

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

As mentioned above, the researchers used content analysis in collecting data from degree theses from the last five years many years. When conducting research to find information about a thesis, this research began with library research (IDR UIN ANTASARI). Once the data is collected, the researcher categorizes it information based on research problems that have been constructed formulation.

Data was collected within two months on 10 November 2024 to 10 January 2025. English Language Education graduates of the last five years is a database. Subject carried out and the search procedures used are the results of research these are the trends throughout the year as well as the study procedures used by English teaching students below average condition. Uses table-based search formulas problem, the data is categorized by the researcher in this chapter.

That the following is the data classification table:

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**Table 4.1.** The predominant research topics explored by English Language Education students over 2020-2024

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No	Issue	Research Topics	Years					Total
			2020	2021	2022	2023	2024	

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1.	English Language Teaching	Digital Literacy	0	5	14	14	4	37
		Learning during the Pandemic Covid-19	0	6	15	3	0	24
		Blended Learning	0	2	5	1	1	9
		English Teaching Strategies	17	13	32	34	12	108
2.	English Learning Methodology	Problem Based Learning (PBL)	0	0	1	0	2	3
		Project Based Learning (PjBL)	0	0	4	3	3	10
3.	Evaluation Assesment and Test	Teacher Reflection	3	7	14	6	6	36
		HOTS-based Test Analysis ( <i>High Order Thinking Skills</i> )	5	7	8	10	2	32
4.	English Language Learning Curriculum and Teaching	English Curriculum Innovation	5	2	2	1	1	11

Materials								
		Analysis of syllabus and lesson plans in English teaching	3	2	5	2	0	12
		Analysis of Textbooks and Teaching Materials	8	13	24	8	3	56
		Independent Curriculum in English Language Learning	1	1	0	2	6	10
5.	English Learning Media	<i>Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL)</i>	2	0	1	1	0	4
		<i>Technological Pedagogical Content Knowledge (TPACK)</i>	3	2	4	0	3	12
		Social media in English language	1	1	4	18	7	31

			learning						
			English Learning App	9	4	20	15	9	57
			Artificial Intelligence	0	0	0	0	4	4
6.	Psychology of Learning and Teaching		Learniang Anxiety	1	2	5	3	1	12
			Learning Experiences	3	14	13	24	10	64
			Learning Motivation	1	1	2	1	5	10
			Studend's Achivment	4	0	0	0	1	5
7.	Integration of Knowledge in the field of English and Islamic Education		Islamic Values in English Teaching Materials	0	3	1	2	4	10
<b>Total</b>				<b>66</b>	<b>85</b>	<b>174</b>	<b>148</b>	<b>84</b>	<b>557</b>

After analysis, researchers found that English Teaching strategies have become the most popular topic today over the last five years along with advances in problem-based learning (PBL). The least discussed topic.

## **1. Trend Issues in 2020**

Based on the evidence, English language pedagogy is one of the the problems most studied and practiced in the education sector in 2020, especially when considering the large contribution of the COVID-19 pandemic to the education sector, thereby changing learning content from face-to-face to distance learning. This fact encourages English teachers to change their pedagogical practices according to changing circumstances.

According to several surveys, technology-based pedagogical practices were very popular in 2020. To provide an engaging and motivating learning environment, teachers started using various online learning tools such as Google Classroom, Zoom, and Google Meet, as well as language learning applications such as Duolingo and Kahoot. This exercise is said to be effective in motivating students and improving their English skills, especially speaking and listening.

Additionally, most English language learning is student-centered. Students are engaged as independent, creative, and active learners through practices such as project-based learning, collaborative learning, and problem-based learning. Since there is no face-to-face contact in online

learning, this is very important. However, in areas where internet connectivity is weak, there is integration of learning processes via the internet and non-internet. The internet, namely online and offline, is very effective. Their approach consists of assignments and materials prepared by teachers for self-study at home and then discussed between groups or on the web. Based on the findings of a series of 2020 studies, the most effective and successful methods of teaching English during the pandemic are flexible, technology-focused, and student centered methods. Furthermore, these changes promise greater opportunities for teachers to achieve further progress in the field of English language pedagogy in the future.

## **2. Trend Issues in 2021**

Based on a number of research surveys conducted in 2021, the themes that garnered most attention were experiential learning themes, especially in consideration of the COVID-19 pandemic and general online learning procedures. Along with creating new learning models among learners globally, the transition of the education sector from conventional face-to-face teaching to home learning creates a number of challenges.

