

A Systematic Investigation of Research Trends of ELT and EFL Found in JEES and JEFL Journals

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Received: 15 November 2023

Accepted: 28 January 2024

Published: 7 February 2024

Abstract

Global demand for English as a foreign language (EFL) has generated a demand for learning options that maintain students motivated to study the language. The purpose of this study is to analyze ELT and EFL trends using published JEES and JEFL publications as a basis. The period under examination was from 2019 to 2023. Researchers investigated the 229 studies that were published in journals throughout this time period, concentrating on providing an overview of the methodology, subjects, and data collection techniques of the populations that were studied. In order to address the emerging topics in contemporary EFL and ELT research, we have also attempted to provide a summary of the literature's major findings. Thus, this work provides a thorough synthesis and analysis of current research trends in EFL and ELT in Indonesia. Furthermore, most of the studies featured university students and adults as well as teachers from general education. The results of this study show that the most discussed topics in both journals are about teaching practices and methods. The researcher also found extensive use of multimedia and ICT, through which we can identify a viable path for enhancing language learning, teaching, and future research. This review highlights the need for sustainable interventions and studies with diverse populations in the expanding field of EFL.

Keywords: Research trends; ELT Journal; English Research

1. Introduction

Throughout the long term, English has become perhaps the most significant and prevailing language on the planet. Today, a great many individuals all over the planet are learning English for various purposes, remembering conveying for English-speaking nations, working, contemplating, and that's just the beginning. As a matter of fact, English is the most broadly communicated language on the planet, and the quantity of non-local speakers of English as an unfamiliar or second language surpasses the quantity of local speakers (Albiladi, 2019)

In imparting, language has an impact as the medium to pass on and get data with practically no misconceptions. De Swaan ordered English as a hyper-focal language utilized and educated in practically all nations for various purposes (Sistyawan et al., 2022). English positions first as the most generally communicated in unknown dialect with 950 million speakers, followed by Spanish and Hindi in a runner up and finally, Chinese. This shows that authority of unknown dialects, particularly English, is fundamental (Sistyawan et al., 2022).

On the other hand, training has been recognized as one of the public areas (Nyirahabimana et al., 2022). English is widely spoken not only in America and England, but all over the world and also in Indonesia. Nowadays, it crosses all barriers and acts as a connecting language. In the era of globalization, English is the best medium to communicate with people around the world. Accent and pronunciation may be different, but they definitely help convey one person's emotions, feelings, and sensations to another. In this context, today's learners should be taught English so that they can interact in this language at an appropriate level in speaking, reading and writing (Yani & Saleh, 2023). Taking into account the significance of English in the instructive and logical fields, the Realm of Saudi Arabia (KSA) isn't a long way from

global patterns in the turn of events and improvement of EFL for of adding to many fields of information, including schooling and science (Almuhaimeed, 2022).

Moreover, research trend refers to the direction or main focus of current research in a particular discipline or field. Jenki in (Wahyudin & Abidin, 2022) reveals that the most common educational research trends in Europe are those related to teachers, learners, textbooks, pedagogics, curriculum and evaluation. These studies are generally conducted in formal schools at the secondary education level. Some of them are looking into policy research that allows for the reform of the education system for the better (Wahyudin & Abidin, 2022).

In addition, research trends also reflect the latest developments in knowledge and innovation, and indicate areas that are receiving intense attention from the research community. Research trends can cover a wide range of topics, methods, or issues relevant to recent scientific developments. Researchers often look at research trends to identify new opportunities, determine their research topics, and keep up with developments in their field. It is also important for research institutions, governments, and industries to allocate resources wisely and respond to changes in research trends to drive scientific and technological progress (Wahyudin & Abidin, 2022).

'English as a subsequent language' (ESL) alludes to the job of educating and learning English in English-speaking nations (Albiladi, 2020). This incorporates educating and learning English for scholarly purposes, yet in addition at different purposes like correspondence and work. Furthermore, English as an Unknown dialect (EFL) alludes to the job of educating and learning English in non-English speaking nations (Albiladi, 2019). Teachers and ELT professionals should therefore be aware of the current state of the language and the issues of both learners, educational institutions and policy makers in order to adapt their professional practices to the situations of their students and the contexts in which they use them. It becomes a language (Vitta, 2021). In parallel with the global dissemination of research studies in many academic fields, the number of systematic reviews of research studies in all academic fields has recently increased significantly. These systematic reviews help increase discipline-specific awareness and track current changes and research trends (Bozkuşa, 2021).

