Any learning that takes place is incidental.

The study about gamification method has disscused by Arsa Widitiarsa Utoyo. Exploratory studies in his article highlighted approaches that wearable to increase the value of gamification methods to examine the impact of the role of facilitator in the idea of the group. Based on the finding of the study, the researcher recommended encouraging faculty members to use gamification strategy in teaching, conducting more studies discussing this strategy and its relation to other variables such as critical thinking, conducting more studies on other samples from different study and age levels and from different environments.[31]

d. *Embodied Learning*

Embodied learning is based on the idea that learning is not just about remembering. It involves using the mind and the body, collaborating, discussing and exploring. Learners need to be emotionally, intellectually, physically and socially engaged. Courses such as Doodle Town (Macmillan Education) use visual, audio and hands-on activities to stimulate and inspire learning, getting young learners to draw, create, and be inquisitive. Orbit (Richmond) develops the young

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[31] Utoyo, Arsa Widitiarsa.(2018). *Introducing Gamification Methods to High School Student at Bina Nusantara University Alam Suter.* Journal of Game, Game Art and Gamification.Vol. 03, No. 01.

learners' socio-emotional and cognitive skills through a language course that follows the story of a ferret and children who go on adventures in multicultural environments.

According to Panagiotis Kosmas, Andri Ioannou and Symeon Retalis present findings from an empirical investigation of using embodied touch less interactive games to enhance motor performance for children with learning disabilities and motor impairments. Young children, mainly attending special units within mainstream elementary schools, participated in a five-month intervention. Kinetic analytics, together with teachers' self-reported observations and interviews, revealed improvements in children's motor performance, particularly psychomotor ability and psychomotor speed. The paper contributes to the technology-enhanced learning community by providing insights into the use of embodied learning technology in special education.[32]

e. **Inquiry-based Learning (Learning in a Complex World)**

The scenarios that teachers come across in some course materials can seem simplified and unrealistic, leading us to wonder if we adequately train our learners for real life in the 21st century. Courses like Fast Track 5 (EF Education First Ltd) and the Wider World (Pearson with the BBC) use authentic video and audio content to bring the real world to teenage learners. They encourage teenagers to practice the soft skills and communication skills needed to take part in the global communities of the 21st century. Aimed at the adult learner, Perspectives (National Geographic) use real-life stories and TED talks to motivate learners to think critically and creatively.

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[32] Kosmas, Panagiotis, Andri Ioannou and Symeon Retalis. *Using Embodied Learning Technology to Advance Motor Performance of Children with Special Educational Needs and Motor Impairments*. University of Piraeus, Athens, Greece.

Danny Norrington-Davies's Teaching Grammar: From Rules to Reasons (Pavilion Publishing) is an alternative approach to teaching grammar. Teachers and learners discover how writers and speakers use grammar to express themselves in real life. Hugh Dellar and Andrew Walkley's Teaching Lexically (Delta Publishing) combines the teaching of grammar and Lexis for more effective classroom practice, rather than over-simplifying language into a more traditional 'grammar + words' view.

The study about the effectiveness of inquiry based learning has been researched by Khadijah Maming. The result of her observation checklist indicated that the students are involved actively in learning and teaching process. Besides, it can improve the students' self-belief on their selves toward what the students found and comprehended through the inquiry process. Moreover, the result of a questionnaire showed that the most of students agree this strategy can build up their interest, motivation and creativity. In brief, the strategy is effective and improves the students' achievement. The students also strongly encouraged to be able to improve their critical and analytical thinking skill.[33]

f. *English as a lingua Franc (ELF)*

When the concept of English as a lingua Franca was first discussed by teachers, academics, writers and trainers, it was controversial. Many refused to consider how the concept of English as an international language might fit into course materials and language teaching. Today, we see resource materials like PronPack 1-4 (Mark Hancock) taking a non-prescriptive approach to accent and instead focusing on increased intelligibility as the objective. Using elements of blended learning and

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[33] Maming, Khadijah. (2016). *The Effectiveness of Inquiry-Based Learning Strategy to Improvethe Students' Achievement on Psycholinguistics Course.* Muhammadiyah University of Parepare, South Sulawesi Province.

gamification, this pronunciation course doesn't help the learner sound British or American, but instead prepares the learner to use English in the global arena.