Technology features, social interaction over the internet, and flexible schedules have a greater impact learning in

2021, according to a number of studies. Compared to traditional practices, utilising platforms such as Zoom, Google Meet, Google Classroom, and other learning management system stoofert new learning experiences. Flexibility in terms of time and reproducibility of content are useful to the majority of students but also encounter challenges such as boredom, lack of face-to-face interaction, and inability to provide their own learning motivation.

Additionally, other research shows that teachers' teaching styles and the availability of online resources also influence learning during the pandemic. Even though lectures are held online, teachers must be more innovative in presenting courses in order to build a positive learning culture. Research shows that teaching styles such as using interactive media, instructional videos, and online forums improve student learning.

Apart from that, other research shows that the quality of schools during the pandemic also has an impact on students due to access to technology and the teaching methods used by teachers. Faculties need to be more creative in disseminating material even though it is delivered online in order to produce an effective learning platform. Other

Research shows that student learning outcomes are improved through activities such as the use of instructional videos, interactive media, and online collaborative discussions. Overall, the trend of learning experience problems in 2021 cannot be separated from how the education system developed during the pandemic. While online learning has the advantage of being adaptable, it is not without challenges in terms of students' mental health and social connectivity.

### **3. Trend Issues in 2022**

English language teaching strategies are still one of the most discussed topics in teaching, especially after the COVID-19 pandemic, based on the results of review studies and journal findings published in 2022. Teachers and educators around the world have begun to evaluate and perfect English language teaching strategies that are effective and suitable for application in the current dynamic conditions in the era of normalized online teaching for more than two years. The use of a blended learning approach, which combines traditional teaching with distance learning, is likely to be the most hotly debated trend in 2022. It is believed that this will enable the benefits of digital technology that are already familiar to students



and teachers to be realized without the negative impact of exclusive online learning during the pandemic. Teachers can integrate the learning process outside the classroom more effectively with blended learning through the use of interactive media such as videos, web quizzes and English learning software.

Additionally, concerns remain regarding the shift to student-centered teaching methods. A study conducted in 2022 illustrates how student-centered teaching methods that emphasize students' participation, creativity, and cooperation have been shown to improve their English language skills and learning motivation. Since this allows students to take an active role in the learning process both individually and collectively, strategies such as project-based learning, collaborative learning, and task-based learning are preferred.

However, the use of technology-based pedagogical practices remains a controversial issue. Technology such as learning software, video conferencing, and LMS platforms are still used as part of learning methods, even though today it is mostly done face-to-face. This is consistent with research showing its usefulness technology in English language learning as a way to enhance learning, increase

student engagement and offer flexibility. Next, technology-based pedagogy is explained further in depth. Although teaching has largely returned to normal, the use of technology such as Learning Management System (LMS) platforms, video conferencing, and learning applications continue to be part of learning plans that are still being implemented. Therefore, this is one aspect where the use of technology improves the quality of the material, increases student interaction and responsive English teaching.

In addition to methodological issues, the choice and use of appropriate strategies by teachers based on the students' needs, the school learning environment, and the learning objectives is a significant variable, as other research shows. The ability of teachers to innovate, apply and use technology will be an inherent component of the success of the English language learning process in 2022.

In general, a challenging trend in English teaching practices in 2022 is a move towards more student-centered, technology-driven, and flexible teaching. In the evolution towards a more flexible future English education system, this is an encouraging reaction to the problems of this pandemic.

#### **4. Trend Issues in 2023**

The theme of the 2023 English language teaching

strategy shows a more dynamic evolution in line with advances in technology and educational needs in the post-pandemic era, based on a review of various literature and the latest research. In 2023, the topic of English teaching methods will be more about innovation in teaching methods, technology driven by artificial intelligence (AI) and the development of 21st century skills, whereas in previous years the main issue was adaptation to online learning. Individual learning plans or teaching based on personalized learning plans in terms of lesson content, activities and materials according to the needs, abilities and interests of each student, are some of the trends that will be adopted worldwide by 2023. Teachers can map each student's abilities and plan teaching materials accordingly through digital media and artificial intelligence software. Student motivation, engagement and performance in English are said to increase using this approach.

