Trend Analysis of Flipped-Classroom Research in English as A Foreign Language

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Abstrak

Para peneliti telah mengakses database Scopus untuk mengumpulkan data untuk penelitian ini. Penulis menggunakan Microsoft Excel untuk analisis frekuensi, VOSviewer untuk visualisasi data, dan Harzing's Publish or Perish untuk metrik dan analisis kutipan. Menurut pencarian kata kunci, 26 artikel telah ditemukan dengan kata kunci "Flipped-Classroom" dan "EFL". Penelitian terkait kata kunci telah dimulai pada tahun 2014 dengan satu jumlah artikel selama satu tahun penuh. Dari tahun berikutnya hingga 2020, jumlah publikasi setiap tahun bertambah. Sebagai hasil analisis, peneliti mengungkapkan data tentang pertumbuhan penelitian, jurnal yang paling aktif pada topik, sebaran kata kunci penulis, kemunculan bersama kata kunci penulis, kolaborasi penulis, dan penulis yang paling aktif. Terbukti bahwa selama tujuh tahun terakhir, para peneliti telah meningkatkan fokus mereka pada penelitian flipped-classroom dan EFL, dengan jumlah publikasi tertinggi terjadi pada tahun 2020 (11 publikasi). Jurnal yang paling aktif tentang subjek ini adalah International Journal of Emerging Technologies in Learning, yang telah menerbitkan tiga artikel. Selain itu, penyelidikan menemukan bahwa instruksi, persepsi, dan kinerja adalah kata kunci yang paling umum digunakan. Namun, keterlibatan dan motivasi jarang disebutkan dalam laporan penelitian.
Kata Kunci: Flipped-classroom, EFL, Bibliometric.

Abstract

The researchers accessed the online Scopus database to gather data for the study. The researchers utilized Microsoft Excel for frequency analysis, VOSviewer for data visualization, and Harzing's Publish or Perish for citation metrics and analysis. According to a keywords search for "Flipped-Classroom" and "EFL," 26 articles were assessed. The research on this matter was started in 2014 with one article for the entire year. From the next year to 2020, the number of publications each year grew. As a result of the analysis, the researcher discloses the data on the growth of the research, the most active journals on the topic, the distribution of author keywords and co-occurrences of author keywords, and the most active authors and authors' collaboration. It was shown that throughout the last seven years, researchers have increased their focus on flipped classroom and EFL research, with the highest number of publications occurring in 2020 (11 papers). The most active journal on the subject is the International Journal of Emerging Technologies in Learning, which has published three pieces on the subject. Additionally, the investigation found that instruction, perception, and performance are the most commonly used keywords. However, involvement and motivation are mentioned infrequently in research reports.
Keywords: Flipped-classroom, EFL, Bibliometric

INTRODUCTION

The advancement of technology requires improvement in teaching and learning activities. Electronic devices and media cannot be separated from human daily life. Innovations are needed to accommodate electronic devices and media into the teaching and learning activities. Bergmann and Sams explored the classroom concept to answer the challenges in 2007. Initially, they employed the lecture technique to teach students math and science subjects. He made an explanatory video, which kids may view at home to learn. On the following day, the teacher assisted the students to complete assignments in the classroom (Bergmann & Sams, 2012). The Flipped Classroom Model refers to the home-completed assignments as the model's original principle.

Unlike traditional classrooms, the flipped classroom flips the whole classroom or assignment by using technology, allowing for greater participation in the classroom (Overmyer, 2012). It restructures the duration of learning, either outside or inside the classroom. The model flips learning approaches by giving lessons to be done outside the classroom and bringing assignments to the class. The flipped classroom is an instructional strategy that incorporates two critical components: the utilization of computer technology and the incorporation of interactive learning activities (Hsieh et al., 2015). This model is especially compatible with the recent phenomena since students utilize electronic devices on daily basis. Online learning enables students and lecturers to be connected through technology to mediate the learning activities (Syahraini et al., 2022) and achieve optimum learning achievement since learning achievement could be a determining factor to see students' success in learning (Radyuli & Aska, 2019).

