TREND ON TEFL RESEARCH : A STUDY IN ENGLISH EDUCATION DEPARTMENT OF IAIN BUKITTINGGI

A THESIS

Submitted as a partial Fulfillment of the Requirement to Obtain Strata One (S1) Degree on English Education Section

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ABSTRACT

Agustia Fadhila, 2314.110. Trend on TEFL Research: A Study in English Education Department of IAIN Bukittinggi Periode 2011 to 2014. A Thesis, State Islamic Institute, 2018.

The research is due to by several problems that are faced by the students of English Education Section of IAIN Bukittinggi 2011-2014. Most of students research conduct with the same topic. The students just modify the previous study because they do not explore scope of TEFL research so that they do the same research

The informants of the research are the students of English Education Section which consists of 151 out from 163 students. The informants are taken by using purposive sampling technique. Therefore, the researcher used the sample of the population which comprises151thesis.

Based on the findings of the research, the researcher finds The result of analyzing data shows that Teaching strategies the most popular (31.2%).thesecondhighestteaching technique (29.8%), and the third was material (9.9), the fourth Teaching Methodology (8.6%), and CALL/Multimedia (8.6) the fourth was CALL/Multimedia (8.6%), followedbyTesting/Assesment (6.6%)andthelowestchoosentopicwas Classroom management (2.6) and learning styles (2.6%).The result of analyzing data shows thatspeaking was the most popular (25.1%) target language skill out of the other target language skill such as listening, reading, writing, vocab, pronunciation, grammar.

In conclusion, research thrend that students thesis in 2011-214 show that teaching strategies is the trend of research topic 31.2%. Speaking is the trend of target language skill 25.1%. Trend on research method is experiment 35.7%.

Key Words:*Research Trend, Thesis*

ABSTRAK

Agustia Fadhila, 2314.110. Kecendrungan (Trend) Penelitian Pengajaran Bahasa Inggris Sebagai Bahasa Asing: Sebuah Penelitian Pada Skripsi Mahasiswa Jurusan Pendidikan Bahasa Inggris Sebuah IAIN Bukittinggi Periode 2011-2014.Skripsi, Institut Islam Negeri Bukittinggi, 2018

Penelitian ini di latar belakangi oleh beberapa masalah yang di alami mahasiswa jurusan Pendidikan Bahasa Inggris IAIN Bukittinggi pada periode 2011-2014. Kebanyakan penelitian mahasiswa dilakukan dengan topic yang sama, mahasiswa hanya memodifikasi topic-topic penelitian senior mereka. Mahasiswa kurang mengekplore *ruang lingkup TEFL* sehingga penelitian yang mereka lakukan mengulang penelitian terdahulu. Pengulangan pada *topic* penelitian, *target language skill* dan *metode penelitiannya*.

Informan penelitian adalah thesis mahasiswa jurusan Pendidikan Bahasa Inggris dari tahun 2011 sampai 2014 yangberjumlah 163 thesis. Informan di tentukan dengan menggunakan teknik *purposive sampling*. Oleh karena itu, peneliti hanya mengambil thesis yang mengunakan TEFL sebagai topic penelitian. sampel dari populasi yang berjumlah 151thesis.

Berdasarkan hasil temuan data penelitian, peneliti menemukan bahwa teaching strategies adalah topic yang paling banyak diteliti mahasiswa sebanyak (31.2%). Diikuti oleh teaching technique (29.8%), dan material (9.9), selanjutnya Teaching Methodology (8.6%), dan CALL/Multimedia (8.6), diikuti oleh Testing/Assesment (6.6%)dan yang paling sedikit diteliti mahasiswa Classroom management (2.6) and learning styles (2.6%).Target language skill yang paling diteliti mahasiswa adalah speaking sebanyak (25.1%), dan research method yang paling digunakan mahasiswa adalah experiment sebanyak (35.7%).

Dengan demikian dapat disimpulkan bahwa *kecendrungan penelitian* mahasiswapendidikan bahasa Inggris semenjak tahun 2011 sampai 2014 diklasifikasikan berdasarkan kecendrungan research topicnya sebanyak 31.2%, dan untuk kecendrungan target language skillnya adalah speaking skill sebanyak 25.1% dan untuk kecendrungan research method adalah experiment sebanyak 35.7%.

Kata Kunci:, Kecendrungan Penelitian, Skripsi.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Research is an important scientific activity in education. Research is a process of solving the problem using scientific approach a nd scientific method in formulating or explaining the problems. Research is essentially an attempt to discover, develop, and test the truth of a knowledge systematically and rationally. Many problems in education can be solved through research.

Educational research is the scientific field of study that examines education and learning processes. Educational research also examines the human attributes, interactions, organizations, and institutions that shape educational outcome. Educational research is a systematic process of acquiring knowledge and problem solving through scientific method. Donald Ary states that educational research conduct to find out the solution of educational problems.[1] It means that educational research aims to finding out solution of educational problem. That way, research is important to conduct in English education.

One of the efforts to improve the quality of English education graduates is through conducting research in English education department. This conduct to solve the problems and providing solution for each English teaching problem. Beside that, the result of the research must be able to answer the challenge of English language teaching. The research is not only to answer the challege but also to develop the new theories in teaching English. Therefore, all students in English education program should do the research in term of teaching english as foreign language.

Research in teaching English as a foreign language is a research that conduct to solve problems and provide solutions for every English

[1] Donal Ary, *Introductions to Research in Education*,(Canada:Cengage Learning,2010), p. 19

teaching problems. Moreover, research is also capable to develop new theory in teaching English as foreign language. It can conclude as, many of problems related to teaching English as foreign language can solve by conducting a research.

Research in teaching English as foreign language has a very important role to improve the teaching and learning process. For the teacher side, the research result used to make decisions in the classroom. In English language teaching, research use to improve teaching techniques. In term of teaching language skills for example, teacher can decide what techniques the most approriate use in the classroom. In addition, research is use by teachers to manage the class. It describes that research is used to improve successful in English language teaching.

