	Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Qualitative & Quantitative Analyzes	8820302178	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	January 11, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Syafi'ul Anam, Ph.D	Syafi'ul Anam, Ph.D	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.
	PLO-11	Applying applied linguistics concepts in English learning.
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.
	Program Objectives (PO)	
	PO - 1	Using knowledge about qualitative and quantitative data analysis to draw conclusions in research
	PO - 2	have knowledge of the types and procedures of qualitative and quantitative data analysis
	PO - 3	carry out the qualitative and quantitative data analysis process in research
	PO - 4	responsible for conclusions obtained from qualitative and quantitative data analysis

PLO-PO Matrix

P.O	PLO-5	PLO-11	PLO-16
PO-1			
PO-2			
PO-3			
PO-4			

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course discusses the stages in analyzing research data qualitatively and quantitatively. This course covers (1) differences between qualitative and quantitative research paradigms, (2) types and procedures for quantitative and qualitative data analysis, and (3) exercises in qualitative and quantitative data analysis with SPSS
References	**Main :**

1. Ary, D., Jacobs, L. C., & Sorensen, C. K. (2014). Introduction to research in education. Belmont, CA: Wadsword, Cengage Learning.
2. Richards, K. (2003). Qualitative inquiry in TESOL. Hampshire: Palgrave.
3. Bazerman, C. (2006). Analysing the multidimensionality of texts in education. In J. L. Green, G. Camilli & P. B. Elmore (Eds.), Handbook of complementary methods in education research (pp. 77-94). Mahwah, New Jersey: Lawrence Erlbaum Associates.
4. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-hill education (UK).

Supporters:	

Supporting lecturer	Kusumarasdyati, Ph.D. Ahmad Munir, S.Pd., M.Ed., Ph.D. Syafi'ul Anam, Ph.D.

Week-	**Final abilities of each learning stage (Sub-PO)**	**Evaluation**		**Help Learning, Learning methods, Student Assignments, [Estimated time]**		**Learning materials [References]**	**Assessment Weight (%)**
		Indicator	**Criteria & Form**	**Offline (*offline*)**	**Online (*online*)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1		1. Explain the basis for qualitative and quantitative data analysis. 2. Distinguish between types of qualitative and quantitative data analysis	**Criteria:** able to demonstrate the research paradigm correctly **Form of Assessment** : Participatory Activities, Tests	Lectures and discussions 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage Mile, MB, Huberman, AM and Saldana, J. 2014. Qualitative data analysis. A Methods sourcebook. London: Sage **Library:** **Material:** Fundamentals of quantitative data analysis **Library:**	2%
2	Carry out the quantitative data entry and screening process	able to explain types of quantitative data, perform quantitative data entry and screening	**Criteria:** Able to explain the stages of qualitative data analysis correctly **Form of Assessment** : Participatory Activities, Practice/Performance	lecture, question and answer, practice 2 X 50		**Material:** Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge **Reader:** **Material:** Types of quantitative data and data entry **Library:**	0%

3	Carry out the quantitative data entry and screening process	able to explain types of quantitative data, perform quantitative data entry and screening	**Criteria:** Able to explain the stages of qualitative data analysis correctly **Form of Assessment** : Participatory Activities, Practice/Performance	lecture, question and answer, practice 2 X 50		**Material:** Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge **Reader:** **Material:** Types of quantitative data and data entry **Library:**	4%
4	choose appropriate statistical analysis techniques to answer the problem formulation and demonstrate descriptive and inferential statistical analysis	Transcribe verbal data (from observations and interviews) and carry out data analysis steps from transcripts	**Criteria:** able to transcribe spoken data correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lecture, question and answer, and practice 2 X 50		**Material:** Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge **Reader:** **Material:** Analysis of descriptive statistics **References:**	4%
5	choose appropriate statistical analysis techniques to answer the problem formulation and demonstrate descriptive and inferential statistical analysis	Transcribe verbal data (from observations and interviews) and carry out data analysis steps from transcripts	**Criteria:** able to transcribe spoken data correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lecture, question and answer, and practice 2 X 50		**Material:** Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge **Reader:** **Material:** Analysis of descriptive statistics **References:**	4%
6	Determine appropriate statistical techniques, perform inferential statistical analysis and report results	Carrying out inferential statistical analysis and compiling reports on the results of the analysis	**Criteria:** Able to analyze fieldnotes correctly **Form of Assessment** : Participatory Activities, Practice/Performance	lecture, question and answer and group work 2 X 50		**Material:** Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge **Reader:** **Material:** Correlation, t test, Anova **Library:**	4%

7	Determine appropriate statistical techniques, perform inferential statistical analysis and report results	Carrying out inferential statistical analysis and compiling reports on the results of the analysis	**Criteria:** Able to analyze fieldnotes correctly **Form of Assessment** : Participatory Activities, Practice/Performance	lecture, question and answer and group work 2 X 50		**Material:** Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge **Reader:** **Material:** Correlation, t test, Anova **Library:**	4%
8	UTS			4 X 50			20%
9	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	Explain the steps for quantitative data analysis (description and inferential) Distinguish between statistical data: numerical and categorical	**Criteria:** Able to answer questions about types of quantitative data correctly **Form of Assessment** : Participatory Activities, Tests	lecture and question and answer 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** Fundamentals of qualitative data analysis **Literature:**	2%
10	Transcribe verbal data	enter cases, data and variables in Excel and SPSS programs	**Criteria:** Able to enter quantitative data into SPSS correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture and practice 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** Transcribing verbal data **Library:**	2%
11	conducting qualitative data analysis using thematic analysis	perform thematic analysis procedures for qualitative data	**Criteria:** carry out thematic analysis procedures for qualitative data correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	lectures and project based learning 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** Procedures of analyzing qualitative data **References:**	10%

12	conducting qualitative data analysis using thematic analysis	perform thematic analysis procedures for qualitative data	**Criteria:** carry out thematic analysis procedures for qualitative data correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lectures and project based learning 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** Procedures of analyzing qualitative data **References:**	2%
13	conducting qualitative data analysis using thematic analysis	perform thematic analysis procedures for qualitative data	**Criteria:** carry out thematic analysis procedures for qualitative data correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lectures and project based learning 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** Procedures of analyzing qualitative data **References:**	6%
14	write reports on the results of qualitative data analysis	write the results of qualitative data analysis	**Criteria:** able to write reports on the results of qualitative data analysis correctly **Form of Assessment** : Participatory Activities, Practice/Performance	lectures and project based learning 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** reporting qualitative data analysis results **References:**	0%
15	write reports on the results of qualitative data analysis	write the results of qualitative data analysis	**Criteria:** able to write reports on the results of qualitative data analysis correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lectures and project based learning 2 X 50		**Material:** Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage **Library:** **Material:** reporting qualitative data analysis results **References:**	6%
16	UAS						30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	21.33%
2.	Project Results Assessment / Product Assessment	13.33%
3.	Practice / Performance	13.33%
4.	Test	2%
		49.99%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.