Flipped-classroom is a model that is compatible to be applied in various subjects. Several researchers conducted studies to see the model's effectiveness (Li & Suwanthep, 2017) and benefits (Chuang, 2018). Unfortunately, little information could be obtained regarding the topics. Therefore, this research intended to overcome the sates limitation through scholarly networks and worldwide trends investigations involving flipped classroom and ELT on articles published between 2014 and 2020. The researcher focused his analysis on the most popular journals on the topic, the growth of the research, the distribution and co-occurrences of author keywords, the distribution of publications by country, authors' collaboration, the most active authors, and co-authorship distribution.

Bibliometrics is a statistical examination of publications like published articles (Ding et al., 2016)**.** The data may be found by browsing journal databases. Researchers perform this analysis on publication and citation to analyze authors, generate concept maps, and scientific domain changes (Massimo & Cuccurullo, 2017). A distance-based map and a graph-based map are produced by this analysis. Researchers, research groups, and research organizations can benefit from the bibliometric analysis since it provides an overview of their scientific production and the citations to this work.

In order to produce and display bibliometric maps, the VOS (Visualization of Similarities) viewer was created. Graphics is a key component of VOS. VOSviewer is capable of displaying massive bibliometric maps. It produces authors or journals maps based on keywords and co-citation data. VOSviewer can track more than 100 search results. Informative maps can be produced by the VOS mapping technology which is fully incorporated into VOSviewer. It shows three different sorts of visualizations: a network, an overlay, and a density (Van Eck & Waltman, 2020). In this research, the researcher only utilized the network visualization of articles found on the Scopus database.

Several other researchers have conducted Bibliometric analysis on flipped-classroom. Researches have been conducted to identify and analyze articles on the flipped classroom model brought by well-known journals between 2010 and 2019. It was found that ten journals published eighty-eight articles by 2019 and three frequently used author keywords are flipped classroom, active learning, and blended learning (Julia et

al., 2020). The novelty of this research lies in the specified topic of discussion. Unlike the previous research, this research tried to analyze the flipped classroom in a specific context, namely English as a Foreign Language (EFL), which has never been conducted before.

METHOD

The bibliometric analysis is employed to achieve the goals stated in the introduction. It is a statistical examination of published articles (Ding et al., 2016). It entails the use of statistical tools to determine qualitative and quantitative changes within a certain scientific research topic in order to determine the publishing profile of that topic and identify trends within a field. In order to better utilize, organize, and decipher data in a certain area of study, bibliometric analyses look at a variety of bibliographical sources (Merigó et al., 2015). Detailed information could be obtained through this analysis such as the keywords frequency, citations, and authors within different time frames (Rusly et al., 2019). The frequency of keywords, citations, and authors may be used to analyze data on publications across time.

Using the Scopus database and Scopus indexed material, 26 articles were retrieved for this study. The researchers selected the Scopus database as the source of data collection. "Flipped-classroom" and "EFL" were the keywords searched for the analysis. The research topics will be answered using network visualization and bibliometric indicators.

People, theories, and organizations are all linked together in Scopus thanks to the meticulously crafted original information. Scopus generates precise citation results and detailed profiles of researchers via the use of sophisticated tools and analytics. Search terms for titles, abstracts, and keywords were included. The analyzed documents were published between 2014 and 2020. In this research, the researchers employed the bibliometric analysis procedure proposed by (Zarea et al., 2017).
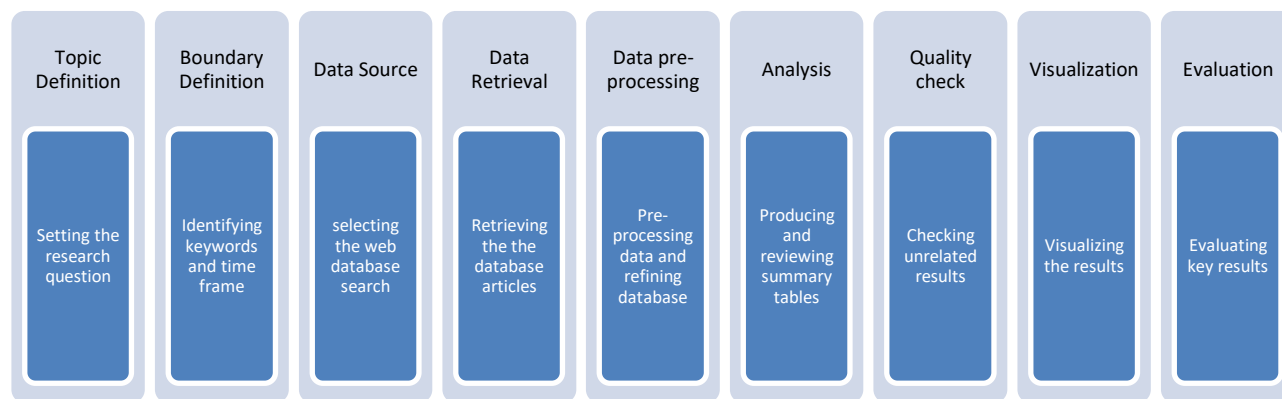
Figure 1. The Bibliometric Analysis Procedure