The research directed to the scope of English language teaching, which involve teaching and learning. Tricia Hedge classified the framework of teaching and learning English into teaching language skill, teaching language system, course design and language testing.[2]It means that research in English language teaching has a large scope.

In addition, teaching English as foreign language also divide into, the theory of learning, design of teaching, objective of the method, syllabus, types of learning and teaching activities. Teacher and students roles is also a part of teaching and learning. It means that teaching English as foreign language has complect scope.

besides, the most complect scope of teaching English is the most problems will find as the object of English language teaching research. For example, most of students do not interest in learning English. The ability of students comprehend the English lesson and so on. all the problem which is show in the teaching process can be an object of research. Moreover, each scopes have many problems which has potential to be an object of students reseach.

The large scope of teaching English has potential to create some topics research. Bani Khalid shows the topic of teaching English as foreignlanguage such as, teacher pedagogy. It concerning with the implementation of teaching strategies in teaching of English language skill and component. The topic includes, story pyramid, talking chip, mind

[2] Tria Hedge, *Teaching and Learning in the Language Classroom*, NewYork: Oxford University,2009,p.5

map, dictoglos, think aloud strategy, and so on.[3] it means that the large of topic in teaching English provide most interest topic tend to be a research object.

Most of students has tendency to choose the topic of research based on previous studied. Almost all students interest to modify the previos research done by the senoir without develop it, so that, The result of the students research has not show the variation. Consequently not all problems in teaching English can find the solution.

The task of the students as a researcher is to conduct research in various scope of teaching English. The variation in student research depends on their knowledge of the scope of teaching. That will be many problems that students can make as an object of research. So found a solution to every problem of teaching English. Therefore, English language teaching research should be able to covers the whole scope of teaching English as foreign language.

Based on preliminary research, researcher found that English Education Students in IAIN Bukittinggi has done research since the first graduates until now. The study was written as a scientific essay in the form of a thesis. Researcher found The topic of students research almost the same. In term of the year 2009 almost students conducted the research using the effect. Then, the next years almost of students research using corelation and comparison. During the last 3 years research, in 2011-2014 there are 163 thesis. The research in term of the three years has not covers the entire scope of teaching English. Therefore the researcher choose the trend of teaching English because this research is useful to know the extent to which research has been able to touch various scope of teaching English.

Based on background of the problems above, this research is important to be conducted under the title" **Trend on TEFL Research: A Study in English Education Department of IAIN Bukittinggi periode 2011 to 2014."**

B. Identification of the Problem

[3]Bani- Khaled, Turki Ahmad Ali Diab. (2012). *Jordanian English Language Research: A Meta-Analysis.* International Journal of Humanities and Social Science Vol. 2 No. 14 [Special Issue - July 2012]

1.there is some repeatedly research on the same topics.

2. Students lack to explore the scope of TEFL.

C. Limitation of the Problem

To avoid misunderstanding and clarify the problem, it is necessary to make the limitation of the problem. In this research, the researcher limits on discussing about research trends on TEFL students research in English education program of IAIN Bukittinggi : 2011 – 2014, The research was focused on finding out trends of 1). research topics of the TEFL students' theses; 2). Target language skill; 3). research method.

D. Formulation of the Problem

In accordance with the limitation of the problem, the problem in this research is formulated with the following questions:

1. What is the trend of TEFL research in term of topic among the theses of students in English Educational Program periode 2011 to 2014?
2. What is the trend of TEFL research in term of target language skills among the theses of students in English Educational Program periode 2011 to 2014?
3. What is the trend of TEFL research in term of research method apply by the students of English Educational Program periode 2011 to 2014?

E. Purpose of the Research

1. To know the term of TEFL research in term of topic among the theses of students in English Educational Program periode 2011 to 2014.

2. To know the term of TEFL research in term of target language skills among the theses of students in English Educational Program periode 2011 to 2014.
3. To know the term of TEFL research in term of research method apply by the students of English Educational Program periode 2011 to 2014.

F. Significance of the Research

This research is significant because it is very useful and gives the good contributions for EFL students of English education program, English Education Depart ment of IAIN Bukittinggi and researcher.

1. For the EFL students, they make easier to do research in the next year, students can easily see the title that has been done in the previous study and students do not practice of plagiarism.
2. For the English Education Department of IAIN Bukittinggi , to find out how far the research touches the various scope English teaching.
3. For the researcher, it could give more knowledge about doing and writing reseacrh proposal, and it is submitted to obtain Strata one (S1) on English education program of IAIN Bukittinggi.

G. Definition of the Key Terms

1. TEFL

teaching English for all ages and for all countries as well as an awareness of learning processes and of how language works as a meduim of communication.

2. Research Trends

   Is the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people.

3. Theses

   Is a long piece of writing on a particular subject, especially one that is done for a higher college or university degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Teaching English as Foreign Language

a. Definition of TEFL

The Instruction of English as a foreign language may occur in any country. Learners of EFL study English for different purposes such as passing the examination, career development, pursuing their education, etc.In most countries. English as a Foreign Language is part of the educational curriculum, particularly.

In,Indonesia, English is a compulsory subject in senior and junior for high schools. In the lower levels, such as in elementary schools and in kindergarten. English is not a compulsory subject. It can be taught to the students as the local content subject.

Teaching English as foreign language is the teaching of English to people whose first language is not English, especially people from a country where English is not spoken. Brown defines teaching as " guiding and facilitating learning, enabling learner to learn, and setting the condition to learning".[4] It mean that teaching English as foreign language are activities to help English language learner to learn English as foreign language.

Teaching English as Haycraft said is teaching English for all ages and for all countries as well as an awareness of learning processes and of how language works as a meduim of communication.[5] It means that everyone has a chance to learn and teach English wherever the human live. Nunan stated that English foreign language is used in contexts where English is neither widely used for communication, nor used as the medium of instruction.[6] It means that English is used as an official language.