A thorough review of the literature shows that systematic research reports are available in the broader field of education as well as in more specific areas of educational research. The focus of these studies ranges from educational science to educational research (Tamela, 2020). It is also important for such journals to systematically investigate research trends in published academic papers. Scientific journals are one of the best sources for viewing current research and studies. Additionally, it allows experts to track research and additions to the field. It also allows researchers to communicate with each other indirectly in their areas of expertise (Almuhaimeed, 2022)

Ibn Talib in (Almuhaimeed, 2022) stated that the evaluation of the significance of logical exploration and its existence inside a given timeframe contends that specialists consistently participated in logical examination, showing its extraordinary worth and proceeding with significance. For instance, the most recent issue of "the Journal of English Educational Society (JEES), Survey of English Getting the hang of Educating incorporates a subsequent examination of ELT-related research from 2019 to 2023, and JEES has been named Research on behalf of the association and to publish original research. The journal welcomes contributions from authors in the field of current state analysis of English, including first language, second language, foreign language, language planning, linguistics, and ELT literature. The consequences of the review showed a huge expansion in the information base for logical assessment. They additionally showed that over the long run, four significant ways of thinking have arisen, zeroing in on authority in learning, social change, school viability, and school and educator improvement.

Hidayat & Krismanti (2022) analyzed the speech errors of 249 students. These mistakes happened in different morphological and syntactic categories. With respect to the surface technique scientific classification, this idea proposed that students' mistakes basically happen due to sequencing blunders and erroneous data. The student's mistake did not have a significant impact on communication and was therefore considered a local mistake. However, the mistakes made by students should be given due consideration. This is because if left unchecked, mistakes can become internalized and become a habit for students. Afidah et al. (2021) stated this medium has an attractive and colorful design that appeals to beginners, and beginners need an analysis that is completely English to immerse learners in the language environment. The background music is rhythmic to avoid distractions. Three learning targets were displayed, taken after by a nitty gritty clarification of the eight parts of discourse, counting definitions and cases. It includes different types of exercises, including multiple choice and puzzle questions. These media are accessible to anyone who needs them and serve as a template for similar media development on a variety of topics and skill levels.

Besides that, Chin et al. (2023) conducted a research about the effectiveness of digital visual language structure concept maps in improving English as a foreign language (EFL) learners' overall grammatical understanding. The potential of visual grammar concept maps enhances traditional classroom grammar instruction. While traditional form-oriented grammar learning helps students memorize individual rules, this study explores how a web-based concept map, a visual tool, can help students develop a deeper understanding of grammar rules. We are verifying whether it can be promoted. A total of 132 students participated over 18 weeks. This approach did not significantly benefit low-achieving students.

Moreover, Budiana and Yutanto (2020) found the challenge of low speaking competence among non-native English-speaking students in Indonesia, particularly at a Business school in Surabaya, through the implementation of webinars. Three classes were involved, with pre-webinar proficiency tests conducted. Following the webinar sessions, post-tests were administered, measured through oral tests. The results showed improvement in post-test scores for two out of three classes, while the last class did not exhibit any improvement. Additionally, the study explored the barriers encountered during the implementation of webinars in the speaking class.

An analysis of the Journal on English as a Foreign Language (JEFL) was performed utilizing visualized bibliographic information and different quantitative inquiries about strategies. JEFL is an important and effective platform for peer-reviewed open access journals published by universities in Indonesia. The aim of this journal is to publish research papers on English language teaching practices around the world. JEFL Journal primarily accepts papers dealing with language teaching methodologies, ELT curriculum development, bilingual education, etc.

Another research explored the impact of utilizing mobile phones for education, conducted by Haerazi (2023) specifically in mobile-assisted dialect learning (Shopping center), on preservice English teachers' intercultural communicative competence (ICC) and metacognitive skill development. Conducted with 28 preservice English teachers in Indonesia, the research revealed that MALL, when integrated with metacognitive skills, empowered these teachers to become autonomous learners, regulate their cognitive abilities effectively, and engage in critical thinking and adaptation within diverse cultural contexts. The study found that MALL significantly improved preservice teachers' ICC, with the level of metacognitive skills playing a crucial role in this enhancement. This research suggests the potential of MALL in optimizing pedagogical approaches and design principles within mobile learning environments.

