

RESEARCH TRENDS IN ENGLISH LANGUAGE EDUCATION FROM ONTOLOGICAL PERSPECTIVE: A SYSTEMATIC REVIEW

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ABSTRACT

This study aims to produce a systematic literature review on trends in English language education research in Indonesia over the last three years (2019-2021) from an ontological perspective. The Systematic Literature Review (SLR) writing process was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) framework. The analysis of data resulted in identifying the categories of ontology, namely the categories of teaching, learning, assessing, development of teaching documents like syllabus, learning materials, learning media and instructional model. From these categories of ontology, these studies have been identified and discussed. From the result, it is shown that from the 152 included studies, some areas of English language education tend to have great interest in researching trends of teaching, learning and learning media development. The study also identifies the number of study topics categorized as teaching has increased significantly in the last three years, while the number of research topics categorized as evaluation has decreased. Furthermore, there are two key sources which influence these trends. Firstly, it is due to the COVID-19 pandemic. Second, it is because of the dependency on convenience sampling. Based on the results and interpretations, the authors suggest future research to inform the current situation of research development in English language education.

Keywords: English language education; ontology; research trends; systematic literature review

ABSTRAK

Penelitian ini bertujuan untuk menghasilkan tinjauan pustaka yang sistematis tentang tren penelitian pendidikan bahasa Inggris di Indonesia selama tiga tahun terakhir (2019-2021) dari perspektif ontologis. Proses penulisan Systematic Literature Review (SLR) dilakukan sesuai dengan kerangka kerja PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis). Analisis data menghasilkan identifikasi kategori ontologi, yaitu kategori pengajaran, pembelajaran, penilaian, pengembangan dokumen pengajaran seperti silabus, materi pembelajaran, media pembelajaran dan model pembelajaran. Dari kategori ontologi ini, studi ini telah diidentifikasi dan didiskusikan. Dari hasil tersebut terlihat bahwa dari 152 studi yang disertakan, beberapa bidang pendidikan bahasa Inggris cenderung memiliki minat yang besar untuk meneliti tren pengembangan media belajar mengajar. Studi ini juga mengidentifikasi jumlah topik penelitian yang dikategorikan sebagai pengajaran meningkat secara signifikan dalam tiga tahun terakhir, sedangkan jumlah topik penelitian yang dikategorikan sebagai evaluasi mengalami penurunan. Selanjutnya, ada dua sumber utama yang mempengaruhi tren ini. Pertama, karena pandemi COVID-19. Kedua, karena ketergantungan pada convenience sampling. Berdasarkan hasil dan interpretasi, penulis menyarankan penelitian masa depan untuk menginformasikan situasi perkembangan penelitian saat ini dalam pendidikan bahasa Inggris.

Kata Kunci: pendidikan bahasa Inggris; ontology; tren penelitian; tinjauan literatur sistematis

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INTRODUCTION

In recent years, researchers have become increasingly interested in the trends of education, especially during and post COVID-19. It has been suggested that educational institutions must increase the overall effectiveness of the educational system as well as student performance (Jain, 2020). It is generally accepted that the researchers need to conduct studies to see what has been done about English language education in the last 3 years. In addition, an observation conducted by Bungsu and Thesia (2021) investigated that the research trend is in the keyword that appears the most of sixty-three articles such as student, pandemic Covid, teacher, education, teaching, and EFL Teacher. Unfortunately, there are few studies reviewing English language education from ontological perspective in the last 3 years.

Mutmainah (2019) concluded that the research trend of English Language Education Department students align within global trends on ELT research. If we ask questions about what is the purpose of people learning foreign languages, we can provide a variety of correct answers. However, the ontological question then arises whether those conceptual answers really can be achieved as a goal and real for our lives. The most prominent answer regarding the purpose of people learning foreign languages so that they can achieve high communicative competence and academic prestige from the scientific side, integrative motivation and future self images.