According to Mehdi Solhi Andarab, Discussing at length the role of English as an International Language and its cultural implications, this article investigates the varieties of Englishes in a series of EIL-based cookbooks, inquiring whether they are based on English of Specific Cultures or English for Specific Cultures.[34]

g. *Multi-literacies and Trans-langauging*

In global communities where English is a common language of communication alongside other languages, knowledge of other languages is an asset. Rather than diminish the learners' first language (also known as subtractive bilingualism), teachers are encouraging learners to use their own languages. This requires complex social and cognitive skills. In contrast, strict English-only classrooms are slowly becoming a thing of the past. Such linguistic diversity is celebrated in courses like the Family Skills Toolkit that encourages parents and carers of children learning English to see their bilingualism as a benefit.

Lucia Cardenas Curiel has researched about trans-languaging in teaching and learning. The findings in the case study of a third-grade bilingual teacher and her class suggested how the supplementation of multimodal texts prompted authentic student engagement and flexible ways of teaching and learning in the bilingual classroom. The design, production, and distribution of new texts are key in promoting language development and gaining disciplinary knowledge. Together, the findings highlight a classroom that affords emergent bilinguals the use of dynamic linguistic and literacy

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[34] Andarab, Mehdi Solhi and Dilek Inal.2014.*From English of Specific Cultures to English for Specific Cultures in Global Coursebooks in EIL Era*.Journal of Education and Practice.Vol.5, No.3.

practice content areas. In light of this, she proposed a translanguaging multiliteracies pedagogical approach for teaching and learning.[35]

h. *Supporting Learners of Specific Need*

As globalization takes hold, glocalization becomes necessary. The more we understand individual learners' needs, the more we can tailor our lessons to suit them. Ros Wright's book Learning English: English for Health and Social Care Workers (Pavilion Publishing) provides learners not just in medical terms, but also knowledge of policies and procedures in the medical and care industry. Study Legal English – the world's first legal English podcast includes online learning materials and quizzes to gamify learning.

i. *Creating and Sharing Content*

While there's much online content already out there for learners, some programs and apps allow learners to produce their own content and share what they have created by others. Popular online sites like Quizizz and Socrative allow both teachers and students to create online games and play games that are shared by users from around the world. Websites like Canva allow teachers and learners to express their creativity through posters, social media memes and banners. Then there are mind mapping sites, comic-strip creation sites and movie-editing/movie-making sites.

According to Jingyan Lu, Qiang Hao and Mengguo Jing, found that whereas students tend to consume and share more social media content outside of school they create more in school. The perceived importance of sharing content with peers or others is the most significant predictor having a positive impact on all

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[35] Curiel, Lucia Cardenas. (2017). *Texturing with Multimodal Texts Across Content Areas: A Translanguaging Multiliteracies Approach to Teaching and Learning*. The University of Texas at Austin.

social media activities, both in and outside school. However, the negative impact of self-regulation ability on outside school social media activities implies the conscientiousness of their social media engagement, which calls for a further investigation on the quality of the social media content.[36]

j. *Learning and Teaching Management Platform*

Learning management platforms like Edmodo are increasingly popular. They give learners an online way to find handouts, continue classroom discussions and submit homework. Now, online platforms are also used to communicate with parents and other stakeholders, give teachers and administrators a better overview of the curriculum, and help manage lesson plans and materials. This gives teachers more time to work with children in the classroom.