The researchers searched the predetermined keywords into the Scopus database. The researchers limited the keywords into "flipped classroom" and "EFL" to gain more comprehensible data output. Without the limitation, the obtained data would be too broad and come from a variety of disciplines. Besides, the researcher also limited the publication time frame. Originally, the time frames were limited to ten years of publication, specifically 2011 to 2020. However, the first articles on the focused topics were first published in 2014. Thus, the analyzed articles were those published from 2014 to 2020 (seven years).

26 articles were evaluated based on the keywords input into the search section of the Scopus database. The data was extracted into RIS and CSV formats. MS Excel, VOSviewer, and Publish and Perish. MS. Excel was used to compute the publishing frequency and create the necessary graphical data. Furthermore, the bibliometric networks were visualized using VOSviewer version 16.17.

RESULTS AND DISCUSSION

The analysis of the 26 selected articles reveals the data on the growth of the research, the most active journals on the topic, the spread and co-occurrences of author keywords, and the most active authors and authors' collaboration.

Research Growth

The researcher tracked the research patterns and growth by looking at articles' publication years (Ahmi & Mohamad, 2019). The research growth was quite dynamic. There were 26 articles published by several journals over the eight years. The first identified article was published in 2014, which also conclude the publications at that year. Unfortunately, within two years, no research was published on this topic. Therefore, there were two years of the void with no published articles regarding flipped-classroom and EFL. In the following year, the research regarding this topic significantly rose which reached the highest number of the publication since the first identified publication. There were eight articles published in 2017. The number of publications unexpectedly decreased in 2018. At that year, only two articles were published. In 2019, although not significant, the number of publications rose to four published research articles. The year 2020 was marked as the overall highest published article within the specified time frame. There were eleven articles published that year. The detailed data on the number of publications can be seen in Table 1 and Figure 2.

Table 1
Number of Publications by Year

No.	Year	Number of Publication	Percentage (%) N=26
1	2014	1	4
2	2015	0	0
3	2016	0	0
4	2017	8	31
5	2018	2	8
6	2019	4	15
7	2020	11	42
Total		26	100
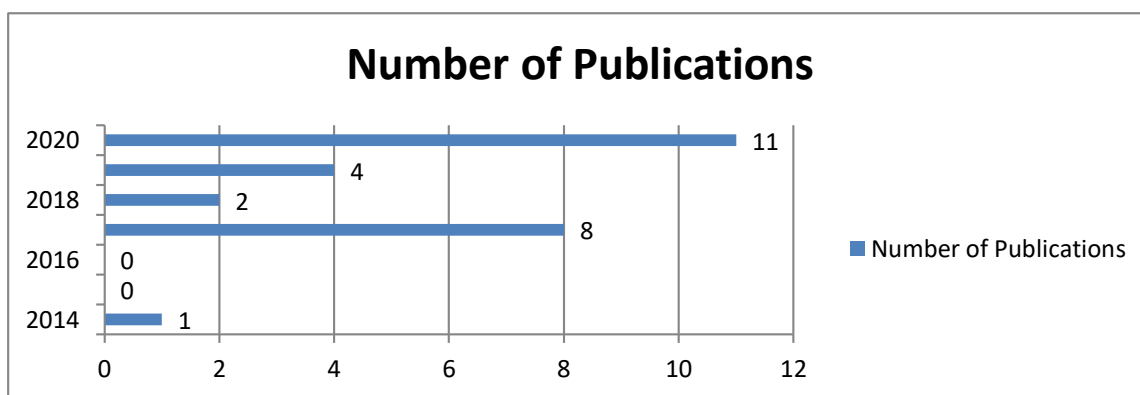
Figure 2. The Graph of Publication Number by Year

