Research in Language Education Context

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ABSTRAK

Research in the scientific area of language (e.g. linguistics, literature, and language education) has been carried out by many language practitioners in Indonesia, but few know clearly the focus areas of research in these branches of the language sciences. This paper aims to provide a comprehensive explanation of three things: first, research in the context of language education; second, to provide a clear and concise overview of the scientific area of focus in language education research; third, to justify the rationale for the need to conduct research in the area of language education. To achieve those objectives, the author has conducted a literature study by reading various references in the form of books and scientific articles. The results of the study show that the area of language research is basically divided into two scientific disciplines, namely linguistics and literature. Each of these scientific domains has its own branches consisting of sub-disciplines as the focus of research. Furthermore, language education research is identified as being in the linguistics area in the applied linguistics discipline consisting of 10 sub-focus research objects. This information is believed to be used as a basis and also a reference to clearly identify the scope of language education research conducted by researchers in the area of language education.

Keywords; *Research, Language Education, Language Education Research*

INTRODUCTION

In our lives, we must have observed or studied something carefully because we wanted to know more about it? for example, we may have wanted to know more about the life of the 3rd president of the republic of Indonesia, BJ Habibie, (also known as a very genius technocrat in the field of aerospace) when he was young so we attempted to read various reading sources writing about his auto biography, how his childhood life was, how his study habits were, how his education process until he could study in Germany to study airplanes, what his achievements were during his studies in Germany, and how he was then found by president Suharto (the 2nd president of the republic of Indonesia) and asked him return to Indonesia to carry out the mandate as minister of research and technology (Arafah & Bahar, 2015). Another example, we may intend to raise broiler chickens, but before that, we find out more about how to make a chicken drum for farming, we try to know the type of chicks that will be farmed, we also try to know the type of chicken feed and vitamins needed to raise chickens quickly. To find out all these, we search for information in cyberspace by watching broiler farming tutorial videos on YouTube, reading articles on the internet, or even buying books about broiler farming, and so on. if all of our curiosity is linked to a term in the dictionary, then the most appropriate term (according to the dictionary) used to represent those activities is that we are conducting research (Abidin & Kaharuddin, 2021; Ismail et al., 2022).

In fact, every day people conduct research in their daily activities as they attempt to gather information in order to learn something interesting (Butarbutar et al., 2021; Kaharuddin, 2024). However, this activity is not the type of research referred to in this work, it is just an illustration to describe in a simple way a process called research. In the scientific world, research basically has a different meaning than simply collecting information as illustrated previously. The type of research discussed and referred to in this work is something called scientific research. in this regard, scientific research has several characteristics which make it different from the ordinary information search

processes in everyday life, including: clear planning and careful observation, with endless efforts to understand and explain a phenomenon, and a commitment to dig up information and learn from other people who are seriously involved in research (Kadaruddin et al., 2020; Hiebert et.al., 2023). if the process of searching for information meets at least these three characteristics, then such a process can be called scientific research because the process includes the three important processes in scientific research, namely "formulating, testing, as well as revising hypotheses." in this context, we need to understand that the hypothesis in question is not a statistical hypothesis (referring to a guess that describes the relationship between two different variables in a sample) but a term that refers to a prediction about what type of information we want to find and the reasons why that prediction was made (Bahar, & Latif, 2019; Kaharuddin, 2025). In short, a hypothesis, in this context, contains at least two important aspects, namely a prediction and a reason (rationale). To further clarify the concept of scientific research so that we gain a deeper understanding of it, we will explore definitions of scientific research using two sources, namely definitions of research from online dictionaries & relevant websites and definitions of research from experts.

LITERATURE REVIEW

A. The Concept of Research in Online Dictionaries

The first source we use to understand research concepts is online dictionaries. From online dictionaries we can find various definitions of psycholinguistics. However, we need to understand that the definitions given by online dictionaries are general definitions. This is in line with the opinion of Nielsen, S. (2011) who stated that the definitions contained in online dictionaries or relevant websites are general definitions intended to provide an explanation of a word to everyone so that they can use it easily according to their needs. Either for their scientific needs or for their professional needs. Likewise, definitions of research concepts obtained from online dictionaries are general definitions that aim to provide general knowledge about research terms for the general public, including:

1. According to https://dictionary.cambridge.org, research is defined as a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding.