According to Zhao Xia Gou, teaching platform based on the network, as a new instructional mode has become a hot topic in online teaching. In his research, the teaching situation and existing problems on online was analyzed by comparing the difference between network teaching platform and traditional classroom teaching. Then the strategies of network teaching management and the case, which is focused on the characteristics of Blackboard with the application of network teaching management was present.[37]

2. **Research Trend of ELT in ETED**

Research trend of ELT around the world has developed rapidly. ELT journal is a quarterly publication for all those involved in English Language Teaching (ELT), whether as a

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[36] Jingyan Lu, Qiang Hao and Mengguo Jing. *Consuming, sharing, and creating content: How young students use new social media in and outside school.*

[37] Zhao Xia Gou.(2016),*Research on University Network Teaching Platform (Blackboard) in Teaching Management*.DOI:10.1051/matecconf/20164402070.

second, additional, or foreign language, or as an International Lingua Franca. The journal links the everyday concerns of practitioners with insight gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology.

Research trend is an assumed development in the future that will have a long-term and lasting effect on and change a process of systematic inquiry that entails collection of data; documentation of critical information; and analysis and interpretation of that data/information. Research Trends is an online publication providing objective insights into scientific trends based on bibliometrics analyses. Worldwide, there is a growing demand for quality research performance measurement and trend-related information by deans, faculty heads, researchers, funding bodies and ranking agencies.

Hei-Chia Wang changed in the design of analysis systems to evaluate research trends from analyzing statistics from various countries. To collect the data, he chose bibliometric analysis and scientometric analysis. Bibliometric methods or analysis is now firmly established as scientific specialties and are an integral part of research, evaluation methodology, especially within the scientific and applied fields. The methods are used increasingly when studying various aspects of science and also in the way institutions and universities are ranked worldwide. Bibliometric methods are frequently used in the field of library and information science, including scientometrics. For instance, bibliometrics are used to provide quantitative analysis of academic literature.[38]

Similar to Bibliometric, Scientometrics is a discipline that uses mathematical methods to quantify the scientific research personnel and achievements to reveal the process of scientific development, and can provide a scientific basis for scientific

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[38] De Bellis, Nicola (2009). *Bibliometrics and citation analysis: from the Science citation index to cybermetrics*. Scarecrow Press. p. 417. ISBN 978-0-8108-6713-0.

decision making and management.[39] Scientometrics uses citation analysis and other quantitative methods to evaluate scientific research activities and thus guide the policy of science.

B.   Previous Studies

In this part, the author reviews some of previous studies from other researchers that have similar focus with this study. There are some researchers that discuss about research trend such as; First, research trend analysis by Hei-Chia Wang and Wei-Pin Chiu. The aim of their studies is designing evaluate research trends from analyzing information in specific countries. The data arrangement researches in Taiwan and different countries, which includes South Asia, East Asia and another country that represented through the group of eight is needed for instance. Their studies selects trends that change in different countries and indicates that Taiwanese students may be more interested in interdisciplinary programs and try to increase their collaboration with various countries, in order to enhance Taiwan's competence in data technology.

Second, the research is *Current and Future Digital Trends in ELT* by Nicky Hockly and Gavin Dudeney. This study looks at the bigger picture of technologies in society and in education the context into which technology fits, with a focus on how the digital divide affects the implementation of educational technologies. Then consider different and new ways and approaches to teaching and learning, before focusing on some of the new technologies which are having an impact on what they do on a daily basis. In concluding this study, the reseacher draws together the key threads explored throughout, starting with perhaps the most important: the digital divide. Whilst some improvements have been noted in terms of access to technology through the use of more low-cost mobile solutions, the digital divide continues to affect every aspect of digital learning and is set to do so for some time to come.

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[39] Qiu, J., Zhao, R., Yang, S., & Dong, K. (2017). Informetrics: Theory, Methods and Applications. Springer Singapore. Staša Milojević, & Loet Leydesdorff. (2013). Information metrics (I metrics): a research specialty with a socio-cognitive identity. Scientometrics, 95(1), 141-157.