Additionally, Nadjib and Triastuti (2023) analyzed the perceptions and implementation of the genre-based approach (GBA) in English foreign language (EFL) teaching among 28 EFL teachers in Yogyakarta, Indonesia. While most teachers held positive perceptions of GBA, its implementation in EFL classrooms fell short of standardization. The challenges identified included students' limited vocabulary, time constraints, and teachers' abilities in selecting appropriate texts and designing tasks for GBA. This research underscores the need for pedagogical training for EFL teachers to enhance GBA application and provides valuable insights for stakeholders involved in English language education.

The result of bilingual classrooms context conducted by Rahayu and Suharti (2023) where instructors utilized the primary dialect for rapport-building, ice-breaking, and language structure clarifications. Various TQS, such as rephrasing, repetition, simplification, and decomposition, were observed. These strategies played crucial roles in improving student engagement, understanding, and overall learning effectiveness. The authors used a qualitative case study exploring EFL online classroom practices in a professional tall school setting in Karawang, West Java, Indonesia. The consideration emphasizes the significance of instructors being mindful and upgrading their addressing capacities to optimize the educating and learning involvement within the online classroom.

Considering the time period and number of studies examined in the above review, the current research review is inherently rare compared to the period covered (papers published over 4 years from 2019 to 2023). It is a collection of pure JEES and JEFL papers in a number of article repositories. The consideration of using JEES and JEFL to be the reviewed journal in this study based on the accreditation of the journals. Both journals have been accredited in SINTA 2 reputable journals. JEES is a reputable journal with SINTA 2 predicate that has been cited 1779 times in Google Scholar. This journal is included in the ELT field journal which has produced many research works that contribute to the development of English language teaching which is useful for English teachers both as educators and researchers. Furthermore, JEFL is also included in a reputable journal with SINTA 2 predicate which has been cited 2019 times in Google Scholar. The focus of this journal is on ELT and also English as foreign language. Many research works from the JEFL journal have contributed to the development of ELT in Indonesia, especially for ELT educators and researchers. These considerations made the author decide to review and also analyze the research results contained in the two journals. In addition, both of journals have appropriate credibility for this research. The articles contained in the JEES and JEFL journals in the scope of ELT and also EFL make the two journals suitable for the purpose of this research, namely reviewing publications with the scope of ELT and EFL in Indonesia.

2. Method

2.1. Research Design

In order to analyze the quantitative content of the research literature, this study used a descriptive technique. Another name for this research design is bibliometric research. This approach's strength is its ability to offer quantitative data on research and studies that are open to examination, as well as insightful indicators related to the study's topic. Bibliometrics, often known as scientometrics, is one such method. Bibliometrics reverses the role of quantitative analysis, the primary scientific instrument. This method of evaluating research is basically counting at its most basic level. The intricacy is in the examination and use of the data, as the derived statistics may be interpreted as measures of success or failure (Pendlebury, 2010).

The research papers published in JEFL and JEES with a total of 229 articles between 2019 and 2023 were the subject of the analysis. Since these two ELT journals are readily accessible through full-text databases on journal websites, it was decided to concentrate on them. Being impartial in pursuing the research process was the first ethical consideration that emerged during the study's review of journal papers. Additionally, all references used in this research were acknowledged and cited.

2.2. Research Problem

The field of education and learning has seen a rise in research contributions. Research in English language studies, such as ELT and Applied Linguistics, has also been increasing, but up recently. Meanwhile, the pattern of trends has not been the focus of study. Due to this information, the researcher was able to examine and comprehend published ELT/EFL research trends. The researcher purposefully selected two of the publications in the ELT/EFL journal field in order to comply with the study's narrow focus.

2.3. Research Questions and Objectives

The following inquiries concerning JEFL and JEES studies are attempted to be addressed by this investigation:

1. What are the subjects covered in the research papers from 2019 to 2023 distributed?
2. What research design has been used most frequently in the papers under investigation?
3. What sample types are used in the publications that have been published?
4. What data collecting tools are most frequently utilized in the published articles under investigation?
5. Based on the examination of papers that have been published between 2019 and 2023, what research gaps need to be filled?