2. In https://www.collinsdictionary.com, research is defined as a careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts or principles.

3. https://www.dictionary.com defines research as a diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, applications, etc.

4. In addition, https://www.britannica.com defines research as a careful study that is done to find and report new knowledge about something.

5. Besides, https://www.vocabulary.com writes that research is a systematic investigation to establish facts.

6. In https://www.thefreedictionary.com, research is defined as a careful study of a given subject, field, or problem, undertaken to discover facts or principles.

7. According to https://www.ldoceonline.com, research refers to serious study of a subject, in order to discover new facts or test new ideas.

8. Next, https://www.hampshire.edu writes that research is a process of systematic inquiry that entails collection of data; documentation of critical information; and analysis and interpretation of that data/information, in accordance with suitable methodologies set by specific professional fields and academic disciplines.

9. Finally, https://writingcommons.org states that research refers to a systematic investigation carried out to discover new knowledge, expand existing knowledge, solve practical problems, and develop new products, apps, and services.

From the various definitions of research obtained from online dictionaries as presented above, we can generally understand that research is a well-planned process (detailed, careful, systematic, serious) in an effort to explain a fact (subject, field, problem) to produce new findings or revise previously existing findings (information, understanding, knowledge, principle, theory, idea, product) in a scientific study or discipline. Even though another definition has been formulated from the various definitions in these online dictionaries, this definition is still considered general (Kaharuddin & Ahmad, 2018). Therefore, in order to gain a more specific and comprehensive understanding of the concept of research, the following will present various definitions of research from the perspective of experts.

B. The Concept of Reserach in Experts' Views

The reason for using the views of experts to explain the concept of research is because an expert is able to provide a specific explanation of something general because of his expertise (Bourne et al., 2014; Kaharuddin, & Latif, 2017). The explanations presented by an expert must contain clear knowledge because this knowledge is obtained from the results of the process of observation, research, trials so that with this an expert can explain in detail according to the knowledge he has, for example: how to do something, and how to achieve something with great clarity (Kaharuddin, 2021b). For this reason, the author presents various definitions of the research concept from the perspective of expert views in order to obtain a more comprehensive understanding. These definitions are presented below in year-order, as follows:

1. According to Woody, C. (1927), "research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis" (p: 173).

2. Slesinger, D. and Stephenson, M. (1930) are of the opinion that research refers to "the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art" (p:45)

3. Saunders et al. (2007) mention that "research is something that people undertake to find out things in a systematic way, thereby increasing their knowledge" (p:11).

4. Gratton, C. & Jones, I. (2009) consider that "research is a systematic process of discovery and advancement of human knowledge". (p:4).

5. Daniel, B., Kumar, V., & Omar, N. (2018) view that "research is a way of thinking, examining critically the various aspects of daily professional work; understanding and formulating the guiding principles that govern a particular procedure and developing and testing new theories that contribute towards the advancement of the practice as well as profession. It is a habit of questioning what one does, a methodical examination

of clinical observations to explain and find the answers for what one perceives, with the motive to promote appropriate changes in order to encourage professionalism" (p: 220).

6. Kapur, R. (2018) claims that "research refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analysing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation" (p: 4).

7. According to the Babbie, E. R. (2020), "research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. It involves inductive and deductive methods, in which Inductive methods analyse an observed event, while deductive methods verify the observed event" (p: 7).

8. Bell, E., Bryman, A., & Harley, B. (2022) define research as "a human activity that are based on intellectual application in the investigation of matter. The initial purpose of applied research is discovering, interpreting and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of the world and the universe" (p. 14).

9. Thomas, J. R. et.al. (2022) assert that "research is an activity that leads us to finding new facts, information, assisting us in verifying the available knowledge and in making us question things that are difficult to understand as per existing data" (p: 8).

10. Hiebert, J., et.al. (2023) define research as "formulating, testing, and revising hypotheses about phenomena of interest" (p: 5).