Philosophy raises questions concerning the characteristics of science (which includes all kinds of knowledge) when compared to various forms of knowledge and activities carried out by human beings, based on the ontological aspect. A previous study presents an education standards ontology which influences potential for simplifying lesson planning for teachers, providing support for students by linking relevant resources, and providing a potential terminology for use in a lingua franca for communicating with multiple communities regarding education components. Sabbir and Deborah (2018) have found that

ontology has influenced the semantic web and education applications especially in the use of learning objects, semantic grid frameworks, content modeling, mobile learning, and open scholarship. Empirically, the learning of foreign languages cannot be limited by certain methods and strategy, even though the scope of formal education cannot mediate maximally the attainment of mastery of foreign languages. In fact, people are able to learn and master a foreign language by autodidact outside of formal education. One of the determinants of success in all fields is the Internet of Things (ToT). It requires the knowledge which is obtained from internet mediation as well as in mastering foreign languages.

Ontologically, it is also necessary to question the scope of science's work area as an object and target, as well as to be attentive of the scientific activities that must be pursued and achieved. The epistemological aspect serves as a guideline for discussing how science works in order to carry out scientific activities. The steps, scientific methods, and facilities related to the goals and targets of the scientific activities they do must be explained here. And the axiological aspect provides a basis for a discussion on how to find related values in scientific activities. English language education is indirectly related to life. First aspect of ontology, which is the first aspect of philosophy, is to find answers concerning the "what" of English language education. The second aspect of philosophy is to find answers to "how to do" questions in English language education. The axiological aspect, which answers questions regarding a science's meaning and purpose, will be addressed further in this case in order to determine "what for" English language education.

English pedagogy is closely connected to linguistics. When it comes to language learning and teaching, theories regarding specific linguistic concepts make developing learning plans, methodologies, and so on much easier. It is necessary to learn linguistics in order to teach a language because linguistics is a tool used to describe and analyze language. This includes phonology, semantics, syntax,

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and morphology, among other language ideas. Linguistics will show you about English and how to use it, just like learning English does. The proficiency and skills of English lexicogrammar, such as listening, speaking, writing, and reading, are also a goal in micro and macro linguistics. English pedagogy provides knowledge in curriculum, learning, teaching, and assessing related to English language education.

The Research Problems

Along with that, the previous researches have conducted about the ontological perspectives in some areas outside the English language education (Brooks et al., 2016., Rasyid & McGuinness, 2018). As a result, this gap has led the researchers to investigate this study. Departing from the main points, this paper reports on a study that focused on analyzing published English Language Teaching and Learning researches in ontological aspects in the past three years. The published researches refer to the studies reported and conducted by Indonesian researchers that there are 152 research studies that were reviewed and analyzed. This present paper addresses these following 3 researches questions:

1. What are the main trends in the published research about English Language Education in Indonesia in the past three years?
2. Which research topics have seen an increase in publication over the last three years?
3. Which research topics have seen a decrease in publishing over the last three years?
4. What key sources influence the trends in English Language Education in the last three years?

Hence, the objectives are:

1. To analyze the main trends of ontological categories in the published research about English Language Education in Indonesia in the past three years.

2. To identify research topics that have had an increase in publication over the last three years.
3. To identify research topics have seen a decrease in publishing over the last three years.
4. To identify key sources that influence the trends in English Language Education in the last three years.

The Scope and Significance

In order to answer the three research questions, the authors examined and focused on 152 English Language Education research papers published over the last three years, from 2019 to 2021. The reason the researchers decided the time frame of this study is because coronavirus has happened since 2019 until now and it has affected the education system over the past three years. To prevent the spread of the coronavirus, all operations in schools, colleges, and universities have been halted. Students, teachers, and parents face challenges as a result of the school closing. As a result, distance learning is a feasible alternative for sustaining the educational system. In developing countries, however, distance learning is hindered by the lack of network infrastructure, computers, and internet access (Tadesse & Muluye, 2020; Siraz, 2021; Brika et al, 2022). The authors discovered a lot of related studies by doing regular searches of local databases from numerous universities. While the review's aim was to highlight what has been published by faculties of education in Indonesia, highlighting the relevant research works published as to illustrate what has been done about English Language Education in the last 3 years.

