

## Exploring English Learning in Indonesia: A Bibliometric Analysis from 2013 to 2022

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**Abstract: Exploring English Learning in Indonesia: A Bibliometric Analysis from 2013 to 2022.** Research on English language learning in Indonesia has been widely done by many scholars from various aspects. Yet, research on documents about English learning in Indonesia within the last ten years in the form of bibliometrics analysis is still limited, and this research is going to fill the knowledge gap. The purpose of this study was to examine the state-of-the-art documents relevant to research in English learning in Indonesia using Scopus indexed articles. The data for this study were obtained from the Scopus database. The study uses VOS viewer to analyze keywords from 200 Scopus papers on learning English in Indonesia. Furthermore, the analysis of the Scopus database search results visualizes the characteristics and trends of journals, authors, and topics related to English learning research in Indonesia. Regarding the analysis result, publications on English learning in Indonesia have been published in 51 journals. Furthermore, Indonesian scholars were positioned as the authors lead with 183 documents publication on the English learning issue. Talking about institutional affiliation of authors who produce most research publication on English learning, Universitas Pendidikan Indonesia (19 publications) is the lead institutional followed by Universitas Negeri Makassar (19 publications). Concerning emerging themes in the research of English learning in Indonesia, the theme “Impact implementation teaching English” is the most frequent themes for the research. About the top issue cited, the most issued cited deals with English as an online communication, followed by strategies in language learning. This research contributes to the formation of more relevant research by becoming a reference for further researchers in identifying the position of contribution to the creation of more relevant research.

**Keywords:** bibliometric analysis, English learning, scopus database, VOSviewer, Indonesia.

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### ■ INTRODUCTION

English is the world language because it is the main language of the majority of countries in the world. In addition, English is one of the most important world languages to master or learn. Some countries, especially former British colonies, consider English to be a second

language to be learned after the original language. Although English is a foreign language in Indonesia, it plays an important role in people's daily lives especially for its position in language learning in Indonesia education world (Cahyadi et al., 2021; Candra et al., 2021; Machmud, 2011; Syahrudin et al., 2021). English language

education concentrates on the primary goal of language learning, namely communication. Being able to communicate using global language will bring brighter future for the students (Nekrasova et al., 2021). As a result, rather than comparing themselves to native English speakers, students may concentrate on honing their English skills regardless of accent to become members of the global community.

Over the past ten years, Indonesia's English language education system has changed significantly, reflecting the nation's increasing emphasis on fluency in the international language. A growing body of scholarly research focusing on comprehending and improving English language instruction has been conducted in Indonesia as a result of the growing acknowledgment of English as an essential instrument for academic progress, economic opportunity, and worldwide communication. The research from the education scholars shows highly interest toward the currents issues as investigated by Alrajafi, 2021; Boy Jon et al., 2021; Fitriati & Rata, 2020; Miller et al., 2018; Nur et al., 2023.

In reaching the main target of English learning, creating appropriate curriculum would be the solution. The curriculum is supposed in line with the Indonesian National Qualifications Framework (KKNI) that aims to prepare students to competitive working world (Hardin & Koppenhaver, 2016; Manu et al., 2021; Tarhan & Balban, 2014). In addition, the designed curriculum should be made by considering the teacher input and the students' need (Hardin & Koppenhaver, 2016).

This bibliometric analysis aims to explore the body of knowledge on English learning in Indonesia from 2013 to 2022, offering a thorough synopsis of the major themes, trends, and path for future research in this field. Through the use of bibliometric techniques, including co-authorship networks, keyword clustering, and

citation analysis, this study seeks to provide insights into the academic landscape, identify noteworthy publications and authors, and discover new areas of interest and concern as identified in the research publication of concerned scholars like Daflizar et al., 2022; Darmajanti, 2017; Maruanaya & Latief, 2019; Mu'in et al., 2018; Solikhah & Assegaf, 2019; Suriaman et al., 2019; Weda, 2018.

Indonesia offers special potential and challenges for English language instruction because of its huge and geographically scattered population as well as its rich linguistic and cultural background. These issues are proven by researchers such as (Boy Jon et al., 2021; Malkoç & Mutlu, 2018; Tao et al., 2021; Whitfield et al., 2022; Yang et al., 2023; Yulyanah & Khotimah, 2021). As a result, this analysis not only clarifies the scholarly activities in the area but also offers policymakers, teachers, and researchers a useful tool for navigating the nuances of English learning in Indonesia.

This study aims to add to the ongoing conversation about English language education in Indonesia by methodically reviewing academic literature. By doing so, it hopes to inform decision-making, promote cooperation among stakeholders, and ultimately improve the caliber and efficacy of English learning programs throughout the archipelago.