Just as access to education is not simply a case of economics, access to technology functions along the same lines, and those who are affected in one case are often affected in the other.[40]

Third, the research was done by Saran Shiroza with the title "*Globalization of English Language Teaching in Japan: Establishing Global Principles and Adopting Locally Appropriate Practices*". The critical analysis in this paper revealed that the policy reforms led by the Ministry of Education seem to have increasingly alienated in service Japanese teachers of English, who had been the primary agents in everyday ELT practices. The recent policy statements employ a myopic view of globalization only as "Englishization", or further expansion of ELT in Japan, with the lopsided perspective that English only CLT taught mainly by native speaker teachers is the ideal, or the imagined global standard for EIL teaching. This study focused on the letter trend. One strategy is to reconsider how conventional teaching practices can be evaluated as localized ELT practices and how they can be further improved as part of a balance implementation of EIL pedagogy.[41]

Fourth, the research was done by Viki M. Modi with the title "*Recent Trends in English Language Teaching"*. This paper discusses to provide current and popular trends in ELT that have been used practically in recent years throughout the world to review past trends. In addition, it is also an effort to encourage English language teaching teachers to modernize their classroom settings (management). ELT trends that were very popular in the past have disappeared today and have been replaced by others. Several factors have contributed to the adoption of new trends in English language teaching. The conclusion of his study, there is no single best way to teach a foreign language. Successful language teachers will not limit themselves to only one method. Methods that match one class on one occasion do not have to match the same class at another time. Likewise, a technique that is suitable for one language teacher even when teaching certain language

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[40] Hockly, Nicky and Gavin,Dudeney.(2018).*Current and Future Digital Trends in ELT*.RELC Journal. DOI: 10.1177/0033688218777318.
[41] Shiroza Saran.(2016). *Globalization of English Language Teaching in Japan: Establishing Global Principles and Adopting Locally Appropriate Practices.*Saito's school of English studies.

items may not apply to other teachers in the same or similar context.[42]

Fifth, Hiroko Tojo1 & Akiko Takagi have discussed about trend research in language teaching and learning. about trend research in language teaching and learning. The study discusses the global trends and complexities in qualitative research. There is three major language teaching and learning journals that published on 2006–2015. The findings showed that the study examine has been the most often employed method, followed through ethnography. The study also discovers the discourse analysis, conversation analysis, interviews, and observations. Although the results of the study show a tendency to apply positive techniques and strategies in qualitative research more than others. They also demonstrate the difficulty in clarifying and categorizing types of qualitative research and the complexity and diversity of qualitative research in language teaching and learning.language teaching and learning.[43] My study is different from those researches in term the tools that used in identifying the research. My study observes a research trend of ELT using AntConc application while the other observes research trend using discourse analysis and conversation analysis.

Sixth, The other previous study is Research trends in M.A. ELT programs by Ozkan Kirmizi. This study aims at analyzing the theses that have been written from 2005 to 2010 in MA ELT programs. To do this, selected master theses from five universities in Turkey were analyzed on the basis of a number of criteria related to the topic and content.[44] My study is different from this research in term analyzing object of study. My study focus on a specific object in university that major is English Teacher Education Department. Ozkan observes the research from five universities in Turkey.

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[42] Modi, Viki M.(2012).*Recent Trends in English Language Teaching.* Quest International Multidisciplinary Research Journal.Vol 1. Issue 1.

[43] Hiroko Tojo1 & Akiko Takagi.(2017).*Trends in Qualitative Research in Three Major Language Teaching and Learning Journals, 2006–2015*. Vol. 4, No. 1; 2017.retrived from http://ijelt.sciedupress.com.

[44] Kirmizi, Ozkan.(2012).*Research trends in M.A. ELT programs in Turkey*.Procedia - Social and Behavioral Sciences 46 (2012) 4687 – 4691.

CHAPTER III
RESEARCH METHOD

This research aims to study is to explore to what extent Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya. Because of those problems, this chapter presents research design, the location, subject, research instrument, data collection techniques and data analysis.

A. Approach and Research Design

The research will be designed to describe research trends in English Language Education Department of State Islamic University of Sunan Ampel Surabaya align within global trends on ELT research. The researcher will use a descriptive qualitative method to describe the data. Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to some specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are more descriptive rather than predictive.[45] Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observations, focused interviews, and historical.[46]

B. Subject of the Study

As mentioned previously, the researcher will focus on the last five year research trend on a digital library of English Teacher Education Department students at the State Islamic University of Sunan Ampel Surabaya and compare them within the topic trends of ELT research in global disciplinary discourse.