Table 1 and Figure 2 reveal that the highest number of publications occurred in 2020 with eleven published articles. Furthermore, the lowest number of publications occurred in 2015 and 2016 with no published article. Based on the data, although fluctuates, the research on the flipped classroom and EFL slowly gained popularity proven by the increasing number of publications.

The Most Active Journals

Based on the imputed keyword in the Scopus database, the researcher discovered 19 journals that have published articles on flipped-classroom and EFL. The numbers of articles published by the journals were varied. The top journal that has published the most number of articles on the topic was the International Journal of Emerging Technologies in Learning with three (3) publications. The next most active publishers that published the articles on the topic were composed of several journals. The journals are the International Journal of Advanced Science and Technology with two (2) publications, International Journal of Instruction with two (2) publications, International Journal of Learning with two (2) publications, Journal of Asia TEFL with two (2) publications, and Turkish Online Journal of Distance Education with two (2) publications. The rest thirteen published articles were published by other thirteen journals, where each journal published one article. The detailed data are presented in Table 2.

Table 2
The Most Active Journals

No.	Journals	Number of Publications
1	International Journal of Emerging Technologies in Learning	3
2	International Journal of Advanced Science and Technology	2
3	International Journal of Instruction	2
4	International Journal of Learning	2
5	Journal of Asia TEFL	2
6	Turkish Online Journal of Distance Education	2
7	Electronic Journal of Foreign Language Teaching	1
8	Eurasia Journal of Mathematics, Science and Technology Education	1
9	International Journal of Learning, Teaching and Educational Research	1
10	International Journal of Mobile and Blended Learning	1
11	International Journal of Psychosocial Rehabilitation	1
12	Journal of Computers in Education	1
13	Journal of Language Teaching and Research	1
14	Journal of Theoretical and Applied Information Technology	1
15	Pertanika Journal of Social Sciences and Humanities	1
16	Taiwan Journal of TESOL	1
17	Turkish Online Journal of Educational Technology	1
18	World Journal of English Language	1
19	World Journal on Educational Technology: Current Issues	1
	Total	26

Analysis of Author Keywords and Co-occurrences of Author Keywords

The keywords analysis revealed that keywords frequently used by authors are "instruction" (11%), "perception" (11%), and "performance" (11%). The second most frequently used keywords are "flipped-classroom approach" (7%), "technology" (7%), and "use" (7%). Furthermore, the researcher also found the third most frequently used keywords with each percentage value of 6%, namely "case study", "effectiveness", "experience", and "implementation". The last frequently used keywords are "class activity", EFL context", "engagement", and "motivation". The detailed data is in Table 3.

Table 3
The Author Keywords Analysis

No.	Author Keywords	Frequency	Percentage (%)
1	Instruction	18	11
2	Perception	18	11
3	Performance	18	11
4	Flipped classroom approach	12	7

5	Technology	12	7
6	Use	12	7
7	Case study	10	6
8	Effectiveness	10	6
9	Experience	10	6
10	Implementation	10	6
11	Class activity	8	5
12	EFL context	8	5
13	Engagement	8	5
14	Motivation	8	5