In addition, the second most significant area of teaching English language in 2023 is the use of AI technology and interactive media. Students nowadays practice speaking, writing and grammar with artificial intelligence tools such as ChatGPT, Grammarly, and Duolingo on their own. The most popular approach to making learning fun and

developing students' English communication skills is using interactive media, such as educational films, educational games, and virtual reality (VR). One of the main features of the 2023 method of teaching English language is that it combines interactive media and artificial intelligence (AI) technology. Students now begin to utilize AI tools like ChatGPT, Grammarly, and Duolingo to practice speaking, writing, and grammar independently. The most widespread approach to how to make studying engaging and impacting the English communicating skills of the students is the use of interactive media, namely educational films, educational games, and virtual reality (VR). The necessity for digital literacy and flexibility of teacher pedagogy is also attested by research conducted in 2023. Depending on classroom conditions, student type and technological advancements, teachers need to continuously develop their competences through EdTech and incorporate appropriate teaching styles. This is to make English learning effective, interesting and up-to-date.

Better technology aided, student-focused adaptive learning that helps attain the age of 21. Skills of this century are the general trend of English language teaching strategy problems in 2023. The strategy is supposed to be able to

overcome the obstacles of learning English in the age of technology and lay the groundwork for students to compete globally.

## **5. Trend Issues in 2024**

Based on the analysis of various recent researches, the problems of English language teaching techniques in 2024 have developed manifold with the rapid pace of technology evolution, expanding emphasis on the importance of foreign skills, and the need for greater flexibility in learning in the age of the Internet. In contrast to previous years, trends in English teaching practices in 2024 also placed ample emphasis on experiential learning, developing 21st century skills, and utilizing artificial intelligence (AI) technology.

Artificial intelligence-based language instruction is an English language teaching method that will receive a lot of prominence through research in 2024. The English language learning process has widely used many AI-based tools such as ChatGPT, QuillBot, Grammarly, and machine learning algorithms. In addition to the transmission of content, teachers are also utilizing technology to provide students with independent feedback, chatbot-based practice conversation, and personalized live language competence test. Because it is a more personalized, adaptive, and

interactive learning environment, such a style is effective to boost student motivation and engagement in learning.

Apart from that, experiential learning methods like project-based learning, role-playing, virtual study tours, and online collaboration with international learners, continue to become increasingly popular in English language education. They are reported to facilitate the cultivation of functional communication skills, critical thinking, problem-solving abilities, and international employability. The second issue in the 2024 English Language Teaching Strategy is multimodal teaching strategies implementation. In order to create a learning environment that is diverse, interesting and appropriate to various student learning styles, teachers must be able to integrate various learning media, ranging from audio, video, animation, infographics, to interactive websites. This approach is considered important for developing inclusive classrooms, engaging active learners and expanding English language learning.

However, recent research also shows that teachers have digital literacy and pedagogy innovation also plays an important role in ensuring the effectiveness of English language teaching practices in 2024. Apart from being able

to utilize various learning technologies, teachers must be able to create innovative, up-to-date and adaptable lesson plans that suit the needs of their students. All things being equal, English language teaching strategy trends in 2024 show a move towards learning that is more innovative, technology-based, personalized and focused on 21st century skills. This tactic is a reaction to the increasingly complex problems arising from digitalization and globalization, as well as an opportunity to develop an English language learning system that is more efficient and relevant in the future.

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**Table 4.2.** Types of research methodologies which commonly employed by the students

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No	Approach	Research Design	Years	Total
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			2020	2021	2022	2023	2024	
1.	Qualitative	Descriptive	61	65	129	92	35	382
		Narrative Inquiry	1	0	2	7	18	28
		Case Study	2	1	12	15	9	39
		Content Analysis	0	7	14	20	11	52
		Library Research	0	2	5	0	1	8
		Photo Voice	0	0	0	4	3	7
		R&D	0	0	0	0	2	2
		DBR	0	0	0	0	1	1
		Auto-Ethnography	0	0	0	1	1	2
2.	Quantitative	Experiment	0	0	0	1	1	2
		Survey	0	0	0	0	1	1
		Descriptive	1	4	9	4	1	19
		Correlational	0	0	0	1	0	1
3.	Mix Method	Explatory	0	0	0	3	1	4
		Explanatory Sequential	0	0	0	3	1	4
Total			65	79	170	152	86	557

Descriptive qualitative research is the most popular or trending type of research in the last five years, as can be seen from the results of the analysis carried out by researchers from the problem formulation of the two research methodologies. Of the total theses, 380 were qualitative descriptive research. Even smaller than other types of search.