After carefully reading and understanding the points contained in each definition of research put forward by experts, the author can at least identify three important things that are mutually shared from these definitions, among others:

a. Input element

In this context, input refers to something (information) that contributes to the initial idea of conducting a research. The input is in the form of a problem, or the reason for conducting a research. Input can also be referred to as a hypothesis in this context (Woody, C. 1927, Kapur, R. 2018, Hiebert, J., et.al. 2023: problem, hypothesis, Babbie, E. R. 2020).

b. Process element

Process in this context refers to a series of activities, actions or steps taken systematically to achieve research objectives. (Woody, C. 1927, collecting, organizing and evaluating data; making deductions and reaching conclusions; and testing conclusions, Saunders et al. 2007: systematic means, Gratton, C. & Jones, I. 2009: systematic process, Kapur, R. 2018: systematic method, Babbie, E. R. 2020: systematic inquiry, Thomas, J. R. et.al. 2022: activity, Bell, E., 2022: human activity, Hiebert, J., et.al. 2023: formulating, testing, and revising)

c. Output element

In addition, output refers to something that is produced by a series of activities that have been carried out or can also be referred to as the result of a study. (Woody, C. 1927: formulating hypothesis, Slesinger, D. and Stephenson, M. 1930, Saunders et al. 2007,

Gratton, C. & Jones, I. 2009, Daniel, B, et.al, 2028: knowledge or theory, Kapur, R. 2018: solutions, Thomas, J. R. et.al. 2022: data).

If these three elements are used as the basis for formulating a definition of research, then research can be defined as a scientific activity carried out to explain a hypothesis through a series of systematic procedures (such as: formulating hypotheses, collecting relevant literature, determining research methodology, collecting data, analyzing data, formulating conclusions) which results in a research conclusion in the form of new knowledge, new theories, or even new hypotheses. After the discussion of the concept of research has been completed using definitional references from online dictionaries and experts, the next discussion will be related to research in the context of English language teaching.

RESEARCH METHOD

This work employs a library research method implemented by following three important steps in gathering information. The first step is to identify relevant facts about the concepts and definitions of research. The second step is to analyze facts about research in the scope of language and about research in the scope of language education studies. The third step is to produce and promote ideas about the 10 scopes in language education research, as well as the formulation of the objectives of language education research. To carry out these three steps, primary and secondary sources are used. Primary sources refer to original works such as studies conducted by researchers, linguists, language teachers, and language practitioners who report original concepts, thoughts, ideas based on their findings. Besides, secondary sources refer to information provided by language experts such as online articles, books, handbooks, dictionaries as well as reviews (Kaharuddin et al., 2018).

RESULT AND DISCUSSION

A. Research In Language Context

In Indonesia, language research is generally conducted at the school level (both primary and secondary) and at the university level (ranging from undergraduate to doctoral levels) either for the purpose of fulfilling academic requirements or for the purpose of fulfilling professional needs as teachers (for the school level) and as lecturers (for the university level). At the school level, language teachers can conduct research to fulfil their professional needs, for example research as a requirement for promotion (Arafah et al., 2021a; Kaharuddin et al., 2022). At the university level, students and lecturers generally conduct research. Students are required to conduct research as a condition of completing their studies (Kaharuddin & Nanning, 2014; Arafah et al., 2021b). Meanwhile, lecturers conduct research as a condition for proposing a promotion or promotion to a functional position. Language research conducted in the Indonesian education system generally focuses on linguistic and literature fields. In fact, the focus of language and literature research is clearly outlined by the Ministry of Education and Culture through the Board of Language Development and Training (Badan Pengembangan dan Pembinaan Bahasa), in a guidebook published in 2017, entitled Standard Operating Procedures for Language and Literature Research. The guidebook is published to serve as a standardized guideline in preparing the design and implementation of language research so that the research conducted can run effectively and efficiently. In the book, the Indonesian Ministry of Education and Culture (2017, p: 3-6) clearly states

that the focus of study in language research should concentrate on the following areas of scientific study:

a. Linguistics

a.1. Theoretical linguistics

- Linguistics Theory
- Phonetics
- Phonology
- Morphology
- Syntax
- Semantics
- Discourse Analysis
- Comparative History Linguistics
- Other Theoretical Linguistics not elsewhere classified)