Geoffrey and his friends said English as foreign language is taught in schools often widely but it does not play an essential role in national or social life.[7] It means that English tend to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools has an educational function. The older learner who deliberately sets out to learn English has a clear instrumental intention, such as the passion of learning English is to be able to communicate with tourists or friends.

Referring to the theories above the writer can conclude that teaching English as foreign language is focused on the purposes or studies of English by teachers and English language learners with a different mother tongue. English used as a tooof communication in the world of various countries, instead of using it as an primarily language.

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[4] H.Douglas Brown, *Principles of Language Learning and Teaching,* San Fracisco State University: Longman Inc, 2000, p. 7

[5] John Haycraft, *An Introduction to English Language Teaching,* Longman Singapore: Longman Group Ltd, 1986, p 17

[6] David Nunand and Ronald Carter, *Teaching English to Speakers of Other Languages*, New York: Cambridge University Press, 2001, p. 2

[7] Geoffrey and his friend, *Teaching English as Foreign Language*(ebookclub), USA: Taylor Fancis e-library,2003, p. 6

b. The Scope of TEFL

Scope of teaching English as foreign language contains all areas of English language studies including language skills, language components, and the factors affecting the teaching or learning of English as a foreign language. Hayes states that there are various skills of a language; receptive skill and productive skill.[8] It means that teaching English as foreign language is teaching language various skill. Listening is understanding the spoken language and reading is understanding the written language which are receptive skill. Speaking and writing are productive skill.

Another theory comes from Tricia Hedge that offer four framework of teaching English, they are:[9]

1) A framework for teaching and learning.

   It focus on discussion about the learners and learning, classroom and contexts, the communicative classroom, learner autonomy and learner training.

2) Teaching the language system.

   It focus on discussion about teaching vocabulary and grammar.

3) Developing the language skills.

   It focus on discussion about teaching reading, listening, speking and writting.

4) Planning and assessing learner.

   It focus on discussion about assessment and testing.

[8] John haycraft, *Introduction to English Language*,longman Handbooks for language teachers,1978

[9] Tria Hedge. Op. Cit., pp. 5

From the framework in teaching English that Tricia Hedge give, it drawns on scope of the learning and teaching English as foreign language. It means that the field of teaching English as foreign language discuss about learning and teaching. When it is a learning proses it focus on students. For example the way students learn English language, the students strategies in learn English. Besides, when it is a teaching process it focus on teacher. The way teach English in the classroom, the teaching technique in the class and so on.

Harmer also identified the concepts in English language teaching, they are:[10]

1) Teaching language include teaching grammar, lexis and vocabulary, and pronuciation.
2) Teaching methodology
3) Teaching language skill, include how to teach listening, speaking, reading and writing.
4) Managing learning and teaching.
5) Planning, resources and assessment.

It describes that the field of teaching English as foreign language also discuss about lesson plan and assessment. It involve the way teacher transfers the English lesson to the students. Kind of assessment that students should do. So that, researcher can use all scope of teaching English as foreign language to cathegories the the trend on teaching English as foreign language research. It involves teaching language skill, classrom management, teaching technique, learners strategies.

2. The Nature of Educational Research

a. Definition of Educational Research

[10] Jeremi Harmer, *Essential Teacher Knowledge: Core Concepts in English Language Teaching*, UK: Pearson Longman, 2012

Educational research is the scientific field of study that examines education and learning processess and the human attributes, interactions, organizations, and institutions that shape educational outcomes.

According to Donald Ary "educational research is the application of the scientific approach to the study of educational problems."[11] It means that researcher conduct research to find a solution to some problem or to gain insight into an issue the researcher do not understand.

Mouly state that educational research is the systematic application of scientific method for solving educational problem.[12] It mean that to be involved in scientific activity people should do research as way to solving the problem.

Whitney state that educational research aims at finding out solution of educational problems by using scientific philosophical method.[13] It means that the way to solve educational problems is using research with scientific philosophical.

Creswell defines educational research is a cyclical process of steps that typically begins with identifying a research problem or issue of study. It then involves reviewing the literature, specifying a purpose for the study, collecting and analyzing data, and forming an interpretation of information. This process culminates in a report, disseminated to audiences, that is

[11] Donal Ary,*Introductions to Research in Education*, (Canada: Cengage Learning, 2010), P.19

[12] Retrived from http: // shodhganga.inflibnet.ac.in/bitstream/10605. At February 2,2018.

[13] Retrived from http: // shodhganga.inflibnet.ac.

evaluated and used in the educational community.[14] It can conclude that educational research is a sistematic process begins with formulate the problem.

b. Types of Educational Research

Educational research has some types use in the research, there are some types of educational acording to expert.

According to Cohen and his friends there are styles of educational research:[15]

1) Naturalistic and Ethnographic Research

Ethnography is a portrayal and explanation of social groups and situations in their real-life contexts.

It means that ethnographic research describes groups of social in their own environment based on their real life.

2) Historical and Documentary Research

Historical research has been defined as the systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusions about past events In the other hand Documents are useful in rendering more visible the phenomena under study.

3) surveys, longitudinal, cross-sectional and trend studies

surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. The term longitudinal is used to describe a variety of studies that are conducted over a period of time. A cross-sectional study is one that produces a snapshot of a population at a particular point in time. Trend studies focus on factors rather than people,

[14] J.W.Creswell, *Educational Research*,(New Jersey: Upper Saddle River, 2002)

[15] L.Cohen, *Research Methods in Education*, (Taylor & Fancis e – Library, 2005), P. 152

and these factors are studied over time. New samples are drawn at each stage of the data collection, but focusing on the same factors.

4) case studies

   A case study is a specific instance that is frequently designed to illustrate a more general Principle.

5) correlational research

6) ex post facto research

   Ex post facto research is a method that can also be used instead of an experiment, to test hypotheses about cause and effect in situations where it is unethical to control or manipulate the dependent variable.

7) experiments, quasi-experiments and single case research.