Co-occurrence analysis was done to identify the terms with VOSviewer. The analysis revealed that there are three clusters formed. Based on the extracted bibliographic data, full counts had been performed resulted in fifteen keywords and three clusters. The first cluster consisted of six items, namely "class activity", "effectiveness", flipped-classroom approach", "implementation", "performance", and "video". The second cluster consisted of five items, namely "case study", "experience", "perception", "technology, and "use". The last cluster consisted of items, namely "EFL context", "Engagement", "Instruction", and "motivation".
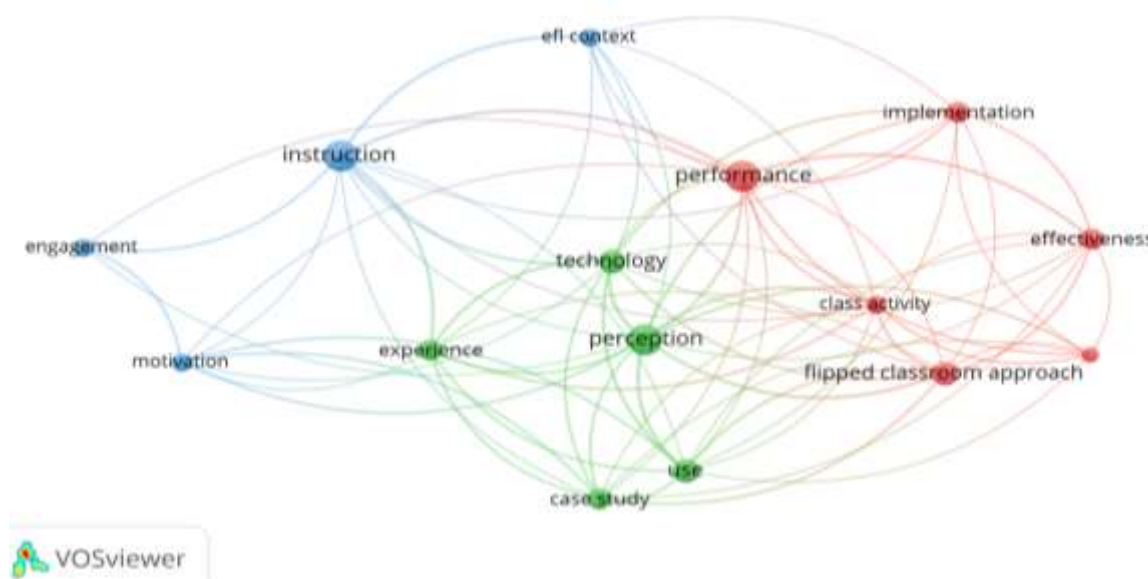
Figure 3. Network Visualization of Co-occurrence by Author Keywords

According to Figure 3, the commonly used terms were instruction, perception, and performance. However, involvement and motivation are only mentioned in a few study publications. This discovery provides an opportunity for further scholars to investigate infrequently mentioned issues.

The List of Authors

The analysis revealed that there are 26 Scopus-indexed articles between 2014 and 2020. The detailed list of the articles and other supporting information is contained in Table 4.

Table 4
The List of Research Publications on Flipped-Classroom on EFL

No.	Author and Year of Publication	Title	Publisher
1	(Jeong, 2017)	The use of Moodle to enrich flipped learning for english as a foreign language education	Journal of Theoretical and Applied Information Technology

No.	Author and Year of Publication	Title	Publisher
2	(Aprianto et al., 2020)	Multimedia-Assisted Learning in a Flipped Classroom: A Case Study of Autonomous Learning on EFL University Students	International Journal of Emerging Technologies in Learning
3	(Lee, 2017)	TELL us ESP in a flipped classroom	Eurasia Journal of Mathematics, Science and Technology Education
4	(Afrilyasanti et al., 2017)	Indonesian EFL students' perceptions on the implementation of flipped classroom model	Journal of Language Teaching and Research
5	(Yavuz & Ozdemir, 2019)	Flipped classroom approach in EFL context: Some associated factors	World Journal on Educational Technology: Current Issues
6	(Cabrer & Castillo, 2017)	Flipping the classroom through the use of Socrative, Padlet, and Twitter in an academic writing course: A case of pre-service EFL teachers in Ecuador	Turkish Online Journal of Educational Technology
7	(Li & Suwanthep, 2017)	Integration of Flipped Classroom Model for EFL Speaking	International Journal of Learning
8	(Nicholes, 2020)	Predictors of engagement and success in a flipped EFL classroom in China	Electronic Journal of Foreign Language Teaching
9	(Yu, 2019)	EFL Students' Perceptions of the Flipped English Language Classroom: A Case Study	International Journal of Learning
10	(Webb et al., 2014)	Flipping a Chinese university efl course: What students and teachers think of the model	Journal of Asia TEFL
11	(Mufliharsi et al., 2020)	Flipped classroom for reading enrichment: EFL learners participation	International Journal of Advanced Science and Technology
12	(Harunasari, 2020)	Flipping out the classroom: A case study in Indonesian EFL class	International Journal of Psychosocial Rehabilitation
13	(Abdullah et al., 2019)	Implementation of flipped classroom model and its effectiveness on English speaking performance	International Journal of Emerging Technologies in Learning
14	(Solimani et al., 2019)	Flipped vs. unplugged instructions: Sailing EFL learners' oral proficiency through virtual and real learning communities	International Journal of Instruction
15	(Bulut & Kocoglu, 2020)	The flipped classroom's effect on EFL learners' grammar knowledge	International Journal of Mobile and Blended Learning
16	(Fitriana et al., 2020)	The flipped English classroom in EFL context: A study of education 4.0	International Journal of Advanced Science and Technology
17	(Hu & Hsu, 2018)	The value of adding a flipped learning component to a humanities course in higher education: Student perception and performance	Taiwan Journal of TESOL
18	(Ekmekci, 2017)	The flipped writing classroom in Turkish EFL context: A comparative study on a new model	Turkish Online Journal of Distance Education
19	(Hazaymeh & Altakhaineh, 2019)	The effect of flipped classroom instruction on developing Emirati EFL learners' pragmatic	International Journal of Learning, Teaching and

