RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
ELT Research Methodology	8810303025	Mata Kuliah Wajib Kurikulum - Institusional	T=3	P=0	ECTS=6.72	1	19 Agustus 2024

OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi
		Syafiul Anam, PhD		Syafi'ul Anam, Ph.D		Ahmad Munir, S.Pd., M.Ed., Ph.D.

Model Pembelajaran	**Project Based Learning**

Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
	CPL-7	Mampu berkontribusi dalam merencanakan sebuah peta jalan riset dalam bidang belajar dan pembelajaran Bahasa Inggris sebagai bahasa asing dan pengembangan dalam bidangnya melalui pendekatan inter – atau multidisipliner
	CPL-11	Menguasai metodologi penelitian yang relevan untuk pembelajaran bahasa
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	Define and articulate the key characteristics of qualitative research, distinguishing it from quantitative approaches.
	CPMK - 2	Conduct a comprehensive literature review that identifies relevant qualitative research designs and theoretical frameworks related to English Language Education.
	CPMK - 3	Compare and contrast various qualitative data collection methods (e.g., interviews, focus groups, observations) and apply them to a research problem.
	Matrik CPL - CPMK	

CPMK	CPL-3	CPL-7	CPL-11
CPMK-1			✔
CPMK-2	✔		
CPMK-3		✔	✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔	✔	✔												
CPMK-2					✔	✔	✔	✔	✔					✔		
CPMK-3										✔	✔	✔	✔		✔	✔

Deskripsi Singkat MK	This course is designed to assist students to have the knowledge of quantitative, qualitative and mixed-research methods in English language teaching and learning, identify the quality of (reviewing) a research report, learn how to plan a research project proposal and more specifically to learn how to conduct a research project for their thesis, and have a positive attitude towards scientific activities. The contents cover research problems, assumptions and hypotheses, experimental designs, descriptive designs, instrument development, sampling, subject and object of quantitative research, data collection, validity and reliability, data analysis, characteristics of qualitative research methodology, characteristics and types of mixed-research methods. In this course, the students are also introduced to statistics, and computer assisted qualitative data analysis, such as SPSS and NVIVO, to analyze data. In addition, the students will learn how to report quantitative, qualitative and mixed research. Lecture activities are carried out through group presentations, discussions, and workshops on application of Education research methodology in students' research proposal. This course uses Project-Based Learning.

Pustaka	**Utama :**

1. Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications.
2. Merriam, S. B., & Tisdell, E. J. (2015). Qualitative Research: A Guide to Design and Implementation (4th ed.). Jossey-Bass.
3. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-hill education (UK).

Pendukung :	

1. Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge
2. Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave
3. Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.
4. Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.
5. Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.

Dosen Pengampu	Prof. Slamet Setiawan, M.A., Ph.D. Syafi'ul Anam, Ph.D.						
Mg Ke-	**Kemampuan akhir tiap tahapan belajar (Sub-CPMK)**	**Penilaian**		**Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]**		**Materi Pembelajaran [Pustaka]**	**Bobot Penilaian (%)**
		Indikator	**Kriteria & Bentuk**	**Luring (offline)**	**Daring (online)**		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to explain the fundamental principles, methodologies, and applications of quantitative, qualitative, and mixed methods research paradigms in the context of ELT	to articulate the differences between quantitative and qualitative research designs, identifying when each is appropriate in ELT research.	**Kriteria:** Kebenaran perbandingan **Bentuk Penilaian :** Penilaian Portofolio	ecturing, close readings of principles and application of each research paradigm and discussing their significance. 150		**Materi:** Overview of each research paradigm, including key characteristics, theoretical underpinnings, and typical methodologies **Pustaka:** *Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications.*	5%
2	Being able to critically evaluate the strengths and limitations of quantitative, qualitative, and mixed methods research paradigms when applied to ELT research	Critical review essays evaluating the methodology of selected research studies. Oral presentations on the strengths and limitations of a chosen research paradigm in ELT. Peer assessment of debate performance and arguments.	**Kriteria:** Kebenaran analisis **Bentuk Penilaian :** Penilaian Portofolio	To analyse research articles employing different paradigms to identify strengths and limitations. To debate or panel discussions on the suitability of various paradigms 150		**Materi:** Critical examination of the advantages and challenges associated with each research paradigm multimodality **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%

			Kriteria:			Materi:	
3	Being able to design research proposals for ELT studies that appropriately utilize quantitative, qualitative, or mixed methods research paradigms.	To submit a research proposal for a mixed methods study investigating the impact of technology on language learning, justifying the use of both quantitative and qualitative data.	**Kriteria:** Kebenaran isi proposal penelitan **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, small group discussion, problem based learning & inquiry 150		**Materi:** Guidance on aligning research questions with suitable methodologies and designing coherent research proposals. **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%
4	Being able to design research proposals for ELT studies that appropriately utilize quantitative, qualitative, or mixed methods research paradigms.	To submit a research proposal for a mixed methods study investigating the impact of technology on language learning, justifying the use of both quantitative and qualitative data.	**Kriteria:** Kebenaran isi proposal penelitian **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, small group discussion, problem based learning & inquiry 150		**Materi:** Guidance on aligning research questions with suitable methodologies and designing coherent research proposals. **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%
5	Being able to design research proposals for ELT studies that appropriately utilize quantitative, qualitative, or mixed methods research paradigms.	To submit a research proposal for a mixed methods study investigating the impact of technology on language learning, justifying the use of both quantitative and qualitative data.	**Kriteria:** Kebenaran isi proposal penelitian **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, small group discussion, problem based learning & inquiry 150		**Materi:** Guidance on aligning research questions with suitable methodologies and designing coherent research proposals. **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%