The review was intended to identify how English language education is being presented for a wider audience in the world and help to increase the concept of material and formal object. Finally, this review can notify the development of English language education and its related research in learning and teaching, language in education, and equity and equality in foreign language education. The review also covers research in areas such as pedagogy of learning and

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teaching, development of linguistics refers to language and skills, development in English curricula and English language teaching, learning and assessing. The purpose of this systematic review is to provide researchers with an overview of various aspects of English language education research that have been considered by researchers as selected topics that have been included into ontology's theory of truth. Although various strategies, techniques, methods, tools and technologies have been applied to ease language teaching and learning process, there is still a need for further exploration of some aspects (Karami, 2019, p.60).

This paper hopefully can contribute to the field of education, especially in the field of deciding for future researches for the students of English Language Education in deciding what topics being trended of research they would conduct.

LITERATURE REVIEW

Ontology in English Language Education

An ontology is a (knowledge) representation that provides a shared and common understanding of a domain. It represents a multi-dimensional map of a domain of learning. At the top level, it specifies the core concepts and principles, and the cognitive demands which embed them.

A core aspect of the ontology is the inclusion of cognitive demands that relate the domain content to what learners are expected to do (cognitively) with the content.

Ontology is the metaphysical study of the nature of existence that is concerned with what kinds of things (entities, processes, properties, etc) can be said to exist, what material or immaterial categories they belong to, whether they exist independently of human minds, language, and the relationships between them. Since Quine (1980/1953), philosophers have also been interested in what ontological 'commitments' are articulated or presupposed by different theories and belief systems, namely what they assume, assert, or reject the existence of.

Language has played a central role in ontological investigation, not so much with respect to its own status, but because ontological analysis certainly involves issues of semantics and naming, and more specifically also because language is the principal medium through which immaterial entities including named languages are socially constructed. From Searle's model (1995) of social ontology, all social institutions owe their existence to linguistic representation and expression.

As a teacher who teaches in the field of language, general linguistics is needed, so that the teacher can clearly teach elements related to semantics, arrangement in a sentence, vocabulary, sounds and pronunciation which include sound symbols, tones, sound pressure. English teachers also need linguistics related to sociolinguistics, pragmatics, and psycholinguistics to facilitate them in teaching English.

RESEARCH METHODOLOGY

PRISMA (Preferred Reporting Items for Systematic Review and MetaAnalysis) was used for this study. Although PRISMA is a publication standard widely used in medicine and public health, its use in this study was appropriate because it aided in the formulation of clear research questions and allowed us to conduct systematic searches across its 152 items.

Furthermore, by requiring a systematic search strategy comprising four distinct processes: identification, screening, eligibility, and article quality evaluation, PRISMA minimizes various biases and assists in effectively synthesizing a study.

Identification

Identification is the process of identifying and diversifying relevant keywords for an article search. To improve the accuracy of the articles, keywords are required during the search process. Three main keywords were chosen for this study: teaching, learning, assessing, designing teaching portfolio,

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engaging in personal development, employing learning strategies, designing learning portfolio, and engaging in non- & co-curricular activities. Synonyms, related words, and variations of the main keywords were also searched from local databases in numeries universities namely Universitas Jember, UIN Sultan Syarif Kasim Riau, Universitas Syiah Kuala Aceh, UIN Syarif Hidayatullah Jakarta, UIN Sunan Ampel Surabaya, UIN Maulana Malik Ibrahim, UIN Raden Fatah Palembang, Universitas Negeri Semarang, Universitas Negeri Yogyakarta, Universitas Muhammadiyah Surakarta, UIN Walisongo Semarang, Universitas Ahmad Dahlan, Universitas Pendidikan Indonesia, Universitas Negeri Medan and Universitas Pendidikan Ganesha. The databases were chosen based on extensive searches, more stable search results, and opened access databases are emphasized.