Based on the results of data analysis, most of the students and researchers of the English Language Education



Department prefer to apply a descriptive qualitative research design in the 2020-2024 period. The type of research problems usually asked in this discipline, which prioritizes richness of understanding about phenomena, behaviors, and perceptions against data generation in the form of statistics or common numbers, can be utilized to explain this preference. Because it allows researchers to explore and make sense of contemporary events with fixed variables, descriptive qualitative research would be the most appropriate. Most research on learning English tends to focus on issues such as learners' experiences in learning, classroom teaching by teachers, beliefs about learning processes, and learners' problems in trying to learn the language. Since they are related to subjective experience, contextual circumstances, and other human relationships, such topics inherently require a qualitative and descriptive solution.

Apart from that, the COVID-19 pandemic situation which has affected student research trends since 2020 has also made qualitative descriptive research a more practical choice due to the limitations of direct data collection and the need for adaptable strategies; Data collection methods such as online observation, document analysis, and interviews are increasingly popular because they can be easily transferred to different data collection contexts.

In addition, with the limitations of primary data collection and the need for flexible methods, the context of the COVID-19 pandemic, which has shaped student research trends since 2020, has allowed qualitative descriptive research as a more practical option. Observational data collection methods, document analysis and online interviews are widely used because they are easy to adapt to the data collection context.

## **B. Discussions**

The results found by researchers in the last five years above are used as a reference in this section. Researchers collect qualitative research data related to the research topic. In this section the researcher discusses the results of further data collection that supports the findings of this research. The research data in the results section is examined by the researcher and compared with existing theory. However, this discussion is used as reference material to simplify the research questions. For example, the research questions for this researcher were as follows:

### **1. The pre-dominant research topics explored by English Language Education Students 2020-2024**

Analysis of the thesis of the Department of English Education at UIN Antasari Banjarmasin over the last five years shows that English language teaching strategies have

become the most dominant research topic. Students consistently covered this topic from 2020 to 2024, with especially high frequency during COVID 19 pandemic period (2020–2021). These results are not surprising considering the significant changes in teaching methodology that occurred during this pandemic. The sudden switch from traditional face-to-face teaching to learning and blended learning formats require students and teachers to quickly adapt to new teaching models. Therefore, English language teaching methods such as pioneering, technology-oriented, and student-centered approaches are increasingly standing out as important areas of inquiry. Students are eager to learn how teaching practices can be adapted to maintain learning effectiveness, interest, and language acquisition in a virtual environment. During this period, many other important fields of study emerged:

- a. Learning Experiences: Students identified their experience with distance education. Their investigations often reveal the following problems: lack of motivation, technological limitations, and lack of face-to-face communication. Instead, they mentioned positive experiences such as greater independence and flexibility

in learning.

- b. Integrating technology into language learning: Social media (e.g. WhatsApp, Instagram), mobile apps (e.g. Duolingo, Kahoot) and artificial intelligence (e.g. ChatGPT, Grammarly) are increasingly popular. During the pandemic, students are interested in using technology to improve English teaching and learning.
- c. Higher Order Thinking Skills (HOTS) based tests: To meet the needs of the 21st century, some students create and critique learning activities and tests to encourage critical thinking, problem solving, and creativity among English language learners.

At the same time, other topics are less discussed, despite their relevance to today's English language teaching challenges. These include.

- d. Problem-Based Learning (PBL) and Project-Based Learning (PjBL) Approaches: Although widely recommended in today's education system, these topics are only occasionally mentioned in students' study options and only a few studies have investigated how AI can be efficiently applied to English language education, despite AI being increasingly relevant in education globally.

The emergence of several themes, especially English language teaching methodology and technology-facilitated learning, is in line with previous research conducted by (Iftanti and Shofiyah, 2017) and (Damayanti et al., 2022), whose research revealed that Indonesian EFL students tend to focus their learning on teaching practices, learning media, and the application of technology. This trend shows that English teaching students at UIN Anatasari have overcome current educational problems, especially those caused by the pandemic situation. Furthermore, this implies a gap in current research: a lack of reflection on progressive methods such as PBL, PjBL, and AI-based language learning. Its completion could help significantly advance future research in English education.

Finally, although students have focused on functional and pressing issues such as teaching strategies and technology use during the pandemic, future research could benefit from conducting research in under-researched areas to predict future educational trends and needs.

## **2. The types of research methodologies are commonly employed by the students**

Discussion of theses of students of English language education at UIN Antasari Banjarmasin for 2020-2024 shows that qualitative research approach, or even more accurately qualitative descriptive research, is the most common type of research in the last five years.