a.2. Applied Linguistics

- Language Education
- Translation
- Graphology
- Planning and Policy of Language
- Language Cultivation
- Lexicography
- Pragmatics
- Stylistics
- Rhetorics
- Language Revitalisation
- Forensic Linguistics
- Other Applied Linguistics not elsewhere classified)

a.3. Interdisciplinary Linguistics

- Language Philosophy
- Psycholinguistics
- Sociolinguistics
- Anthropological Linguistics
- Ethno linguistics
- Language and Politics
- Language and Medicine
- Language and History
- Paleographic and Epigraph
- Mechanolinguistics
- Language and Gender
- Comparative History Linguistics
- Language and Law
- Language Documentation
- Language Ecology
- Other Interdisciplinary Linguistics not elsewhere classified)

b. Literature

b.1. Oral Tradition
- Aesthetics
- Oral Tradition Conservation
- Rites and Non-Rites
- Oral Arts
- Folklores
- Oral Tradition Revitalization
- Oral Tradition Mythology
- Oral Tradition and History
- Other Oral Tradition not elsewhere classified)

b.2. Philology
- Traditional/Classical Literature
- Textology
- Codicology
- Manuscript Protection
- History of Philology
- Paleograph
- Epigraph
- Cognitive Philology
- Interdisciplinary Philology
- Other Philology not elsewhere classified

b.3. Semiotics
- Visual Ethnography
- Spatial Semiotics
- Semiotics on Culinary
- Semiotics on Design
- Other Semiotics not elsewhere classified

b.4. Pure Literature
- Literature Theories
- Literature Critics
- Literature and History
- Genres in Literature
- Literature System
- Comparative Literature
- Other Pure Literature not elsewhere classified)

b.5. Applied Literature
- Pedagogical Literature
- Literature Development
- Literature Policy
- Literature Appreciation
- Literature Conservation
- Literature Actualization
- Other Applied Literature not elsewhere classified

b.6. Interdisciplinary Literature

        - Literature and Culture

        - Literature and Politics

        - Literature and Philosophy

        - Sociology of Literature

        - Psychology of Literature

        - Literature and Gender

        - Literature and Aesthetics

        - Literature and Linguistics

        - Anthropology of Literature

        - Literature and Ethnology

        - History of Literature

        - Other Interdisciplinary Literature not elsewhere classified

      b.7. Literature and Identity Politics

        - Fringes Literature

        - Ideological Critics

        - Collective Memory and Cultural Artefacts

        - Other Literature and Identity Politics not elsewhere classified

The series of disciplinary divisions as described earlier, can be a clue for potential researchers (including teachers, students or lecturers) to know the scientific domain that will be the focus of their research. It should be emphasized that the research focus is a scientific domain (an area of interest) related to a social situation (Sugiyono, 2012; Arafah et al., 2023) which is usually determined after searching or reviewing relevant literature. What is meant by social situations in this context is any situation that allows for mutual relationships or interactions between individuals one another and also with their social environment. Accordingly, social situations must be relevant or related to certain theories in the literature (Bahar, 2013a; Kaharuddin, 2018). Determining the focus of scientific research is very important because it will make it easier for researchers to set research goals or objectives more clearly and purposefully (Kaharuddin et al., 2023).

B. Research in Language Education Context

Furthermore, if we scrutinize the series of language research domains, we can immediately notice that language research falls under the scientific cluster of applied linguistics in the sub-discipline of language education. Consequently, the author needs to emphasize that the focus of the inquiry in this book is on research in applied linguistics, particularly in language education research. To fully understand the concept of language education research, we should first examine the concept of educational research (Bahar, 2013b; Kaharuddin, & Ismail, 2022). Educational research refers to a scientific activity focused on investigating phenomena, processes, and practices in educational settings aimed at improving educational outcomes conducted systematically, using a variety of research methods, for the sake of gathering data and evidence to inform educational policy, theory, and practice (Wallen, & Fraenkel, 2013).