## ■ METHOD

The research method of this bibliometric analysis adopts a systematic approach in investigating the scholarly output related to English learning in Indonesia from 2013 to 2022. The methodology encompasses several key steps like data collection, data extraction, data analysis, visualization, and interpretation. In doing the data collection, comprehensive literature search was conducted by having systematic search across academic databases of Scopus publication database using relevant keywords such as

“English learning”, “Indonesia”, “language education”. Inclusion criteria was used to limit the main data target. Only relevant articles on English language learning in Indonesian context are considered for inclusion. Also, the publications between 2013 and 2022 are selected as the time frame to capture the recent developments and trends in the field of English language learning. The 200 papers used in this literature study were collected from the Scopus database.

In extracting the data, relevant bibliographic information such as title, authors, publication year, journal name, abstract, keywords, and citation counts are considered from each identified publication. The publications are categorized based on number of publications, author affiliation, journal publication, authors and its affiliations, themes, and citations. Thus, analyzing the research data uses bibliometrics techniques including citation analysis, co-authorship network analysis, and keyword clustering. Similarly, statistical analysis is implemented in the form of descriptive statistics. It is used to summarize key metrics such as publication trends over time, citation counts, authorship patterns, and thematic distributions.

After extracting the data, visualizing the data will be next step. The data findings are visualized using graphs, charts, and network diagrams to improve the understanding and facilitate interpretation of the finding. Then, specialized bibliometrics software using VOSviewer is also utilized for visualization and analysis purposes.

Interpretation of findings is the following step. The data result is interpreted in the context of broader landscape of English learning in Indonesia, and considering factors such as educational policies, socio cultural dynamics, and linguistic diversity. By employing a rigorous and systematic research methodology, this bibliometric analysis aims to provide valuable insights into the scholarly discourse surrounding English learning in Indonesia, offering a foundation

for informed decision-making and further exploration in this critical domain.

## ■ RESULT AND DISCUSSION

Over the previous 1 decade, the number of Scopus-indexed journal articles on English learning in Indonesian doubled. Simultaneously, authors from different countries have begun to participate in the development of global research, as shown by bibliometric analysis of the number of published documents and document citations that have an influence on the development of the topic of publication. This research approach uses bibliometric analysis to assess the likelihood of increasing interest in research and publishing in the future.

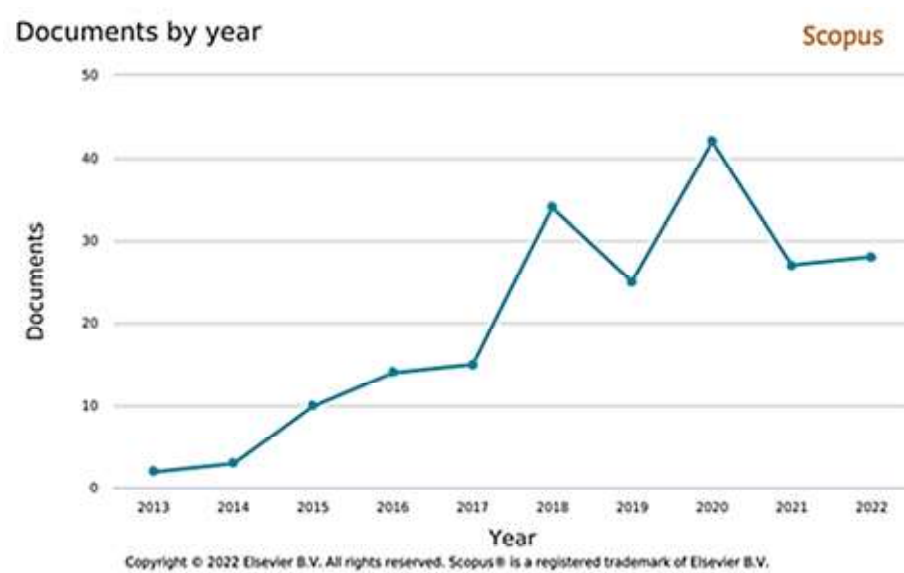
By browsing research materials in the Scopus database, this study examines current publications on English learning in Indonesian. The purpose of this study was to test the state of documents relevant to English learning in Indonesian study using Scopus indexed articles. The data for this study were obtained from the Scopus database. This study used VOS viewer to analyze keywords from 200 Scopus papers on the problem of learning English in Indonesian. Furthermore, the analysis of the search results of the Scopus database visualizes the characteristics and trends of journals, authors, and topics related to English learning in Indonesian research. Based on the results of this study, papers on English learning in Indonesian have been published in 51 magazines. There are subject maps that cover a variety of themes under study, such as the application of Impact in English education. English beliefs and evidence, English vocabulary, Relationship of English learning attitudes, English language learners, Motivation to learn English, Indonesian students need English. Research results are needed to help observe this important idea by examining the many published papers that are internationally accessible. It is very beneficial to learn English in Indonesian. This research topic

assists future scholars in examining and exploring potential research issues related to the study of English language learning.