The shift toward descriptive qualitative research is the outcome of various interdependent factors:

### **a. The nature of the research topic:**

The main issues discussed, including instruction in English such things as approaches, learning processes and use of technology in language acquisition are very qualitative. They are responsive analysis of perception, experience, behavior, and contextual dynamics, as well as not aggregations of numerical scores or statistical generalizations.

### **b. Flexibility and accessibility:**

Qualitative research is flexible, especially during the COVID-19 era, where access to face-to-face classes and physical respondents is limited. Researchers can conduct research founded on online interviews, document analysis, and online observations that are best

utilized in qualitative studies.

**c. Ease of carrying out university research:**

Qualitative descriptive research has historically been perceived as more appropriate for undergraduate students due to its narrow concentration, lowered demands for elaborate statistical analysis, and applicability in educational and social problem research. Apart from qualitative descriptive research, in recent years it has been found that other qualitative designs are also increasingly being used, such as:

**d. Content Analysis**

Its application is increasingly widespread, especially when used to analyze textbooks, syllabi, lesson plans, online teaching materials, and social media information. Content analysis allows students to examine the text based on information systematically without having to access the community directly.

**e. Case studies and narrative investigations:**

Students utilize this framework to conduct in-depth studies into particular classes, pedagogy, or attendance numbers, adding more contextual richness to what they do.

However, in the data, very little mixed methods and

quantitative research designs use is present:

**f. Quantitative research:**

Not many theses use experimental designs, surveys, or correlational analysis. This deficiency may indicate students' uncertainty regarding statistical methods or an educational system that reinforces qualitative traditions.

**g. Mixed methods research:**

Although there are attempts to combine qualitative and quantitative methods, mixed methods studies are the exception. Once implemented, this is often done with simple projects such as sequential briefing projects with small-scale surveys and interviews.

This evidence is consistent with other research, for example by (Iftanti and Shofiya, 2017), which shows that qualitative research among learners of English as a foreign language in Indonesia is common, for example in topics such as teaching methods, media content analysis, and student experience.

In addition, the use of qualitative descriptive methods reflects broader trends in the pandemic period, where remote data collection and interpretive analysis is necessary



and provides an alternative to traditional experiments or field research evidence based research. However, despite the fact that descriptive qualitative inquiry can still be applied to most educational problems, over-reliance on methodological approaches prevents students from acquiring research skills. A wider choice of methodologies, such as experimental, quasi

Experimental and more advanced mixed methods designs will allow students to answer more diverse and sophisticated research questions, improving the academic quality of their research and better preparing them for the future scientific work. Curriculum designers and thesis advisors may want to encourage greater methodological diversity, including more quantitative and mixed methods training. This will not only improve students' research capabilities, but also keep the English Language Teaching Department's research output dynamic, innovative and in line with changing educational needs. From the discussion of these two research questions, it can be concluded that from 2020 to 2024 there will be research trends English teaching students at UIN Antasari Banjarmasin have been greatly impacted by advances in the education sector, especially the COVID-19 pandemic and rapid technological

innovation.

In the beginning, when it comes to the most popular areas of study, English language teaching strategies have always been the most studied areas, especially strategies that incorporate technology and support a student-centered approach. The second favorite area is distance learning experiences, use of social media and mobile applications to facilitate English language learning, and HOTS-based assessments. However, other important areas remain underexplored, such as problem-based learning (PBL), project-based learning (PjBL), and AI-enhanced language learning, indicating a major gap in research. Second, in terms of research methodology, most students use qualitative descriptive methodology. The choice of this methodology is based on the qualitative problem under study, the adaptability of the qualitative methodology to the learning phase is limited and its relative ease of use for university projects. As other methods, such as content analysis and case studies, become more popular, mixed methods and quantitative designs are increasingly left behind, suggested that there should be more general methodological training for students.

Overall, these findings suggest that, although students

are already aware of everyday issues in English language teaching, further research into new questions and research approaches is needed. Increasing student research projects and encouraging creativity in topic selection will make future research in the English Language Education Department of higher quality and useful.

The dominance of English teaching methodologies as the most widely studied topic between 2020-2024 shows that students have been keenly interested in functional pedagogy in the classroom, especially because of the challenges caused by the COVID-19 pandemic. Students were keen on scaling up teaching methods to digital platforms, integrating technology, and applying student-centered methods such as blended learning and cooperative learning.

This trend means that English teacher preparation students are responsive to educational environments' shifts and eager to determine suitable methods to support students in online or blended environments. However, less studied topics such as problem-based learning, project-based learning, and AI-supported instruction are good prospects for future research development.