			Kriteria: & **Bentuk Penilaian**			**Materi / Pustaka**	
6	Being able to tailor research questions and hypotheses to address the unique needs and characteristics of diverse ELT contexts, such as different age groups, proficiency levels, and learning environments	To place literary texts within their broader cultural, historical, and social contexts. To develop teaching strategies that incorporate cultural theories to enhance literature educatio	**Kriteria:** Kesesuaian pertanyaan penelitiand engan gap penelitian **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, presentation project 150		**Materi:** Teaching strategies incorporating cultural theories to enhance literature education **Pustaka:** Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave	5%
7	Being able to tailor research questions and hypotheses to address the unique needs and characteristics of diverse ELT contexts, such as different age groups, proficiency levels, and learning environments	To place literary texts within their broader cultural, historical, and social contexts. To develop teaching strategies that incorporate cultural theories to enhance literature educatio	**Kriteria:** To create and present projects that apply cultural theories to the analysis of selected literary texts. In the form of teaching materials. **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Lecturing, presentation project 150		**Materi:** Teaching strategies incorporating cultural theories to enhance literature education **Pustaka:** Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave	5%
8	Able to review authentic text to find discourse in feminist and intersexuality	Able to review authentic text to find discourse in feminist and intersexuality	**Kriteria:** Kebenaran review literatur **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Demontrasi		**Materi:** sintesize the learning material from the first meeting to seventh meeting **Pustaka:** Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications.	20%
9	Being able to select and justify appropriate research methodologies for addressing specific ELT research questions and contexts	Write methodology chapter	**Kriteria:** Kesesuaian pemilihan metodologi dengan pertanyaan penelitian **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Lecturing, small group discussion, case study 150		**Materi:** Research methods **Pustaka:** Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge	5%

			Kriteria:				
10	Being able to design effective data collection instruments and procedures that align with their chosen research methodologies and ELT research objectives.	case analysis	**Kriteria:** penilaian hasil project **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Portofolio	Group discussion Lecturing 150		**Materi:** Data collection Instrument **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%
11	Being able to apply appropriate data analysis techniques to interpret research findings and draw meaningful conclusions in ELT research	Write data analysis section	**Kriteria:** effectively write in different genres by demonstrating familiarity with their unique requirements **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Portofolio	Group discussion Lecturing		**Materi:** Data Analysis Techniques **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%
12	Being able to apply appropriate data analysis techniques to interpret research findings and draw meaningful conclusions in ELT research	Write data analysis section	**Kriteria:** Keseuaian data analysis dengan jenis data dan pertanyaan penelitiannya **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Group discussion Lecturing		**Materi:** Data Analysis Techniques **Pustaka:** *Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge*	5%
13	Being able to evaluate the findings and contributions of existing ELT research studies, considering the implications for theory, practice, and future research.	Write significance and implication of the research	**Kriteria:** Kesesuaian manfaat dan implikasi dengan hasil penelitian yang diharapkan **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Peer-work Discussion 150		**Materi:** Multimodality in various genre and approaches **Pustaka:** *Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave*	5%

No	Sub-CPMK	Indikator	Kriteria & Bentuk	Metode Pembelajaran		Materi & Pustaka	Bobot
14	Being able to identify and assess the methodological rigor of existing ELT research studies, including the appropriateness of research design, data collection, and analysis techniques	Menyesuaikan latarbelakang, review literature dan metode penelitian	**Kriteria:** Kesesuaian latar belakang penelitian dengan kajian literature dan metode penelitian **Bentuk Penilaian :** Penilaian Hasil Project / Penilaian Produk	Group discussion Lecturing 150		**Materi:** Functional approaches to communicate discourse and multimodality in various genre **Pustaka:** *Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.*	5%
15	Melakukan proofreading dan editing proposal penelitian	Melakukan proofreading dan editing proposal penelitian	**Kriteria:** Kebenaran proofreading dan editing **Bentuk Penilaian :** Penilaian Hasil Project / Penilaian Produk	Demonstrasi 150		**Materi:** General review **Pustaka:** *Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.*	5%
16	Sumission of research proposal	Sumission of research proposal	**Kriteria:** Kesesuaian proposal dengan standar isi dan penulisan proposal **Bentuk Penilaian :** Penilaian Hasil Project / Penilaian Produk	Individual work 150		**Materi:** article report **Pustaka:** *Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications.*	10%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	5%
2.	Penilaian Hasil Project / Penilaian Produk	60%
3.	Penilaian Portofolio	35%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris

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