**Publication Documents on English Learning in Indonesia**

The Scopus database contains 3 categories of papers related to English learning research in Indonesia: Article 193 (96.5 percent), Review 6 (3 percent), and Conference Paper 1 (0.5

percent). This paper is divided into sections that describe trends and features of journals, authors, keywords, and themes relevant to English language learning research in Indonesia. Based on the findings of the Scopus data search, the trajectory of the number of journal articles in the Scopus database Related to the issue of English learning in Indonesia in 2013–2018 tends to increase in publication, but experiences ups and downs in 2019–2022, as shown in Figure 1.



**Figure 1.** Number of publication documents english learning in indonesian (2013-2022)

As shown in Table 1, research on English learning has been carried out in the last eight years by various researchers from various countries, especially research in Indonesia, which has its

own characteristics that invite researchers to conduct research and publish it in internationally reputable journals. and indexed Scopus.

**Table 1.** Author’s affiliation Top 10 countries published the most research on English learning in Indonesia (selected list)

No	Author Country	Number of Document Publication	The proportion of total output related (%)
1	Indonesia	183	79.9
2	Australia	15	6.6
3	Malaysia	5	2.2
4	China	4	1.7
5	United Kingdom	4	1.7
6	United States	3	1.3

7	Hong Kong	2	0.9
8	Netherlands	2	0.9
9	Singapore	2	0.9
10	Taiwan	2	0.9

Table 1 describes the publication of materials related to English learning research in Indonesia by authors from various countries. Indonesian authors lead with 183 documents, followed by Australia (15 documents), Malaysia (5 documents), China, and the United Kingdom (4 documents each), the United States (3 documents), Hong Kong, the Netherlands, Singapore, and Taiwan (2 documents each).

The presence of diverse countries in the top 10 list highlights the global relevance and collaborative nature of research on English learning in Indonesia. By bringing together a variety of viewpoints, approaches, and best practices to address the many opportunities and problems in English language instruction within

the Indonesian setting, this international partnership enhances the scholarly course. Additionally, the citation counts linked to publications from these nations demonstrate the significance and influence of their research contributions, shaping the direction and quality of English language education initiatives in Indonesia (Boy Jon et al., 2021; Daflizar et al., 2022).

Based on the results of the Scopus database search, journals relevant to English learning in Indonesian in the Scopus database consist of 51 journals published by scholars. However, 10 reputable journals to which authors refer to English learning in Indonesian were found to use VOS viewer, based on at least two documents, as shown in Table 2.

**Table 2.** Top 10 Publications english learning in indonesia in various international journals (list of options)

No	Source Title	Number of Document Publication	Proportion of Publications (%)
1	Asian EFL Journal	51	25.5
2	Indonesian Journal of Applied Linguistics	35	17.5
3	Studies In English Language and Education	16	8
4	3l Language Linguistics Literature	8	4
5	Teaching English with Technology	6	3
6	Asian ESP Journal	5	2.5
7	Electronic Journal of Foreign Language Teaching	5	2.5
8	TESOL International Journal	5	2.5
9	International Journal of Innovation Creativity and Change	4	2
10	International Journal of Language Education	4	2

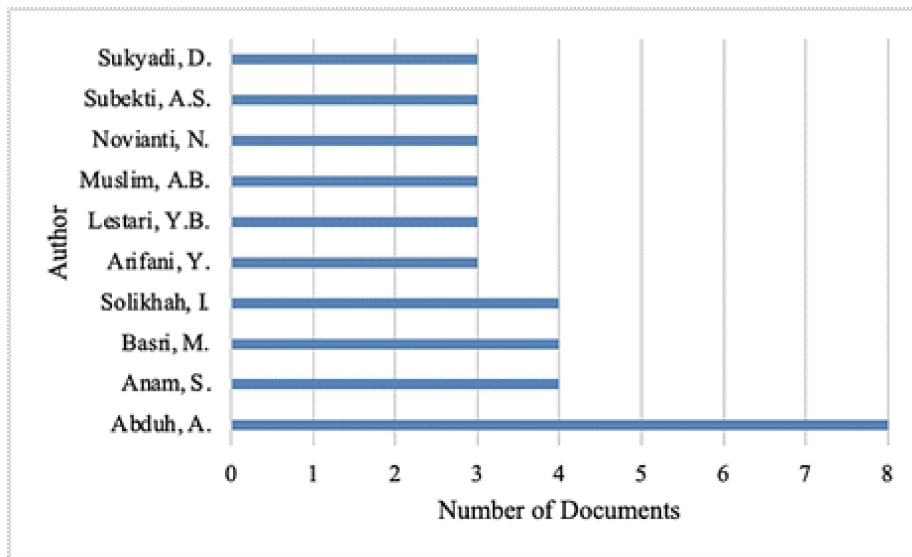
Table 2 shows that the author used several Scopus indexed publications to disseminate the findings of his Indonesian study on English