8) action research

   From the categorize above, it can conclude that types of educational research used to conduct some research in term of educational research. We use this type depend on our own research.

c. Types of research design

To conduct a research, the resercher use some apporiate research design to design his/her research. Some expert categorize types of research design as follow:

Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. According to cresswel there are some research design used in educational research:[16]

1. Experimental Design

[16] J.W.Creswell, *Educational Research,*(Boston:United State, 2012), p.

Experimental Design also called intervention studies or group comparison studies are proceduresin quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

2. Correlational Design

Correlational design are procedures in quantitative research in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlational analysis.

3. Survey Designs

Survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people called the *sample* to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people called the *population*.

4. Grounded Theory Designs

Grounded theory designs are systematic, qualitative procedures that researchers use to generate a general explanation(grounded in the views of participants, called a grounded theory) that explains a process, action, or interaction among people.

5. Ethnographic Designs

Ethnographic designs are qualitative procedures for describing, analyzing, and interpreting a cultural group's shared patterns of behavior, beliefs, and language that develop over time.

6. Mixed Methods Designs

Mixed methods designs are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies. In this process, you need to decide on the emphasis you will give to each form of data (priority), which form of data you will collect first (concurrent or sequential), how you will "mix" the data

(integrating or connecting), and whether you will use theory to guide the study (e.g., advocacy or social science theory).

7. Action Research Designs

Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher.

d. Types of research methods

To conduct a research, the researcher use some appropriate method to design the research. There are some method use in research:

According to Gary and Nancy research method is an approach to addressing a research question or problem. Methodology can be compared to fine cooking in that there are many approaches to each product.[17] Gary and Nancy identified

some types of research methods:

1) Historical

2) Descriptive

3) Experimental/ Quasi-Experimental

4) Correlational

5) Qualitative

6) Program evaluation

[17] Anderson, Gary & A, Nancy, *Fundamental of Educational Research,* Taylor & Fancis e – Library, 2005, p.91

7) Case study

8) Policy research

9) Organizational evaluatio

From the categorize above, the researcher concludes that there are nine of research design that we can compare to conduct the own research.

3. Trend on TEFL Research

a. Definition

We use trend to discribe some tendency to know a pattern of gradual change in a contion, output, or process, or an average or general tendency of a series of data points to move in a certain direction over time, represented by a line or cuve on a graph in research.

Cohen states that trend or prediction studies have an obvious importance to educational administrators or planners. Essentially, the trend study examines recorded data to establish patterns of change that have already occurred in order to predict what will be likely to occur in the future.[18] In trend studies two or more cross-sectional studies are undertaken with identical age groups at more than one point in time in order to make comparisons over time.

b. The Trend of Topic

Researcher conduct teaching English as foreign language research in line with the scope of itself. There are some topics can use in research. Bani Khalid identified some topics we can use in teaching English as foreign language.[19]

1). Pedagogy

[18] L.Cohen, *Research Methods in Education,...,* P. 213

[19] Bani- Khaled, Turki Ahmad Ali Diab. (2012). Jordanian English Language Research: A Meta-Analysis. *International Journal of Humanities and Social Science Vol. 2 No. 14 [Special Issue - July 2012]*

Pedagogy concerning with the implementation of teaching strategies in the teaching of English language skills and components such as Story Pyramid, Talking Chip, Mind Map, Dictoglos, Summarizing technique, PQ4R, Think Aloud Strategy, Semantic Mapping, KWL, GIST, DRTA, Cross Talk Method, Vocab Picture, Graphic Organizer, Home-Made Book, Cross Talk Method, Questioning Strategy, Word-search puzzle, RAP/Read Ask Put, Computer Game Software, Small Group interaction, Modified postcard, Talking Chip Technique, Pair work technique, STAD &CIRC , Adob Flash CS3, Jeopardy,Vocab self-collection strategy, Grouping and Organizing, Jigsaw, Scramble, 20 question Games, TPR, Pictorial board game, Jumble picture, Team Game Tournament , TPS, SQ3R, Square Picture, Pictorial Puzzle, CTL, GTM, Colorful Picture, Series Picture.

2). English instruction in the levels of Kindergarten, Elementary, and Secondary;

3). Curriculum and its implementation,

4). Strategies of Native Speaker in teaching English,

5). Item test analisis

6). Developing instructional materials and media National Test

8). Learner dan Teacher's Talk,

9). Translation and English instructional problems.

10). Students' learning styles.

In addition, research result done by Mehta that the most popular research trend is English instruction concerning most with technological

advancement such as computer, internet, or mobile phone. The very popular trends found in ELT are as follows:[20]

1) Teaching with Technology
2) Teachers connect with web 2.0
3) Blockbuster course books kept alive through "New" versions
4) English as a Lingua Franca
5) Learner Centeredness and Needs
6) Portfolio Development for Teachers
7) Syllabus Design and Materials Development

So that, the varios topics can use in teaching English as foreign language research. It should be determine by researcher to conduct a TEFL research.

c. The Trend of Research method

In conducting a research, resercher use method to design a research. There are some appropriate methode we can use to conduct a research. Erna and Arina identified some trend on research methode, they are:

1) Descriptive/Qualitative and quantitative
2) Library and content
3) Experiment
4) Survey
5) Correlation
6) Comparative

[20] Mehta, Hetal J. (2012). Current Trends In English Language Teaching. *Indian Journal of Applied Research*, Vol 1, No. 12. pp: 116-118

7) CAR

8) R & D

Arina and Erna found that there are 10 trend on research methode that resercher need to determine to identified tren on teaching English as foreign language.

B. Review of Related Study

To support this research, the researcher found some relevant previous researches related to this research. First, the research by Erna Iftanti, Arina Shofiya in journal of Dinamika Ilmu, states Islamic Institute of Tulungagung Indonesia. Their journal is about "research trend of EFL students in English education program: A 2005 – 2015 survey". The problem of their research is some repeatedly research on the same topics. The result of their research reveal six important points. Firstly, TEFL is the trending research topic among English education students' theses within the past eleven years (2005-2015). Secondly, Gap in background of the study shows within the last eleven years, 53.11% theses do not successfully demonstrate niche/gap. Thirdly, trend of formulating research objectives appropriately with the research title. Fourthly, trend in the students' theses is most of them only concluding the related literature and previous studies. Fifthly, descriptive qualitative is the most popular research method implemented by the students within the last eleven years.