The main purpose of conducting educational research is, of course, to improve the quality of education and enhance student learning outcomes through the release of new knowledge and evidence-based recommendations for teaching and learning policies and practices. Therefore, the National Research Council. (1999) further explains that educational research can involve various topics within the scope of education such as learning and teaching strategies, curriculum

development and design, teaching methods and techniques, student learning motivation, learning assessment and evaluation, educational equipment and technology, and the development of teaching styles and teacher professionalism and so on. In more specific terms, Jain, H. (2023) argues that educational research has at least 10 scopes of research studies, among others:

a. Curriculum development and curriculum evaluation

Educational research in this area generally includes research on needs analysis, development and design of lesson plans, development and design of teaching and learning materials, development of evaluation instruments, as well as evaluation of educational programs. In relation to this scope, researchers usually explore issues such as the alignment of the curriculum with the needs of students, schools or stake holders, improving the quality of learning by developing teaching materials in accordance with needs analysis, and the effectiveness of the presentation of learning materials on students' learning outcomes (Andi, & Arafah, 2017; Kaharuddin et al., 2019).

b. Teacher education and teacher professional development

Education research in this area typically focuses on conducting research related to training for improving teachers' competence and performance, training on teachers' teaching styles, training on teaching techniques, strategies and methods, training on the use of instructional technology equipment, as well as educational programs for teachers' professional development that suit their needs (Kaharuddin, 2019; Mardiana et al., 2023). Therefore, researchers have been exploring issues on the effectiveness of training and education programs for teachers, the impact of training on teachers' teaching competence and performance, teachers' ability to use technological tools, teachers' teaching styles, the impact of education programs on teachers' professional development, and the impact of teacher professional development on teachers' teaching effectiveness.

c. Student learning and achievement

Educational research in this domain is likely to cover a range of research topics such as: understanding how students learn, what students think about their experiences of learning, and what factors contribute to their academic performance (Rofikah et al., 2022; Kaharuddin et al., 2024). In this regard, researchers may investigate relevant issues such as student motivation, learning styles, student perceptions and the impact of the classroom environment on instructional practices on student learning, as well as the impact of technology use on instructional practices on student learning.

d. Education policy and governance

Education research in this area is primarily focused on examining the policies, regulations and governance structures shaping the education system in a region or country. Based on this scope, researchers can conduct research on issues related to this field such as funding and resource allocation to run an educational program, accountability for the use of budgets for educational activities, school assessments or perceptions of current educational policies, and also the role of stakeholders in decision-making for educational programs.

e. Educational technology and digital learning

Educational research in this area clearly encompasses any kind of research on the use of technology in education whether it is related to the planning of the learning

process, the implementation of the learning process, and also the evaluation of the learning process (Kaharuddin et al., 2020a). As such, researchers in this field are strongly encouraged to examine relevant topics such as the effectiveness of online learning, blended learning, and hybrid learning, the impact of computer software, educational games, and artificial intelligence applications on teaching and learning, and the use of digital assistive devices for instruction and assessment.

f. Special education and inclusive education

Prior to discussing the focus of research in this area, it is useful to first understand the difference between special education and inclusive education. Special education is the practice of providing individualized instructions and assistance for students who have disabilities or learning difficulties. Special education is needs-based and individualized, meaning that each student in special education will have a different plan depending on their needs, abilities and learning goals (Kaharuddin et al., 2020b). On the contrary, inclusive education is the practice of educating students with disabilities alongside their non-disabled peers, in the same classroom. In light of this distinction, educational research in this area typically focuses on understanding the needs of students with disabilities and developing effective strategies to support their continued learning whether in special education or inclusive education. In addition, researchers may also investigate issues such as the impact of inclusive practices on student learning outcomes, the use of assistive technology, and the impact of special education programs on student learning achievements.