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[45] Qualitative Research Consultants Association, *"The Place for Cutting-edge Qualitative Research"*, (http://www.qrca.org/?page=whatisqualresearch accessed on May, 27th 2018 at 8. 15 p. m)

[46] Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Method Approaches: Second Edition.* (California: Sage Publications, Inc, 2013) p. 17.

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The researcher decided to take thirteen journals. The journal will be taken from free online journal and the continent of journal publish is Asia, America, Europe and Australia, such as : Journal of English for Academic Purpose; Englsih Australia Journal; Arab World English Journal; Australian Journal of Teacher Education; Journal of ELT and Applied Linguistics (JELTAL); Euro America Journal of Applied Linguistics and Languages; International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS); Asian-Focused ELT Research and Practice:Voices from the Far Edge; International Journal of Educational Research; Journal of English Language, Literature and Teaching; Journal of Multilingual and Multicultural development; International Conference on Language, Education and Culture (ICLEC); Journal of Game Art and Gamification.

C. Data and Source of the Data

This paper used data abstracted from the digital library of State Islamic University of Sunan Ampel. This paper focuses on English Teacher Education Department research and compares it with ELT global disciplinary discourse. And the analysis covers the period of journal published in 2014-2018.

In this research, the primary data source from observation digital library of UIN Sunan Ampel, while secondary data source from Google Scholar and academica.edu journal to get some information about trend research in ELT.

D. Research Instruments

In qualitative research, the researcher is the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instruments, the researcher will result the valid data on the research. To collect data that needed for this study, there are two kinds of instruments that writer used, namely researcher and observation checklist.

1. Researcher

Based on the source of data, this paper used data abstracted from the digital library of State Islamic University of Sunan Ampel. The researcher will collect some researches on digital library (digilib.uinsby.ac.id.) and online journal.

2. Observation Checklist

An observation checklist is a list of things that an observer is going to look at when observing the data. In this research, the researcher used observation checklist to observe the research trend of English Teacher Education Department students within global trends in English Language Teaching Research.

E. Data Collection Technique

Collection of data is very essential in any educational research to provide a solid foundation for it. It is something like the raw material that is used in the production of data.[47] Quality of data determines the quality of research.

The researcher needs the instrument to collect data of the research. Creswell stated that various ways of collecting data are included into qualitative method, those are: researcher can collect information through unstructured or semi-structured observations, interviews, documents, and audio-visual recorded information. He also suggested not to do random sampling or selection of a large number of participants.[48] In this research, the researcher used data collection technique as follow :

1. Documentation

The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings,

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[47] Yoges Kumar Singh. Fundamental of Research Methodology and Statistics, (New Delhi : New Age International Publishers, 2006).p. 212

[48] Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition (Los Angeles: SAGE Publications Inc, 2009), p. 145.

personal journals, and letters.[49] Therefore, the researcher had to read those sources from online journal and digital library. In this research, the researcher used documentation to analyze the ELT research trend in the global research and English Teacher Education Department research. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.

Documentation represents a good source for text (word) data from a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them.[50] Documentation is used to gather and record information, especially to establish or provide evidence of facts about the research trend in English Teacher Education Department in the last five years since 2014-2018. In this research, the documentation is used in collecting data.

F. Analysis Technique

After collecting data from both instruments, then the data will be analyzed. In this research, the researcher followed some steps by David Wilkinson and Peter Birmingham uses content analysis.

Content Analysis

Throughout the study, the researcher comprehensively reviewed current literature and documents with provision for the teaching of reading comprehension. The researcher used documents such as policies and other related documents.

As with other content analysis models, relational analysis begins by identifying themes or issues to explore. However, unlike the majority of other analyses, this approach attempts to explore and identify relationships between the themes or issues.[51]

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[49] Creswell, John.W. (2012). *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson 4 Edition. Pp,204.
[50] Ibid,
[51] Wilkinson, David and Peter Birmingham. 2003.*Using Research Instrument : A Guide for Researcher*.pg, 76-78.