Second, the research by Ma, Jee Hyun and Kim Youngsu from Chonnam National University. Their research is about " current research

trends of English education in domestic and international journals from 2011 to 2013.

The result of their research reveal four important points. Firstly,

the results show that university students have participated most in Articles in domestic journal (English Teaching) and international journal (Tesol Quartely). Secondly, quantitative and qualitative research methods was well balanced. Thirdly, in terms of target language skill, writing has been studied most in English Teaching and speaking in Tesol Quartely. Fourthly, as for research topics, articles based on socio-cultural factors have been published most in TQ and articles based on classrooms pedagogy in ET.

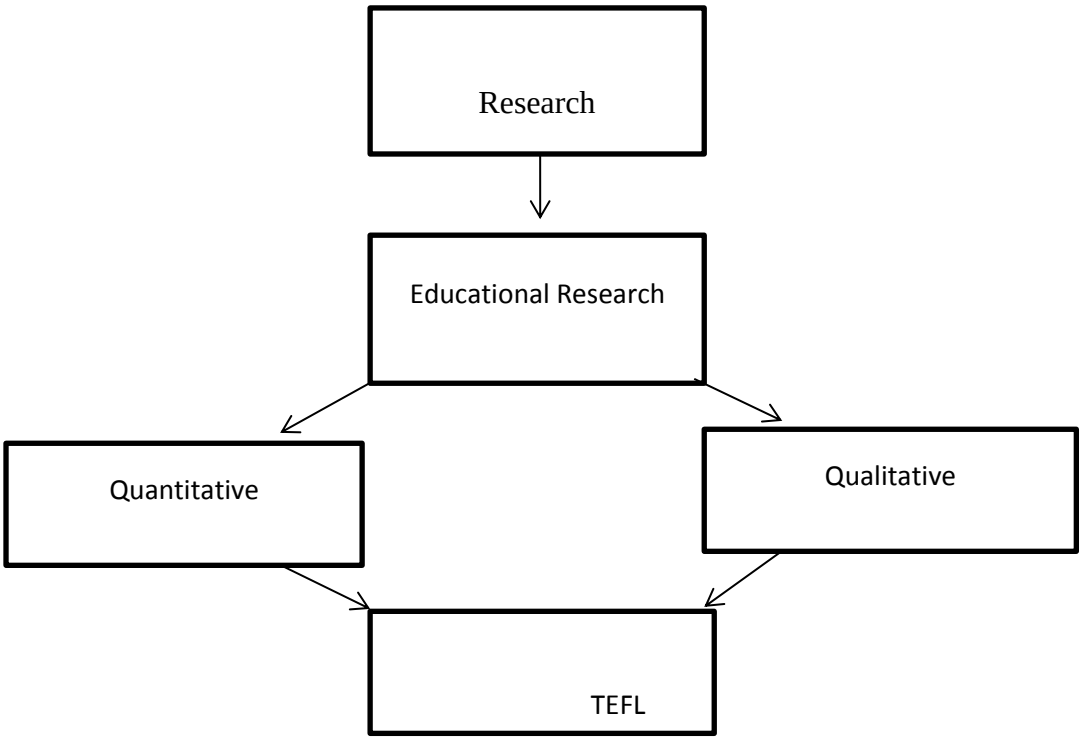
Third, the research by Lu-Chun Lin and Chiao-Ping Cheng from National Chiao Tung University, Taiwan. Their research is about research trends in selected M.A. TESOL programs in Taiwan: A preliminary contents analysis of master's theses from 2003-2007. The result of their research reveal three important points. Firstly, the analysis of the research contexts examinined in the master's theses completed between 2003 and 2007 in selected TESOL program indicated that the three most common research contexts were high school (66%), higher education (17%), and elementary school (11%). Secondly, the prevalent research topics investigated in TESOL master's is language skills and teaching methods together were the top two research topics. Thirdly, the frequently investigated research contexts and topics in the TESOL master's theses

change over five year is high school settings remained the primary research context

From the explanation of related to the previous researches, so that, the researcher is interested to formulate his thesis under the title “Trend on TEFL Research: A Study in English Education Department of IAIN Bukittinggi periode 2011 to 2014”. since this research is quite different with the others as mentioned above. The result of this research is expected to give new perception toward trend on TEFL research and how far the research touches the various scope English teaching.