g. Assessment and evaluation of educational program

To fully recognize the scope of assessment and evaluation research, we should briefly review the differences between the two terms. Assessment denotes the process of gathering and analyzing evidence to measure and evaluate learning progress and achievement. Assessment involves collecting data on individuals or groups to determine the level of knowledge, skills or understanding they have achieved during learning. Assessment can be conducted in various forms, such as tests, quizzes, projects, presentations, as well as portfolios. Nonetheless, it should be noted that the primary purpose of assessment is to provide feedback and to support the improvement of learning results. Assessment assists in identifying areas in which students excel and areas requiring further development. Evaluation, on the other hand, is the systematic process of accumulating and then analyzing relevant data to determine the effectiveness, overall quality, and the impact of an educational program, policy, or intervention. This process involves inspecting the results, processes, and overall performance of a system to make the proper decisions and encourage improvement (Yassi & Kaharuddin, 2018). Evaluations use a range of data collection methods, which include observations, surveys, interviews, document reviews, and statistical analysis. Its main purpose is to assess the extent to which objectives have been achieved and provide evidence-based recommendations for program improvement. Based on this point, researchers can examine the effectiveness of implementing a learning program, the effectiveness of using various assessment and evaluation methods. In addition, researchers can explore issues such as program design, implementation, and its impact on student learning achievement in accordance with the set objectives.

h. Educational psychology and motivation

Educational research in this field concerns the psychological processes that take place in teaching and learning, including motivation, cognition, as well as teachers' or students' behavior (Kaharuddin, 2024). In this regard, researchers may investigate issues such as students' engagement, identification of learning problems or difficulties faced by students, self-management in learning, and the impact of different teaching strategies on students' motivation.

i. Educational leadership and management

Educational leadership is a person's ability to influence, coordinate and mobilize other people who have to do with the implementation and development of education in order to achieve educational or school goals effectively and efficiently, for example; principals as leaders of teachers, school administrative staff and students. Meanwhile, educational management refers to a process of planning, organizing, implementing and supervising in managing resources within educational institutions in the form of man, money, materials, methods, machines, markets, and also information to achieve effective and efficient goals in the field of education. Referring to this explanation, educational research in this area can be focused on investigating the role of leaders in forming educational policies and practices, including issues like school management, leadership styles, and the impacts of leadership on school culture, teacher performance, and also students' learning outcomes.

j. Adult education and lifelong learning

Adult education refers to all forms of learning conducted by or provided to adult males and females. The field focuses on understanding the needs of adult learners. Lifelong learning, on the other hand, refers to informal learning taking place outside of formal educational institutions, such as schools, universities or corporate training. Based on this kind of information, it can be said that the focus of research in this area can include developing effective strategies to support adult continuing education for both men and women in the formal and informal education sectors as well as the influence of certain strategies on their professional development.

As a whole, the scope of educational research is very diverse and continues to evolve. This, of course, reflects the complex and dynamic nature of the education system and the diverse needs of learners. The implication is clear that educational research plays a vital role in providing much-needed information to inform policy and practice, supporting the continuous improvement of education systems. In addition, educational research also seeks to ensure that all learners at all levels of education have access to high-quality education in line with the needs of the times and society. Figure 1 clearly illustrates the scope of research in education, as follows:
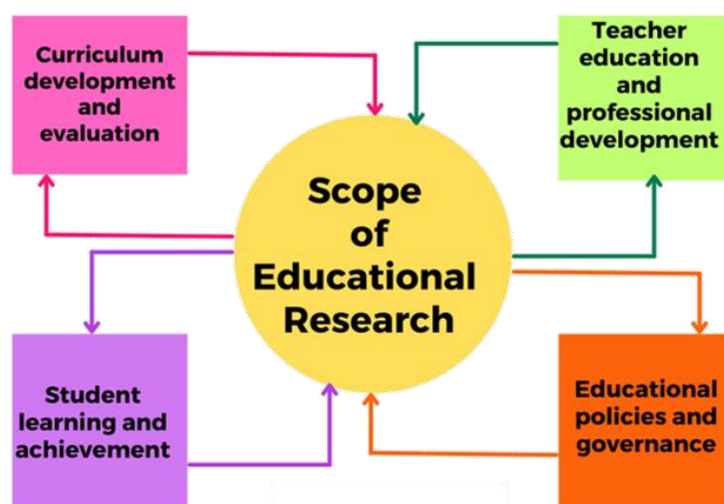
Figure 1. The Scope of Educational Research
Source: https://prepwithharshita.com

From the foregoing explanation, the author can then highlight that the information on the scope of educational research can be used as a basis and also a reference to clearly define the scope of language education research as emphasized to be elaborated in this sub-section. However, we cannot deny that there is a scope of other disciplines which is very closely related to language teaching, that is, linguistics. According to Rizal, R. P., et.al. (2022) language learning and teaching must always be related and strongly influenced by the existence of linguistic theories since linguistics is a scientific discipline used to theorize and analyse language including aspects of language education. Linguistics tells us about what language is, how language is formed, what things are needed to be able to speak, how language is acquired, how language should be used, and many other aspects that can be explained by linguistics (Kaharuddin, 2021a).