The research objectives listed in this study are to analyze research trends in ELT and ESL field found in articles listed in JEES and JEFL journals. In this case, the researcher wants to examine the research subject, design, instrument, sample used in the research, and what data collection tools are used in the research published in the two journals. Researchers also aim to classify and describe data related to components contained in articles that have been published in both journals.

2.4. Research Significance

This research conducted several research significances in order to analyze the journal including:

1. This study illustrates the trends by analyzing research published in two prestigious journals (JEFL and JEES), in the field's research over the previous five years since 2019-2023 and suggests some new lines of inquiry that could aid in filling in knowledge gaps.
2. Examine the state of the research on English language instruction based on articles that were published in the JEFL and JEES journals between 2019 and 2023.

To get a better grasp of the most recent developments in ELT research in order to guide the direction of next studies in the area.

2.5. Inclusion criteria

The researcher employed an academic categorization form that was adopted by Yağız et al. (2016) to analyze the sources, which are journals, with respect to the contents of the different fields of the studies that were included. The form outlines the necessary data, including themes, methodology, data collection instruments, and sampling, that are required for the specification. The paper categorization form is contained in Appendix 1.

3. Findings and Discussion

In this section, the researcher presented the findings of the study. The researcher then elaborated the results with valuable discussion with similar topics from previous study. The following result of this study including:

Brief Information about the Journals

The main sources of this study were published articles from JEES and JEFL journals. This following Table 1 displays brief information about the journal.

Table 1. Brief information on the two journals: JEES and JEFL

Journal	Focus & Scope	Issues per year	Reviewed Period
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JEES	Journal of English Educators Society (JEES) facilitates English teachers as scholars and researchers for publishing the original research articles, reviews, and brief reports to present what are crucial issues faced and experienced in the classroom instruction. This journal also accommodates articles concerning non-teaching English language aspects but important as exposure for enriching global society's English language use.	2 Issues per year April & October	2019-2023
JEFL	Journal on English as a Foreign Language (JEFL) focuses on the discussion of the theories and practices of teaching and learning English as a foreign and second language. This journal connects conversational thoughts among English language practitioners and researchers with any interdisciplinary perspectives.	2 Issues per year March & September	2019-2023

Journal of English Educators Society (JEES) is a peer-reviewed English journal published by Muhammadiyah University, the abbreviation of JEES is Journal of Educators Society and JEES accredited "S2" by the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia. JEES Journal represents the National Association of English Teachers and facilitates English teachers as academics and researchers to publish original research articles, reviews, and short reports to present important issues faced and experienced in classroom teaching.

Moreover, the journal also accommodates articles related to non-English teaching aspects but important as exposure to enrich the use of English in the global society. Scope The journal welcomes author contributions in the field of current analyses in: English as a first language, second language, and foreign language teaching and learning; Language planning, language assessment; Policy and curriculum; Multilingualism and multilingual education; Discourse analysis; Translation; Linguistics; Literature in English Education; Teacher Professional Development.

JEFL is published by Institut Agama Islam Negeri (IAIN) Palangka Raya in collaboration with the Association of Teachers of English Linguistics, Literature and Education (ELITE Association) in Indonesia. JEFL accredited "S2" by the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia. Journal on English as a Foreign Language (JEFL) is a peer-reviewed and open-access journal on teaching and learning English as a foreign and second language. The journal follows a double-blind review policy. The aim of this journal is to publish research-based articles and have a thorough discussion of the theories and practices of teaching and learning English as a foreign and second language. This journal connects conversational thoughts among English language practitioners and researchers with any interdisciplinary perspectives.

The scope of JEFL addresses English language teaching (ELT) and learning areas in the context of English as a foreign and second language, including: ELT pedagogy, ELT and learning resources, ELT and teacher professional development, English language teachers' training and education, Innovation in ELT, Language assessment, Technology-based ELT, Literacy education in ELT. Moreover, JEFL is a peer-reviewed and open-access journal on teaching and learning English as a foreign and second language. All manuscripts submitted to JEFL undergo a screening and review process by the Editorial Team to ensure that they follow the scope of the journal and have sufficient academic quality and novelty to interest JEFL readers.