C. Conceptual Framework

Conceptual of this research caan create as bellow



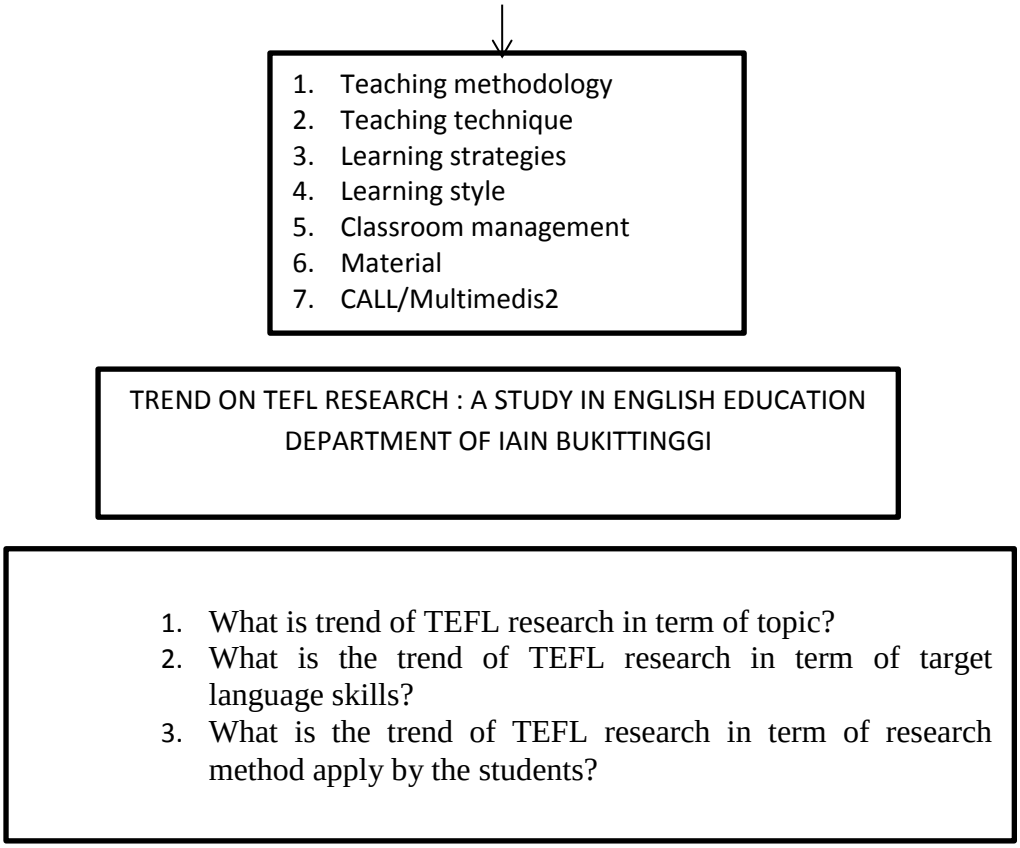


Figure 2.1

Based on figure 2.1 shows that the trend on TEFL research consist of trend on topic, target language skill, research method. Than the TEFL research which invoved teaching language skill, teaching language system, teaching technique, teaching material, testing, classroom management.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

Based on the purpose of the research and the nature of the problem, this research use descriptive quantitative research design. Polland states that surveys can be used to describe phenomena and summarize them in order to get a precise measurement of certain things such as political preference.[21] The purpose of the research is to describe the phenomenon existing in field in order to get the information.

Hinkel in Browly defines descriptive quantitative research as the research that describes behaviors, outcomes, scores, etc by using statistic such as frequencies, percentages, and other descriptive statistic.[22] It means that this research will make an attempt to define the percentages of each trend on TEFL research.

This research also use content analysis because content analysis is a method use in analyzing document. Frankel and Wallen define content analysis as "a technique that enable researcher to study human

[21] R.J. Polland, *Essentials of Survey Research and Analysis,* Retrieved online October, 5, 2005

[22] Eli Hinkel, Handbook of *Research In Second Language Teaching And Learning*, (New York: Routledge, 2011), p. 192.

behavior in an indirect way, through in analysis of their communication"[23]. It means that it analyze human written contents of a communication such as theses, textbook, essay, newspaper, song, poem, and article.

B. Population and Sampel

The population and sampel are two of the most elements in the research.

They could be explained as follow:

1. Population

Mc Millan defines polulation as a group of elements or case which can be individuals, object or events, that conform to specific criteria and intend to generalize the result of the research.[24] Based on this definition, the population of this research is all of the students' thesis written in the last three years of English Education Department Of IAIN Bukittinggi academic years 2011-2014 consists of 163 students' thesis.

Table.1. population of the EFL students' thesis written within 2011-2014

No	Year	Population
1	2011	3 thesis
2	2012	51 thesis
3	2013	55 thesis
4	2014	54 thesis
Total	4 years	163 thesis

2. Sampel

Sampel is a part of the population which is the representative of the population. As state by Gay sampel is one of that representatives of the

[23] Jack. E Frankel and Norman Wallen, *How to design evaluation research in education*. 2016. McGraw Hill. P. 478.

[24] James H. Mc Millan, *Educational Research*, (New York: Harper Collins Publisher, 1992), p. 69.

popolation from it was selected.[25] So it can be conclude that sample is the part of population which is going to be research by the researcher in finding certain data.

This research conduct purposive sample as sample, because to make the data more accurate. Suharsimi Arikunto stated that if the subjects are less than 100, it is better to take all the subject. But if the subjects are more than 100, it might be taken between 10%-15-%-20%-25% or even more. This research conduct the students' thesis of English Education Department at IAIN Bukittinggi written within three years on 2011 until 2014, it is 163 thesis.

C. Instrumentation

Instrumentation is one of important side in research. Instrument is the tool to measure the phenomenon which is researche.[26] The drafting of instruments is important part in the research process because a researcher can get and collect the data which be analyzed is by using the proper instrument. In this research the researcher used documentation and questionaire as instrument.

More over Arikunto defines the documentation as the process of searching the data about research variables from notes,transcripts, books, magazines, inscriptions, legger, agenda, and the likes.[27] The documentation use in this research are thesis of students in English Department write during 2011 – 2014.

Questionaire is the technique of data collection by giving somequestions with answering some alternatives to respondent. Sugiyono

[25] L.R.Gay, Educational Research : Competences for analysis and application 6th Edition,(New jersey: Prentice Hall,2000), p. 121
[26] Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, p. 148
[27] Suharsimi Arikunto, *Prosedure Penelitian Suatu pendekatan Praktic, …* , p. 236.

states that, questionaire is a technique to collect the data which is done by giving some written questions to respondent.[28] Questionaire is easier to help researcher in collecting data in amount of number. It was easy to distributed it at the same time. The type of questionaire that use is closed questionaire. It was easier to respond all the questions and the statements were given in the draft. The informant only need to choose the available respond.