If we take a closer look at these aspects, then we can deduce that all information from linguistics is needed to facilitate the process of teaching and learning language skills, both macro skills (such as speaking, writing, listening and reading), as well as micro skills (such as vocabulary, pronunciation, coherence, fluency and comprehensibility). Therefore, there is no harm in saying that linguistics is basically an important and inseparable research field from language education research (De Costa, P. I. 2015; Arafah & Kaharuddin, 2019). Furthermore, there is still one other thing to be explained in this section, a fundamental question: Why should language education research be conducted? According to Jain (2020), it has been recommended that educational institutions should improve the overall effectiveness of the education system as well as the competence and performance of teachers and students. So, to realize this, all language practitioners must be able to conduct language education research to find out what has been done about language education over the years (Rizal, R. P., et.al. 2022). In addition, Kapur, R. (2018) argues that there are at least two main goals of research, namely academic goals and utilitarian goals. Academic goals refer to scientific endeavours undertaken to discover new propositions or concepts, produce generalizations and discoveries of truth and profound knowledge by recording and reporting supplying or adding knowledge to academicians. Meanwhile, utilitarian goals refer to research aimed at providing services to society by offering solutions to existing problems on the basis of established principles or theories. However, the two goals are brought together by a similar main function, namely the goal of research to produce measurable and testable data, gradually adding to the accumulation of human knowledge. Thus,

research has a very important role in human life, which is to find solutions to problems obtained from the application of the scientific methods.

In general, Bryman, & Cramer, (2004) suggest that the main purpose of research is to discover hidden, undiscovered truths. These objectives have been outlined as follows:

1. To be introduced to the process to deepen knowledge or to achieve new insights. Studies with this objective are known as exploratory or formulative research. In the field of language education, this kind of research has been conducted by Xiao, Y., & Zhi, Y. (2023) with their research title: An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning Tasks: Experiences and Perceptions.

2. To initiate testing the hypothesis of a causal relationship between two or more variables. These studies are referred to as hypothesis testing research. In the context of language education research, Fibiyani, F., & Pratiwi, T. L. (2023) conducted this kind of research with the title: Language Test Anxiety between Gender and Proficiency among Foreign Language Learners.

3. To portray the characteristics of a particular individual or group situation as clearly as possible. Research with this type of object is known as descriptive research. This type of research was conducted by Diah, A. (2019) with a study entitled: A Descriptive Study on the Students' Attitude toward English in a Multilingual Classroom.

4. To evaluate the frequency with which something occurs or when it occurs in relation to other things. This type of study is known as a diagnostic research study. Giraldo Aristizábal, F. in 2018 conducted this kind of diagnostic research with the title: A Diagnostic study on teachers' beliefs and practices in foreign language assessment.

If it is related to language education research, then basically we can adapt the research objectives to be used as a formulation of language education research objectives because what Bryman, & Cramer, (2004) stated about research objectives in general, is in line with the facts in language education research.

CONCLUSION

Educational research draws on scholarly activities focused on investigating phenomena, processes and practices in educational environments with the aim of improving educational outputs conducted systematically, using a variety of research methods, in order to gather data and evidences to inform educational policies, theories and practices. If we look at the set of domains of language research, we can readily see that language research is under the scientific group of applied linguistics within the sub-discipline of language education. The primary goal of carrying out educational research is certainly to enhance the quality of education and increase student learning outcomes through the release of new knowledge and evidence-based recommendations for teaching and learning policies and practices. The implication is obvious that educational research plays an essential role in providing much-needed information to inform policy and practice, supporting the continual enhancement of the education system. In addition, educational research also seeks to ascertain that all learners at all levels of education have equal access to high-quality education that meets the needs of the times and society.

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