Table 2. Number of articles published in JEES by year included in the sample

Year	Volume	Number	Total Articles
2019	4	1	10
		2	8
2020	5	1	14
		2	17
2021	6	1	21
		2	16
2022	7	1	14
		2	12

2023	8	1	13
		2	3
Total			128

Table 3. Number of articles published in JEFL by year included in the sample

Year	Volume	Number	Total Articles
2019	9	1	6
		2	6
2020	10	1	9
		2	10
2021	11	1	10
		2	10
2022	12	1	10
		2	10
2023	13	1	15
		2	15
Total			101

Based on Table 2 and Table 3, the total number of articles published in JEES from 2019-2023 is 128 articles. The journal has published 5 volumes with 2 edition numbers for each volume within 4 years. In addition, JEFL also published 5 volumes with 2 edition numbers for each volume from 2019 until 2023. The total number of articles published in JEFL were 101 articles. From the brief information of JEES and JEFL journals above, it can be concluded that both of two journals have almost similar submission periods, namely twice a year. The number of articles uploaded also tends to change every year. Moreover, the total number of published articles reviewed in this study were 229 articles. The researcher then examines the articles to be classified into several topics discussed in another section.

Distribution of Research Design Frequency

In this section, the researcher classified the research design used in the published articles on JEES and JEFL in the following Table 4 below.

Table 4. Distribution of The Research Designs Frequency on JEES and JEFL

Research	Research Design	Research Methods	f	%
Quantitative	Experimental	True-Experimental	8	3,4%
		Quasi-Experimental	8	3,4%
		Pre-Experimental	8	3,4%
	Non-Experimental	Correlational	2	0,8%
		Survey	19	8,2%
		Descriptive	7	3,0%
		Correlational	3	1,3%
	Comparative	3	1,3%	
		Subtotal	59	24,8%
Qualitative	Interactive	Basic Qualitative	39	17,0%
		Phenomenology	4	1,7%
		Case Study	27	11,7%

		Critical Studies	1	0,4%
	Non-Interactive	Concept Analysis	29	12,6%
		Discourse Analysis	3	1,3%
		Subtotal	103	44,7%
	Mixed	Mixed	45	19,6%
		Explanatory Sequential	5	2,1%
		Classroom Action Research	11	4,8%
		Research & Development	3	1,3%
		Convergent	2	0,8%
		Triangulation	2	0,8%
		Subtotal	68	30,4%
		Total	229	100%

From the Table 4 above, it can be seen that JEES and JEFL has been published such a various types of research design. This shows that JEES also JEFL were journal that used various research design on the published articles. However, the main focus of these journals remains ELT and learning English as a foreign language. Furthermore, the most research design found in JEES and JEFL is qualitative methods with a total of 44,7%, then followed by the second is mixed method with total number of 30,4% and the last is quantitative method with total of 24,8% articles published on JEES and JEFL.

In accordance with that, qualitative research was found to be the popular approach in ELT research. This is in line with the results of the analysis of the two journals, namely JEES and JEFL, by the researcher, that the majority of published articles use basic qualitative research design. In addition, qualitative research is multimethod in nature and approaches its subject matter through an interpretive, naturalistic lens. Accordingly, qualitative researchers investigate phenomena in their natural environments with the goal of explaining or interpreting occurrences in terms of the meanings that individuals assign to them (Denzin & Lincoln, 2011).

The use of qualitative methods in English language research has become the trend over the years. It is more common to describe qualitative research as concentrating on language and meaning, personal viewpoints and beliefs, discourse and social interaction, and emerging group processes and culture (Mardis et al., 2014). Additionally, the result shows that the most common use of methodology in JEES and JEFL journal means to be the basic qualitative (17%) then followed by concept analysis (12,6%) and case study (27%) The results indicates that mostly the published articles were interactive qualitative types research.