No.	Author and Year of Publication	Title	Publisher
		competence	Educational Research
20	(Teng, 2017)	Flipping the classroom and tertiary level EFL students' academic performance and satisfaction	Journal of Asia TEFL
21	(Raba, 2020)	Flipped classroom's validity, applicability, and reliability according to university and private sector scholars' perspectives in the Palestinian context	World Journal of English Language
22	(Zainuddin, 2017)	First-year college students' experiences in the EFL flipped classroom: A case study in Indonesia	International Journal of Instruction
23	(Zou, 2020)	Gamified flipped EFL classroom for primary education: student and teacher perceptions	Journal of Computers in Education
24	(Ghufron & Nurdianingsih, 2020)	Flipped teaching with call media in EFL writing course: Indonesian EFL writing teachers' reflection	Pertanika Journal of Social Sciences and Humanities
25	(Lakarnchua et al., 2020)	Insights from the implementation of a flipped classroom approach with the use of a commercial learning management system	Turkish Online Journal of Distance Education
26	(Abdullah et al., 2020)	Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance?	International Journal of Emerging Technologies in Learning

Number of Authors per Document

The researcher performed a descriptive analysis to investigate the authors' aspect. Besides, the researcher calculated the frequency and percentage. Most of the publications are written by only one author (38 %), followed by three authors (35%) and two authors (27%) per document. Table displays the data on the numbers of author per document.

Table 5
The Number of Authors

| Number of Authors	Frequency	% (N=26)
1	10	38
2	7	27
3	9	35
Total	26	100

Most Active Authors

According to the Scopus database, only a small number of authors have published their work on the flipped classroom in EFL. Out of all authors who have published their works, only Abdullah, et.al who have published more than one article (two articles).