There are eight stages involved in the relational analysis model; First, decide on the question. Second, frame the analysis. Third, decude which types of relationship to examine. Fourth, code and categorize the text(s). Fifth, explore the relationships. Sixth, code the relationships. Seventh, analyze the relationships. And the last, map the relationships.
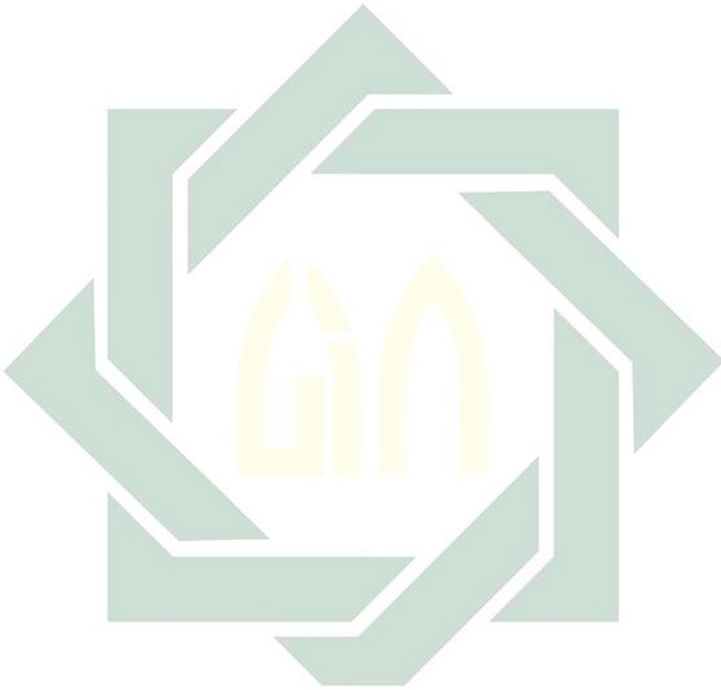
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher present the research finding and discussion of the research. In finding parts, the researcher describes the data results. While in discussion, the researcher deduces the findings about Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya.

A. Research Finding

The researcher has conducted the research from 27th March – 4th May, 2019. Through the techniques of collecting data as stated in the research method. The data collected were dedicated to answering the research questions as follow:

"To what extent does the research topics explored in Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya?"

The findings were obtained from the observation checklist during the research. Through the techniques of collecting data as stated in the research method. The data collected were devoted to answering the research question of this research. In this chapter, the research finding presents and discusses the answer of research problem about.

The researcher observed the last five years research (2014-2018) of English Language Education Department on digital library. This research is limited to the English Teacher Education Department students' thesis uploaded in digilib.uinsby.ac.id. Other thesises which are not uploaded are not analyzed. It does not reflect the overall research conducted by students other than a thesis. The data were categorized in table. (see appendix 1)

To show the result of this study, the researcher was observed its development the last five years (2014-2018) on English Teacher Education Department students' thesis and compares it with the global trends in ELT research.

Based on the data that taken from digital library on table (see appendix 1) showed the research trend on English Teacher Education Department in the last five years. The data can be concluded in five categorize

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1. The research trend of ELED in 2014 and 2015

In 2014/2015, the topics research that discussed were changing views of an effective English educator, learning and teaching management platform, teaching strategy, self-efficacy, curriculum design, mind mapping, simulation technique, rapid development and integration of technology. For example about topic in 2014, changing views of an effective English educator with the title "*Pre-Service Teachers' Beliefs About Teaching English At English Teacher Education Department Of Sunan Ampel State Islamic University Surabaya*". He chose this topic for the the research because he want to ascertain the belief of pre-service teachers about teaching English and to know actual classroom practices in teaching English with their beliefs. the research were focused on the pre-service English teachers at English Languauge Education Department especially the students who take micro-teaching program (PPL 1) year 2014 at Uinversitas SUnan Ampel Surabaya.

In 2015, one of the topic that has been disscussed was Teaching technique with the title "*The Effect Of Simulation Technique In Improving Students' Speaking Ability Of Procedure Text Of Smp Patriot Jombang*". She chose this topic to shared information about new creative teaching method, to improved students' motivation and interest, and to built students' confidence in communicating.