The identification stages of the finding are as follows; (1) to look for the open access repository of local universities that relates to English language education, (2) to decide main search on the division of English language education. Following the identification stages, it was indicated that there were 3012 studies that were obtained. All these studies went through the next stage of systematic review, which was screening.

Screening

Screening is the process of establishing inclusion or exclusion criteria for selecting appropriate articles for systematic literature review (Shaffril et al., 2020). A total of 3012 items successfully captured by the identification process were screened. The criterion was the year of publication for the last three years (2019-2021). This study included the criteria involved in this process. Inclusion is important to ensure that all selected articles provide insights related to systematic literature reviews (refer to Table 1). In this study, the selected articles contained findings that focus on the categories of ontological perspective in English language education. Consequently, the researchers removed the studies that have similar topics or were duplicated. After the screening process,

1435 studies were eliminated and 1577 studies were left for the next stage.

Table 1. The Inclusion Criteria

Criterion	Inclusion
Year of publication	2019-2021
Publication type	Scripts, Thesis, Dissertation
Language	English
Types of findings	Empirical
Focus of findings	Data related to the categories of the ontological perspective in English Language Education

Eligibility

The remaining 1577 items underwent a second screening process called eligibility. The eligibility check process is performed to ensure that all selected articles are relevant and available for systematic review. This process is done by considering the research full-text. The title and its abstract are used to complete this process. If the title and abstract of a study do not lead to a choice, the methods, results, and discussion sections are studied. The systematic process of PRISMA use is shown in figure 1.

The authors relied on a review of a variety of English Language Education research publications released over the course of three years, from 2019 to 2021. While the review's major goal was to highlight what had been published in Indonesian universities and also highlighted relevant research on an ontological picture of English language education research.

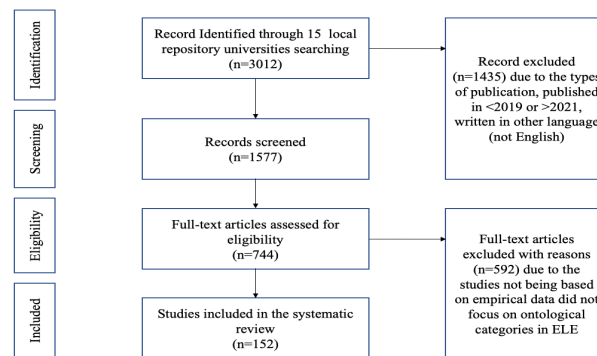
The research reports evaluated in this paper are chosen based on the following criteria: (1) The reports will be published between 2019 and 2021; (2) the studies presented in these reports will have direct implications for the teaching and learning of English in Indonesia, regardless of the methodology used; and (3) each report examined clearly explains the main components of an empirical investigation, i.e.

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the study's goal. (4) the reports are published as research studies, including a focus, research

questions, design, and technique.

Figure 1. The Flow Diagram of Systematic Review



The author located 152 studies reported in local papers, thesis and dissertations. Of the 152 studies reviewed, 107 were written as papers, 43 were thesis, and two written as dissertations. The analysis is focused on the categories that are being investigated. The authors may complete the profile of the English Language Education research conducted in Indonesia to answer the first research question by identifying the main trends in the research studies. The second and third research questions are addressed by describing contextual elements that may have an impact on Indonesian English Language Education research trends. The authors do this by analyzing relevant literature and describing the social variables linked with current English Language Education research practices in Indonesia.

FINDINGS AND DISCUSSION

Result

As previously stated, the studies in review were analyzed based on their categories. The numbers and percentages of studies reported in each research area shown in Table 1, Table 2 and Chart 1. The studies identified focused on seven research categories, which are shown in the table from the most to least researched: learning media development, teaching, learning, learning

material development, assessing, syllabus and instructional model.