language learning. Asian EFL Journal dominates with 51 documents, Indonesian Journal of Applied Linguistics (35 documents), Studies in

English Language and Education (16 documents), 31 Language Linguistics Literature (8 documents), Teaching English with Technology (6 documents), Asian ESP Journal and the Electronic Journal of Foreign Language Teaching (5 documents each), the International Journal of Innovation Creativity and Change, and the International Journal of Language Education (4 documents each).

**Authors, Affiliations, themes, and Citedness**

According to the VOS viewer study, 10 leading authors have documents related to English learning in Indonesia in Scopus indexed journals, with a frequency of at least 3 documents based on the number of publications. As shown in Figure 2, the author publishes publications in several international journals related to the study of English learning in Indonesia.



**Figure 2.** Top 10 Authors producing most publications of english learning in Indonesian

Figure 2 shows that the top 10 authors with english learning in Indonesian research include: Abduh, A. dominating with 8 documents. Anam, S. Basri, M., and Solikhah, I. (4 documents each), Arifani, Y., Lestari, Y.B., Muslim, A.B., Novianti, N., Subekti, A.S., and Sukyadi, D. (3 documents each).

Based on VOS viewer’s analysis, the author’s institutional affiliation comes from different institutions, with a frequency of at least 2 documents and the number of publications presented in table 3 below.

Table 3 above shows the top 10 institutional affiliations of authors with English learning in

**Tabel 3.** Institutional affiliations of authors producing most research publications english learning in Indonesian

No	Institutional affiliations of authors	Number of Document Publication	Proportion of Publications (%)
1	Universitas Pendidikan Indonesia	19	9.5
2	Universitas Negeri Makassar	19	9.5

3	Universitas Negeri Malang	8	4
4	Universitas Negeri Surabaya	7	3.5
5	Universitas Indonesia	6	3
6	Universitas Lampung	5	2.5
7	Universitas Syiah Kuala	4	2
8	Satya Wacana Christian University	4	2
9	Shantou University	3	1.5
10	Monash University	3	1.5

Indonesian research publications. Universitas Pendidikan Indonesia and Universitas Negeri Makassar dominated with 19 documents. Universitas Negeri Malang (8 documents), Universitas Negeri Surabaya (7 documents), Universitas Indonesia (6 documents), Universitas Lampung (5 documents), Universitas Syiah Kuala, and Satya Wacana Christian University

(4 documents each), Shantou University, and Monash University (3 documents each).

Based on the VOS viewer analysis, the focus theme group of English learning in Indonesia research studies was obtained, shown in table 4.

According to the VOSviewer study, the ten most frequently referenced authors in English learning research in Indonesia are listed table 5.

**Tabel 4.** Frequently emerging themes in research english learning in Indonesian

No	Themes	Number of Theme	Percentage of Theme (%)
1	Impact implementation teaching English	10	22.2
2	Belief and evidence English language	8	17.8
3	English language vocabulary	7	15.6
4	Attitude relations English learning	6	13.3
5	Learner English language	6	13.3
6	Motivation English learning	5	11.1
7	Indonesian students need English	3	6.7

**Tabel 5.** Top 10 most cited research publication english learning in Indonesian

No	Author	Issued Discuss	Citation
1	Ke I.-C. (2014)	English as an online communication affects	56
2	Anam S. (2016)	Language learning strategies	41
3	Kusumaningputri R. (2018)	Student intercultural critical awareness	35
4	Bashori M. (2022)	Web-based language learning	29
5	Ardi P. (2017)	learner autonomy through the m-learning	28
6	Lengkanawati N.S. (2017)	Learner autonomy in an EFL setting	23
7	Lamb M. (2015)	Inspiring language teaching	21
8	Suyanto S. (2019)	Increase syllables	17
9	Tahir S.Z.B. (2017)	Multilingual teaching and learning	17
10	Subekti A.S. (2018)	Self-motivation and achievement system	16