Table 6
The Most Active Authors

Author	Number of Publication	Percentage
Abdullah, M Y Hussin, S Ismail, K	2	8 %

Co-authorship by Authors

One of the analysis focuses of this research is the analysis of co-authorship. The data is displayed in Figure 4.
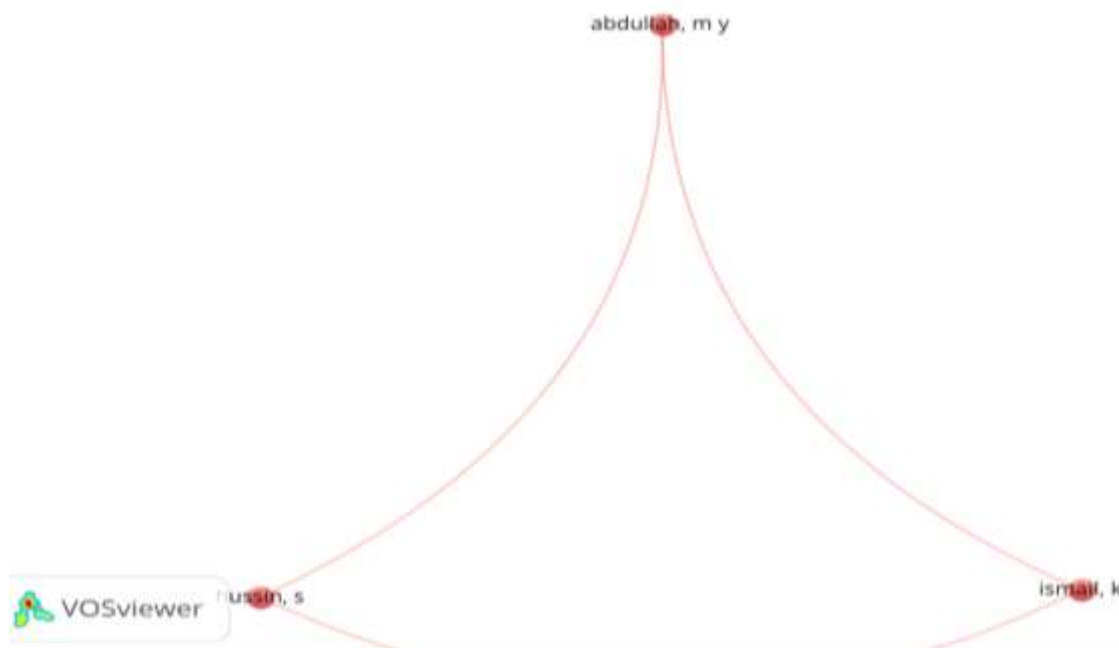
Figure 4. The Network Visualization of Co-authorship

The visualization only displays one cluster because only the three displayed authors who have collaborated to write articles on flipped-classroom on EFL. The network only displays three authors who have collaborated in writing more than one research on flipped-classroom on EFL.

This research results are supported by a bibliometric analysis conducted by Tsai & Wu (2020). They found that there are 645 articles focused on flipped-classroom across multiple disciplines based on data taken from Web of Science. Furthermore, they found that there are 24 highly-cited articles with the most frequent keywords being the overall feasibility of the flipped classroom course design and practical model, and students' performances, and student-regulated learning (active learning and readiness) outcomes. Another bibliometric study on flipped-classroom and English language teaching has been conducted that resulted that the most frequent keyword of achievement and evaluation strategy (الشبيبية & Al-Ayasra, 2019). The study also results reveal that the flipped classroom can provide students with a more interactive environment that will lead to higher learning achievement and better preparation for 21st-century learning and work environments.

The results of previous studies can be used to broaden the finding of this research, especially in enriching the keywords findings. The studies reveal that besides the instruction, perception, and performance as the finding of this research, other keywords such as achievement, evaluation strategy, course design, practical model, students' performances, and student-regulated learning have been frequently researched. This information can serve as guidance for further researchers to find other themes in researching flipped-classroom.

The finding of this research can assist further researchers in selecting the topic of their research, especially research related to flipped-classroom. The most frequently occurring keywords mean that the topics related to those keywords have been researched previously. Thus, further researchers can find other alternatives to focus their research. However, this research is still limited to only one data source, namely the Scopus database. Different results ought to be generated if the research incorporates multiple data sources.

CONCLUSION

In this age of modern technology, the flipped classroom on EFL is surely rising and gaining popularity. This research plays a role in enriching the corpus of knowledge by reporting the findings of a study of academic networks and global research trends on Flipped-classroom instruction in English as a Foreign Language. The researcher extracted bibliometric data for 26 research papers from the Scopus database using the keywords "flipped-classroom" and "EFL." It was shown that throughout the last seven years, researchers have increased their focus on flipped classrooms and EFL research. The most frequent publications occurred in 2020 (11 papers). The most active journal on the subject is the International Journal of Emerging Technologies in Learning, which has published three pieces on the subject. Additionally, the investigation found that instruction, perception, and performance are the most commonly used keywords. However, involvement and motivation are mentioned infrequently in research reports. This discovery paves the way for future academics to investigate little-discussed subjects. The findings of this bibliometric analysis may act as a spur for more research on flipped classrooms on EFL and may contribute to its broad adoption.

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