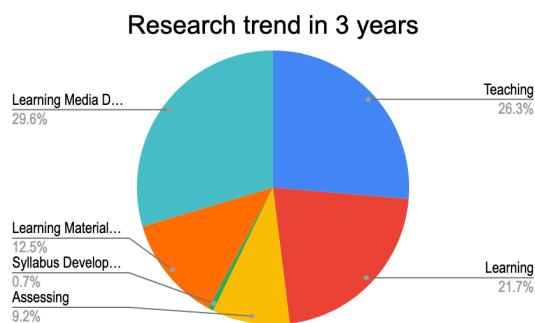
Table 2. Numbers of the studies in each category based on the year

Ontological Categories	2019	2020	2021
Teaching	10	13	17
Learning	16	7	10
Assessing	6	4	4
Syllabus	0	1	0
Development			
Learning Material Development	6	9	4
Learning Media Development	13	18	14
Instructional Model	0	0	0

Table 3. Numbers of the studies in each category in three years (2019-2021)

Ontological Categories	Numbers of the Studies
Learning Media Development	45
Teaching	40
Learning	33
Learning Material Development	19
Assessing	14
Syllabus	1
Instructional Model	-

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Chart 1. Percentage of the studies in each category

As shown in the tables and chart, the percentages of studies dealing with learning media development, teaching, and learning are much higher (percentages = 29.6, 26.3, 21.7, respectively; total percentage = 77.6). The percentages of other research that deal with other categories are similar, ranging from 0.7 percent to 12.5 percent. Each category focused on a different set of topics. The main research issues addressed in the learning media development reviewed include the use of new media that can be used by a teacher to facilitate the learning process and the effectiveness of media to maximize student skills. As for teaching studies, they focused on the effectiveness of particular techniques in developing teachers' pedagogical performance. The learning studies focused mainly on some non-linguistic aspects relevant to learners, such as language learning autonomy, styles, identity, motivation, and anxiety, as well as students' group work strategies and classroom participation. On the other hand, the developing teaching learning materials in a modern, innovative, and creative manner to encourage student learning and support in the attainment of academic goals and objectives was the focus of the learning material development. The reviewed assessing research dealt with using varieties of methods or instruments to get best evaluation in measuring students' knowledge and educational needs. Finally, the syllabus studies were mostly focused on evaluating language courses and, to a lesser extent, experimenting with the effectiveness of particular developed courses.

From the above analysis of published English language education research in these past three years, some ontological categories classified research have been unstable each year, some of them have decreased and a category has increased. It is shown that the research topics that were classified as teaching as the category have increased significantly in the past three years. The authors found that there were 10 researches in the teaching category and 13 researches in the following year. Furthermore, in 2021, the researches that have topics about teaching have 4 numbers differences from the year before. However, the research topic that has been decreased is shown in the category of assessing. The table 1 shows that in 2019 the number of research in the assessing category is 6 and decreased in the following year. In addition, the amount of the same research category shows a similar number from the previous year, which is 4 research on the topic of assessing. In addition, the research ontological category of learning shows decreased numbers from 2019 to 2020, but it has increased in the following year.

Discussion

During COVID-19 pandemic, the corona virus swept across the globe including Indonesia and was damaging to all human activity sectors, including education. According to Pangestu (2020), the education sector is a particularly risky sector when it is carried out in the middle of this Coronavirus pandemic (COVID-19), because of teaching learning that involves a large number of people in a room and with a face to face (meeting) system between a teacher and students at school or college. It can cause a large risk and endanger the safety of both teachers and learners, school or college. For these reasons, learning and teaching activities are eliminated using online learning systems. Online learning is done by using the internet based meeting applications or social media applications connected with the internet network, mobile device, mobile phone and laptop.