2. The research trend of ELED in 2016 and 2017

In 2016/2017, some of researchers discussed about gamification, self-evaluation, online learning, evaluation value, Inquiry-based learning, need analysis, digital media, CICR technique, blending learning. For example one of research in 2016 about blending learning with the tilte *"An Analysis On Blended Learning Strategy Applied In Language*

Testing Course In English Teacher Education Department.
He chose this topic about blending learning beacause to
describe the learning process and to know students'
perception on advantages and disadvantages using blended
learning.

3. The research trend of ELED in 2018

    The research trend in 2018, there are some differences
researches in the last four years before such as, integration of
information technology, RAFT strategy, Metacognitive
strategy, web-based learning, embodied learning. From
observation checklist that was categorized in table (see
apendixe 1), it can be seen that research trend in English
Teacher Education Department have differences in every
year. And the most populer topics in the last five year was
disscussed about teaching and learning strategy. Especially
the topic about blending learning and need analysis.

    In terms of identifying the global trends in ELT research, the
researcher need data that taken from journal online in a global
trend. In analyzing ELT research, the data that was taken randomly
in the last five years, was categorized in table (see appendixe 2).
The researcher chose continent of publisher from Asia, Australia
and Europe.

    The researcher observed the research trend on English
Education Department and compare with the global trend in ELT
research. The data was collected from digital library to find the
research trend of ETED (see appendixe 1) and also collected from
journal online to show the global trend in ELT research (see
appendixe 2).

    The result of observation checklist: the global trend in ELT
research in 2014 discuss about Integration of information
technology in ELT. And this topic has discussed by ETED research
in 2015. The global trend research on 2015 discuss about changing
views of an effective English educator. In ETED also discuss about
the topic. In 2016, the global research was more dominant to
discuss about changes in teaching content, curriculum design, and
assessment. And the research trend of ETED was dominant about
teaching strategy such as blending learning. Eventhought, there

was studies that discuss about curriculum design, especially discussed about curriculum 2013. The global trend research on 2017 discuss about learning and teaching management platform, mobile learning and changes in curriculum design. Research trend of ETED in 2017 also discuss about the topic.

In 2018, there were several topics in ETED research trend that were align within the research trends in the global such as learning and teaching management platform, web-based learning, and online informal learning. However, there was trend research in global that have not been discussed in ETED research such as, Supporting learners of specific needs, Teachers' and students' perceptions and multi-literacies and trans-language.

G. DISCUSSION

To have the same interpretation between the readers and the researcher toward the findings above, this part discusses these findings by reflecting on some theories related to the research question:

"*To what extent does the research topics explored in Research Trend in English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya*?"

The global spread of English as a result and/or driving force of globalization has been a staple in discussions of the impacts of globalization from the applied linguistic and sociollinguistic perspectives. The increasing significance of English as an international language (EIL) is part of cultural homogenization, which is one aspect of globalization.[52]

Hei-Chia Wang, Wei-Pin Chiu has analyzed the research trend. The aim of their studies is designing evaluate research trends from analyzing information in specific countries. The data arrangement researches in Taiwan and different countries, which includes South Asia, East Asia and another country that represented through the

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[52] Appadurai, Arjun.(1994).Disjuncture and Differencein the Global Culture Economy.In Mike Featherstone (ed).*Global Culture:Nationalism,Globalization,Modernity*, p.295-310.London :Sage.

group of eight is needed for instance.[53] Their research found the trends are varied in different countries. The research finding showed that the global trends in ELT research were varied in different countries from Asia, Australia and Europe.

From the research findings of the data analysis and observation checklist, it can be concluded that the research trend of English teacher education department students align within global trends on ELT research. The data can be seen from the topic of discussion every year. Even though in 2014 there were topics that were not discussed in ETED research, the topics about integration of information technology but over the following year, the research trend in ETED was accorded within global trends in ELT research. The research trend of ETED discussed the topic that the global trend research discussed about.