D. Technique of the Data collection

The crucial thing in doing research is collecting the data. In collecting the data, the researcher used the questionare and documentation. The researcher use the questionare and documentation to know the trend on TEFL research which consist of the research topic, research design and research method write by the students of English Education deparment of IAIN Bukittinggi during 2011 – 2014. According to syamsuddin, documentation is used to collect the data from non human sources; one of them is students thesis research.[29] In line with syamsuddin, Nana state that documentation is a technique of collecting the data with analyzed the documents, written documents, images, and electronics.[30] In addition sugiyono state that the document is the record of events that have already passed. The document can be form of writing, drawing, or the monumental

[28] Sugiyono, *Metode Penelitian Pendidikan* : Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung:Alfabeta, 2007),p.199

[29] Syamsuddin, Metode Penelitian Bahasa, (Jakarta: Rineka Cipta). P.94

[30] Nana Syaodih Sukmadinata, Metode penelitian Pendidikan, (bandung: PT remaja Rosdakarya, 2009), p. 221

work of someone.[31] In this research, researcher take information in form of written. By using documentation, the researcher analyze the trend on TEFL research which consist of the research topic, research design and research method write by the students of English Education deparment of IAIN Bukittinggi during 2011 – 2014. Documentation take from students' thesis about TEFL.

E. Technique of Data Analysis

The researcher analyze the data of instruments to get the inference of research result. Arikunto state that data analysis mean by processing data obtained by using formulas or rules that are applicable to research or design approach taken.[32] In this research, researcher analyze by content analysis. The researcher analyzes English students' thesis to find the trend of student' research.

The analysis the data useful to answer the research questions, that is to decide the trends of some elements of research such as trends of research topic, target language skill, research method. In this research, the data are analyze by using these following steps:

a. The researcher tabulates the data
b. The researcher find out of the percentage of each indicator by using the formula:

$$P = \frac{FN}{} \text{ X } 100$$

P = the percentage

[31] Sugiyono,Metode Penelitian, ... , p. 240
[32] SuharsimiArikunto, *Prosedure Penelitian*, (Jakarta: RinekaCipta, 1998).p.236

F = frequency

N = the total of all questions per item questionaire

c. The researcher make table distribution, frequency and percentage. Then explain of each item based on table and diagram.

CHAP
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IV

FINDINGS AND DISCUSSION

A. Findings

This chapter described the finding and discussion of the two research questions. First was about the there is some repeatedly research on the same topics, next, about the Students lack to explore the scope of TEFL. Finding of this research served as numerical data and the way they were analyzed.

1. Description of the Data

The data in this research were collected from the thesis of students of english department IAIN Bukittinggi. 151 sample from 163 total population was taken to be further analyzed. The final result of the data served as numerical data because the kind of research was descriptive quantitative.

The findings of this research are divided into three parts based on the research questions on the TEFL students' research trends during the past four years (2011-2014) namely trends on research topics, target language skill, and research methods.

1. What is the trend of TEFL research in term of topic among the theses of students in English Educational Program periode 2011 to 2014?

No		Frequency	Percentage
	Teaching Methodology	𝍸 𝍸 III	8,6
	Teaching Technique	𝍸IIII𝍸 𝍸 𝍸 IIII𝍸IIII𝍸	29,8
	Classroom management	IIII	2,6

	CALL/Multimedia	𝍸 𝍸 III	8,6
	Material	𝍸 𝍸 𝍸	9,9
	Learning Styles	IIII	2,6
	Teaching Strategies	𝍷IIIIIIIIIIIIIIII 𝍸 𝍸 IIIIIIIIIIIIIIII	31,2
	Testing/Assesment	𝍸 𝍸	6,6
TOTAL		151	100

The result of analyzing data shows that Teaching strategies the most popular (31.2%) research topics out of the other topics such as Teaching Methodology, Classroom management, CALL/Multimedia, Material, Learning Styles, Learning Strategies, Testing/Assesment among the students of English Education Department within the last four years.

Table.1. Trend on the Research Topics within the last 4 Years (2011-2014)

NO		**Frequency**	**Percentage**
1	Teaching Methodology	13	8.6
2	Teaching Technique	45	29.8
3	Classroom management	4	2.6
4	CALL/Multimedia	13	8.6
5	Material	15	9.9
6	Learning Styles	4	2.6
7	Teaching Strategies	47	31.2
8	Testing/Assesment	10	6.6
TOTAL		151	100

The table above explained the total percentage of the trend on TEFL research in term on topic used by students in English education department. the highest topic that was choosen was teaching strategis (31.2%), the second highest teaching technique (29.8%), and the third was material (9.9), the fourth Teaching Methodology (8.6%), and CALL/Multimedia (8.6) the fourth was CALL/Multimedia (8.6%), followed by Testing/Assesment (6.6%) and the lowest choosen topic was Classroom management (2.6) and learning styles (2.6%). The percentage was gotten by finding the average of each topic choosen by the students.

2. What is the trend of TEFL research in term of target language skills among the theses of students in English Educational Program periode 2011 to 2014?

No		Frequency	Percentage
1	Listening	IIII ~~IIII~~ ~~IIII~~	8,6
2	Speaking	IIII~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~	25,1
3	Reading	IIII~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~	19,8
4	Writing	IIII~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~	16,5
5	Grammir	IIII ~~II~~	4,6
6	Vocabulary	IIII ~~IIII~~ ~~IIII~~ ~~I~~	10,5
7	Pronunciation	II	1,3
8	Integrated skill	IIII ~~IIII~~ ~~IIII~~ ~~IIII~~	13,2
TOTAL		151	100

The result of analyzing data shows that speaking was the most popular (25.1%) target language skill out of the other target language skill such as listening, reading, writing, vocab, pronunciation, grammar among the students of English Education Department within the last four years.