In addition, the development of technology, communication and information

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especially the internet has become a demand for teachers in Indonesia to be able to use it as a source of positive learning media in supporting the teaching and learning process. Teachers can change teaching styles to affect professional work indirectly. Students can access learning via the internet media. According to Garraway Lashley (2014), the use of available technologies will become a platform for developing high level thinking skills. Developing this technology makes it easier for the use of the internet to access learning materials, to gain support during the learning process, to interact with content, instructors, and other students, to build a personal meaning, to develop learning self-reliance and to grow from the learning experiences. The online learning model also provides more chances for the lectures and teachers to assess and evaluate the learning progress of each student more efficiently.

Based on the perceptions, the researcher reviews the studies during the last three years are mostly researched regarding teaching, learning, and learning media development. The researchers of these studies from the year 2019-2021 are interested in conducting these main categories.

The use of convenience sampling has had a significant impact on the context addressed in published studies. Convenience sampling refers to gathering information from members of the population who are willing to provide it (Sekaran, 2006). To put it another way, the distribution of the context studied in published studies is largely determined by whether researchers can access the source or not, which in this case is from open repositories of universities that can be searched using criteria such as research published within the last three years and topics chosen using the perspective ontology in English language education. Collecting a significant number of published studies in undergraduate university settings and a smaller number in master's and doctoral degrees is an example of how convenience sampling affects the researcher's choice of environment to explore.

CONCLUSION AND SUGGESTIONS

Conclusion

This study has tried to identify the main trends in English language education research in the category of ontological review in the past three years in Indonesia. While the survey's significant objective was to feature what had been distributed in Indonesian colleges and furthermore featured important examinations on an ontological image of English language education research. From the data, it can be concluded that the six categories, which are learning media development, teaching, learning, learning material development, assessing, syllabus and instructional model, are the focus of research in English language education. Learning media development, teaching and learning have become a category that has been extensively researched in the last 3 years. The percentages of studies dealing with learning media development, teaching, and learning are significantly greater (percentages = 29.6, 26.3, 21.7, and 77.6). Other studies that deal with other categories have similar percentages, ranging from 0.7 percent to 12.5 percent. Each category focused on a different set of topics. After identifying these trends in published studies from a number of universities in Indonesia, it is important to compare them based on the categories in the last 3 years. This will give us a better view of the overall trends in Indonesian English Language Education research. The study also found that some ontological categories that defined research have been changed over the last three years, some topics could be increasing each year and others also could be decreasing. It has been proven that in the last three years, the number of research topics classified as teaching has increased significantly. However, the decreased research topic is shown in the category of evaluating. Furthermore, the amount of research in the same category shows a similar number from the previous year, which is 4 research on the topic of assessment. Moreover, the research ontological category of learning showed a

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decrease from 2019 to 2020, but an increase the following year. Aside from that, COVID-19 pandemic causes limitation of learning due to the need to break the disease's transmission chain. As a result, learning that cannot be done in person must be done from home. This, however, cannot be done on a regular basis because teachers are unable to directly check how students are progressing in their studies. Teachers must innovate in the teaching and learning by integrating information and communication technology into the classroom through a variety of media, including electronic media and e-learning or online learning. This is the reason why research focuses a lot on learning media development, teaching and learning in the past 3 years. The use of convenience sampling also has had a significant impact on the context addressed in published studies. Thus, COVID-19 pandemic and dependency on convenience sampling are the key sources that influence trends in English Language Education in the last three years.

Suggestions

This study attempted to investigate research trends in English language education during the last three years in an ontological view by using collection and analytic procedure methods in 152 published works based on research disciplines, topics, and contexts. As a result, more than 70% of research studies with those criteria are focused on learning media development, teaching and learning, while other topics have less attention in research studies. This has caused some topical research gaps which are yet to be addressed in future research. The authors have identified two key sources of these trends: pandemic COVID-19 and dependency on convenience sampling. From this research analysis the authors conclude that we lack adequate information regarding other areas of English language education, such as assessment, learning material, syllabus development, and instructional model. Only future research focusing on these under-researched issues will be able to fill this informative gap.

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