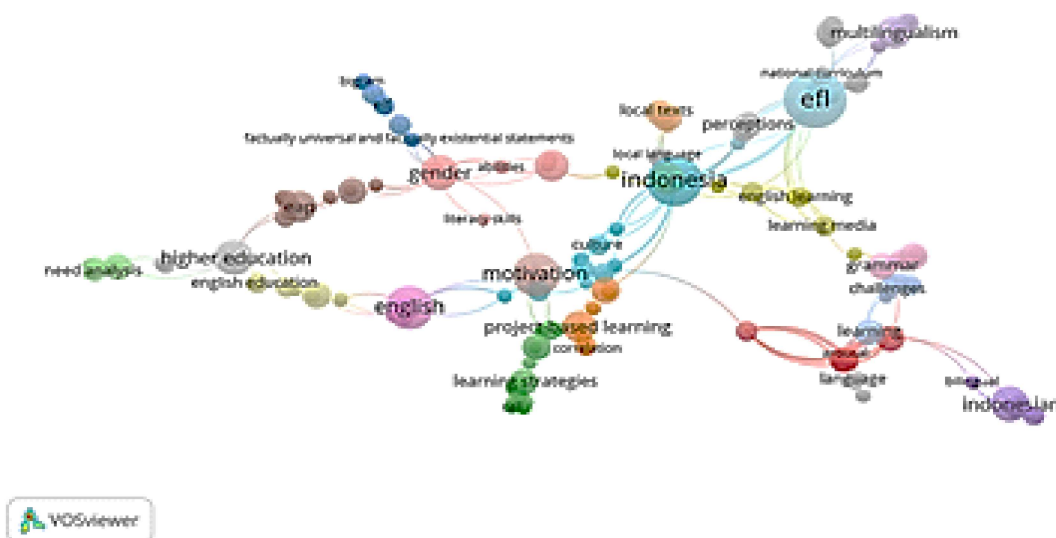




Figure 4 shows how often journals (with at least ADD citations) are cited in combined publications. Nodes represent journals, and their interrelationships reflect co-citation relationships. Journals with a higher citation count are displayed in larger nodes. The intensity of the relationships

indicates the frequency with which they are quoted together. Co-cited journals are often grouped in nodes of the same color.

Based on the VOS viewer analysis, a Co-occurrence network of keywords publication was obtained, as shown in figure 5.



**Figure 5.** Co-occurrence network of keywords English learning in Indonesian publication

Figure 5 illustrates the frequency with which keywords appear in the same publication, related authors, and phrases indexed by authors (with at least the appearance of ADD). By expressing their interrelationships and terms, nodes denote the association of co-occurrences. Larger nodes indicate that keywords appear more frequently. The strength of the relationship represents the frequency of joint occurrence. Keywords that often appear together are grouped together. Nodes are colored based on how often phrases appear in publications over time. Keywords that appear more frequently in the current publication are lighter in color than keywords that appeared more frequently in previous publications.

## ■ CONCLUSION

This bibliometric analysis, which is based on a methodical review of academic publications, offers insightful information about the state of

English learning in Indonesia from 2013 to 2022. The results highlight the various nations' and institutions' contributions to the scholarly discourse, as well as important trends, themes, and research directions within the field. Academic research on English language instruction has increased dramatically in Indonesia over the last ten years, a reflection of the nation's growing awareness of the importance of English proficiency for advancement in the classroom, in the workplace, and in society at large. The analysis demonstrates the wide range of subjects that scholars have studied, including approaches to teaching languages.

The active participation of foreign researchers and institutions in expanding our understanding of English learning in Indonesia is one of the noteworthy findings. Collaboration between academics from various nations highlights the value of cross-cultural exchange in

resolving shared issues and exchanging best practices as well as the universal applicability of Indonesian language instruction. The citation analysis also sheds light on the impact and influence of specific publications and authors in the field, giving an understanding of the scholarly contributions that have influenced the conversation about English language instruction in Indonesia.

All things considered, this bibliometric analysis adds to a better knowledge of the academic environment surrounding English learning in Indonesia, providing a basis for wise choices, cooperative efforts, and future research projects. All things considered, this bibliometric analysis adds to a better knowledge of the academic environment surrounding English learning in Indonesia, providing a basis for wise choices, cooperative efforts, and future research projects. Strong research and cooperation will continue to be crucial pillars for boosting the caliber and efficacy of English learning programs across the country as Indonesia moves closer to linguistic competency and global competitiveness.

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