Table.2. Trend on the target language skill within the last 4 Years (2011-2014)

No		Frequency	Percentage
1	Experiment	53	35,7
2	Analysis	48	32,4
3	Correlation	24	16,5
4	Descriptive	16	11,2
5	Application	2	1,3
6	Contribution	1	0,6
7	Influence	2	1,3
8	Improving	1	0,6
9	Survey	0	0
10	Evaluative	0	0
11	Developmental	0	0
12	Longitudinal	0	0
13	Cross sectional	0	0
14	Trend studies	0	0
15	Ethnopgraphy	0	0
16	Narrative	0	0
17	Phenomenological	0	0
18	Case study	0	0
19	Horicontal	0	0
20	Document/content analysis	0	0
TOTAL		151	100

NO		Frequency	Percentage
1	Listening	13	8.6
2	Speaking	38	25.1
3	Reading	30	19.8
4	Writing	25	16.5
5	Grammar	7	4.6
6	Vocabulary	16	10.5
7	Pronunciation	2	1.3
8.	Integrated skill	20	13.2
TOTAL		151	100

The table above explained the total percentage of the trend on TEFL research in term on target language skill used by students in English education department. the highest target language skill that was choosen was speaking (25.1%), the second highest was reading (19.8%), and the third was writing (16.5%), the fourth was vocab (10.5%), the five was listening (8.6%) and the six was

grammar (4.6) the lowest choosen target language skill was pronunciation (1.3%). The percentage was gotten by finding the average of each target language skill choosen by the students.

3. **What is the trend of TEFL research in term of research method apply by the students of English Educational Program periode 2011 to 2014?**

The result of analyzing data shows that experiment was the most popular (35.7%) research method out of the other research methode such as analysis, correlation, descriptive, application, contribution, Influence, Improving, survey, evaluative, developmental, longitudinal, cross sectional, trend studies, ethnography, narrative, phenomenological, case study, historical, document/ analysis content among the students of English Education Department within the last four years.

Table.2. Trend on the research method within the last 4 Years (2011-2014)

NO		Frequency	Percentage
1	Experiment	54	35.7
2	Analysis	49	32.4

3	Correlation	25	16.5
4	Descriptive	17	11.2
5	Application	2	1.3
6	Contribution	1	0.6
7	Influence	2	1.3
8	Improving	1	0.6
9	Survey	0	0
10	Evaluative	0	0
11.	Developmental	0	0
12	Longitudinal	0	0
13	Cross sectional	0	0
14	Trend studies	0	0
15	Ethnography	0	0
16	Narrative	0	0
17	Phenomenological	0	0
18	Case study	0	0
19	Historical	0	0
20	Document/ content analysis	0	0
TOTAL		151	100

The table above explained the total percentage of the trend on TEFL research in term on research method used by students in English education department. the highest research method that

was choosen was experimental (35.7%), the second highest analysis (32.4%), and the third was correlation (16.5%) the fourth descriptive (11.2%), the next was application and influence (1.3) and the lowest choosen research method was contribution (0.6%). There was not conducted some research about Improving, survey, evaluative, developmental, longitudinal, cross sectional, trend studies,ethnography, narrative, phenomenological, case study, historical, document/ analysis The percentage was gotten by finding the average of each research method choosen by the students.

Finally, researcher could took a conclusion of the trend on TEFL research in term of research topic, target language skill and research method was continuously changing and developing based on the preference of the student researchers and their advisors toward understanding on the theoretical basis of doing research in education and English education specifically, and keeping up to date with the current issues in TEFL.

More importantly,the topic of research and the target language in that research result is significant to guide the students doing their research in the next years.

Finally, there are many higher educations offering English Education Program in which the TEFL students are demanded to

take part in the development of English language and education by one of many ways is doing research in English education. As a result, there is a big possibility of repeating the same research topics and cases without connecting one research result to the others to create an innovative theoretical.

B. DISCUSSION

Research trend use to discribe some tendency to know a pattern of gradual change in a contion, output, or process, or an average or general tendency of a series of data points to move in a certain direction over time, represented by a line or cuve on a graph in research.

This research is aimed to answer three research question. to answer the research question, researcher conducted a descriptive quantitative research to describe the phenomena in numerical data in order to get the detail information. Sample of this research are 151 thesis of 165 total population of students thesis in the years of 2011-2014. To find the result of research, data are analyzed with taly and using percentage.

From the finding of the research, it shows the students research of the students of english department used teaching strategies as a topic of research with high enough percentage. The strategies that used by student can be seen as follow: Using unscripted role play strategy, Using small group discussion strategy, Note taking strategy, Directed reading thinking activity (DR-TA) strategy, Using pictorial textbooks, Know want learned (KWL) strategy, Using pair work activities, Strategy of teacher, Using three

minutes pause strategy, Using semantic MAP, Using coursebook, Using word wall strategy, Using vocabulary notebook strategy, Using modeled talk strategy.

The target language skill that students used can be seen as follow: listening, speaking, reading writing, vocabulary, grammar, pronunciation and integrated skill.

The research method that students used show that, Correlation, The effect, effectiveness, analysis, Students' difficulties, The application, The contribution, perception, improving, rror analysis, Descriptive, Students' fluency.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the findings of the research about the analysis Trend in Teaching English as Foreign Language, it can be concluded that there are many students who make research in the same topic. It can be seen from the collecting of the data by the analysis documentation in the library at IAIN Bukittinggi. Focus on students of English Education Section in the years 2011-2014 at IAIN Bukittingi. The types and the causes of the students can be concluded as follow:

1. Most of students used another topic in their research about TEFL, it can be seen the result of analyzing data shows that Teaching strategies the most popular (31.2%) research topics out of the other topics , total percentage of the trend on TEFL research in term on topic used by students in English education department. the highest topic that was choosen was teaching strategis (31.2%) in students of English Education Section in the years 2011-2014 of IAIN Bukittinggi
2. There are some students in making Trend TEFL Research, The result of analyzing data shows that speaking was the most popular (25.1%) target language skill out of the other target language skill such as listening, reading, writing, vocab, pronunciation, grammar among the students of English Education Department within the last four years.

B. Suggestions

Connecting with the descriptions above, the following suggestions may be useful dealing with teaching and learning process in Teaching English as Foreign Language especially in Trend Research. The researchers' suggestion as follow:

1. The lecturer should give the task and lead the students related in each materials in Teaching English as Foreign Language

2. The students should more creative to find another topic in Trend TEFL Research, and their seriously in order to avoid repead the Topic Research
3. The students should improve their ability and creatively in elaborate Topic Research especially in TEFL
4. The researcher likes to remaind it was not complete yet and still needed more revision and discussions

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