Apart from that, in the next position there is a mixed method which is often found from the results of researchers' analysis. The use of mixed methods is a trend that is widely implemented by ELT researchers. Research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry" is what Creswell and Clark (2011) define as mixed methods research. Some of the benefits of using mixed methods are that they can produce more accurate data based on combining two methods in a study. In line with this objective, Bamberger (2012) suggests that research using mixed approaches foster a deeper comprehension of stakeholders' viewpoints regarding the nature of the intervention. With several data sources used by researchers, this can make the data more valid.

Moreover, in last place is quantitative as the research method used by both journals. These results also show that from published articles in JEES and JEFL, the use of quantitative methods is still rarely found based on the existing results, namely 24.8%. Additionally, within the quantitative method itself, survey design is the one most widely used by existing research. Survey itself is defined as the process of gathering data from a sample of people by having them respond to questions of the research. This kind of study permits the use of many approaches for participant recruitment, data collection, and instrumentation (Check & Schutt, 2012). Overall, the result shows quantitative methods were barely used in the published articles on JEES and JEFL rather than qualitative and mixed methods. This shows that the ELT or EFL research trend during 2019-2023 refers more to the use of qualitative methods and mixed methods.

Research Samples on Published Articles

Table 5. Frequency distribution of the samples in the published articles on JEES and JEFL

Sample	Frequency	%
Students	2	0,3%

		Primary	6	2,5%
		Intermediate - Secondary	34	14,2%
		University and Adult	74	30,9%
Sample Type	Teachers	General Education	48	20,0%
		University Education	23	10,0%
		Pre-service	11	4,8%
	Managers and supervisors		4	1,6%
	Documents and books		37	15,4%
		Total	239	100%

Table 5 presents the frequency of sample distribution found in JEES and JEFL during 2019-2023. The total of samples on JEES and JEFL were 239 samples from 229 articles. This result could occur because there are several articles that use more than one sample for data collection. In addition, it also shows that most of the samples counted in JEES and JEFL were university students and adults with a total of (30,9%) from the total samples.

In a study, a researcher can use more than one type of sample as a data source. This has also become a trend among researchers in the field of ELT because using more than one research sample can enable research results to be more accurate. In line with this, it states that comparing results from different samples, researchers can identify patterns and trends that are more accurate and reliable (A'Hern, 2021). This is because with multiple samples in a study, the results of the research can produce perspectives that come from different samples. So that later a researcher can elaborate it into better results.

Moreover, from both journals, it can be seen that the most widely used research samples are from university students and adults. These results indicate that the role of university students as research samples is becoming a trend among current ELT research. This can occur because college students are often sampled to study young adults, while adults are often sampled to study the general population (Firmansyah & Dede, 2022). Additionally, the participation of college students as well as adults makes it easier to retrieve information as well as more accurate answers compared to students at lower levels. This is supported by the statement that students of university and adults are often more accessible and easier to recruit for research studies than other populations (Andringa & Godfroid, 2020).

On the other hand, teachers also play the role of being the sample of these articles as shown on Table 5, teachers from general education most likely being the participants of the study. Most of the articles tend to gain information from the teachers' perspective about learning methods or teaching practices. As stated by Saraswathi (2014) that the teachers' responses are extremely helpful for comprehending the nature of classroom practices, limitations in the implementation of intervention programs, and knowledge for policy creation since they depend on reflections from their own participation experience. This shows that the role of the teacher as a participant of an ELT research is considered more comprehensive because the teacher is a figure who plays an important role in classroom activities. They can provide information about the conditions that occur during the learning process.

The Data Collection Tools used in Journals

Table 6. Frequency distribution of the data collection tools used in JEES and JEFL

Data Collection Tools		F
Questionnaire	Open-ended	45
	Likert	43
	Multiple choice	3
Achievement Test		49
Interview	Constructed	18
	Semi-constructed	62
	Unconstructed	17
	Focus Group	12
Observation		35
Task/Journal writings		11

Documents	46
Scales	1
Other	21
Total	363

The data from Table 6 shows the frequency distribution of instruments used on published articles from JEES and JEFL. With a total of 363 instruments, these results are based on the varied use of instruments in published articles on JEES and JEFL. Therefore, the results are much greater than the number of articles because in one study more than one or even two instruments can be used to conduct the data. From the data, the most used instruments were semi-constructed interviews with a total of (f=62) times used and then followed by documents with (f=46) times used.