In 2015, trend research of ETED students discussed about changing views of effective English educator, translation, changes in teaching assessment and curriculum design. These topics were corresponding within the global trend research that discussed about.

The global trend research in 2016 and 2017 discussed about learning and teaching management platform, mobile learning, blending learning, inquiry-based learning, and changes in curriculum design. Research trend of ETED on 2016 and 2017 also discussed about the topic.

In 2018, there were several topics in ETED research trend that were align within the research trends in the global such as learning and teaching management platform, web-based learning, and online informal learning. However, there was trend research in global that have not been discussed in ETED research such as, Supporting learners of specific needs, Teachers' and students' perceptions and multi-literacies and trans-languaging.

According to hei-Chia Wang on her research was designed an analysis system to evaluate research trends. The aim of their studies is designing evaluate research trends from analyzing information in specific countries. The data arrangement researches

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[53] Wang, Hei-Chia & Wei-Pin Chiu." *Research Trend Analysis – A sample in the Field of Information Systems".*international Journal of Computer and Information Engineering. vol.6, no.5(2012), pp.600-6003.

in Taiwan and different countries, which includes South Asia, East Asia and another country that represented through the group of eight is needed for instance[54] Their studies observed the trends was varied in specific nations. Their studies recommended that The students in Taiwan need to pay more attention in interdisciplinary programs and tried to growth their collaboration, to be able to increase the competency of Taiwan within the region of information science. In this research that focus on research trend of English Teacher Education Department students. Therefore, from this research found more attention to monodisciplinary that focus on education.

From the result of observation checklist, it showed that the most dominant topic in the last five years was discussed about teaching and learning strategy. Because almost English Teacher Education Department students chose the object of the study focus on teaching and learning in the classroom. They more interest to research in education. Although almost the researcher discussed about teaching and learning strategy, there were several other topics that different in every year. From 2015-2018, the research trend of English Teacher Education Department students align within the global trends on ELT research.

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[54] Wang, Hei-Chia & Wei-Pin Chiu." *Research Trend Analysis – A sample in the Field of Information Systems".*international Journal of Computer and Information Engineering. vol.6, no.5(2012), pp.600-6003.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher is presented as follows:

A. Conclusion

Based on research findings deduced in the previous chapter about research trend of English teacher education department students align within global trends on ELT research, the researcher found that there are several points. From the research findings of the data analysis and observation checklist it can be concluded that the research trend of English teacher education department students align within global trends on ELT research. The data can be seen from the topic of discussion every year between table 4.1 and 4.2. The research trend of ETED discussed the topic that the global trend research discussed about. Even though in 2014 and 2015 there were topics that were not discussed in ETED research, but over the following year (2015-2018), the research trend in ETED was accorded within global trends in ELT research.

From the result of observation checklist, it showed that the most dominant topic in the last five years was discussed about teaching and learning strategy. Because almost English Teacher Education Department students chose the object of the study focus on teaching and learning in the classroom. They more interest to research in education. Although almost the researcher discussed about teaching and learning strategy, there were several other topics that different in every year. From 2015-2018, the research trend of English Teacher Education Department students align within the global trends on ELT research.

B. Suggestion

After conducting the research about research trends of English teacher education department students align within global trends in ELT research, there are some significant suggestions from the researcher stated as follows:

1. For the University

   This result of this research is hoped to be source for university to find out the research trend in the global disciplinary discourse. And the university can contribute to students to be able to make the latest research within the global trends in ELT research

2. For the Lecturer

   The lecturers who want to give suggestions topic of discussion to the students who will look for topics to conduct research.

3. For the Students

   This research discusses popular topics that can help students in UIN Sunan Ampel Surabaya, especially English Teacher Education Department, understand the research trends in global trends in ELT research.

4. For Further Researchers

   The research about research trends of English Teacher Education Department students align within global trends in ELT research. Whereas, this research is needed to be analyzed and discussed so that research trend of English Teacher Education Department will become new literary. Therefore, the researcher hopes that this research could give knowledge or perception for the reader and the students of English Education Department or the other department of State Islamic University Sunan Ampel Surabaya.

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