The results of the researcher's analysis of the use of instruments from the two journals show that there is an unsynchronized number between the number of articles and the number of instruments used. From the researchers' observations, this happened because some studies used more than one instrument and even more than two instruments. Thus, causing the total number of instruments to be more than the number of articles.

Furthermore, this happens to emphasize more in-depth results about a phenomenon, so the use of more than one instrument will be very beneficial for the research results to be achieved. The use of more than one research instrument is to construct valuable result for the study, since the use of more than one instrument can conducted in depth information about the research. In addition, since the most common research design found in this study was qualitative, the researcher also found that semi-structured interviews were the most widely used instrument (f=62). In addition, according to Queirós et al., (2017) focus groups, field observation, semi-structured interviews, and structured interviews are the most often utilized methods in qualitative research. The most used instrument revealed in both journals then followed by an achievement test (f=49) and documents (f=46). On the other hand, the use of questionnaires was also massive in both journal studies with a total number of (f=45) for open ended questionnaires and (f=43) for Likert-scale questionnaires.

Distribution of Subject on Published Articles

Table 7. Distribution of subjects' frequency in the published articles on JEES and JEFL

Subject of Article	F
Teaching Practices and Methods	64
Communication Skills	7
Assessment	13
Learners' Issues	27
Teacher's Issues	26
Cultural Perspectives	9
Global English & Lingua Franca	5
English Learners	13
Multimedia & ICT in Language Education	48
Linguistic	17
Total	229

The data presented on Table 7 shows the distribution of subject frequency found in JEES and JEFL journals. The total data of Table 7 is 229 in accordance with the total number of published articles in both journals. The frequency that appears most often is Teaching Practices and Methods with a total of ($f=57$) times. It shows the credibility of both journals JEES and JEFL as journals that have focus and scope in ELT topics. It also indicates that the current trend in ELT research is the topic of teaching practice and methods. In accordance with that, Darmayanti (2022), stated that varied teaching methods can increase student motivation in learning English.

This result is also supported by the second largest result, namely the topic of Multimedia & ICT in Language Education, with a total of ($f=47$) times which shows that JEES and JEFL research also discusses developments in the use of technology in teaching, especially ELT and English as a foreign language. From the results of the analysis by researchers, it can be seen that in this digital era it cannot be denied that the use of technology is a topic that is highly sought after today. The world of English education cannot be separated from innovations in learning media.

This is also supported by the opinion of McCarthy (2015) that the research and literature show that the ability to use technology to increase opportunities for meaningful student-teacher and student-student interaction within the classroom and to extend students' access to course content does present an exciting new paradigm for education. ELT research topics regarding the use of multimedia and ICT in English language teaching continue to develop over the years. ICT is expanding at a rapid rate, which is both a cause and an effect of global society's social and economic development. ICT has had a major effect and impacted the field of teaching English (Kim, 2011). This ever-developing innovation is the basis for researchers wanting to continue to develop and research more deeply into English language teaching media. So many researchers have raised this theme as a research topic.

4. Conclusion

An analytical review of research trends occurring among ELT and EFL researchers is currently becoming increasingly diverse. This can be seen through the results of this research which show variations in the use of research methods, samples, instruments, and topics raised in several articles published by two SINTA 2 accredited journals, JEES and JEFL. The study's conclusions demonstrated that there was a close distribution of published publications in the ELT and EFL fields between 2019 until 2023. The majority of the study topics have been related to teacher education, language acquisition, and teaching. These articles contain data that was gathered using qualitative methods. The majority of these publications used semi-structured interviews together with documents and open-ended and Likert-scale questionnaire forms. Additionally, despite the fact that quantitative research procedures provide more dependable data, these researchers have a tendency to disregard them. Based on these results, it is recommended that academics and graduate students' knowledge and expertise in research methods be strengthened in order to increase the number of proficient statistical procedures and models that may be used with various sample groups. In line with this, it is important to promote and increase the use of mixed and quantitative research designs. These findings suggest that the most recent developments in the field of ELT should be the focus of future research. To obtain a thorough grasp of the ELT research domain, comparative investigations examining published works by worldwide writers in relation to the previously mentioned topics are recommended as a means of future research. The researcher hopes that, with the development of increasingly advanced times, there will also be more ELT and ESL research that covers more fields.

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