



RENCANA PEMBELAJARAN SEMESTER PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS STKIP PGRI PONOROGO

| SUBJECT | Code | Rumpun MK | BOBOT (sks) | | SEMESTER | Direvisi |
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| Research in ELT | MKPPBIG 2 | PENELITIAN PEMBELAJARAN BAHASA | T=1 | P=1 | VI | |
| AUTHORITY | Penyusun RP | Koordinator RMK | | | Ka PRODI | |
| | Adip Arifin, M.Pd. | Adip Arifin, M.Pd. | | | Ratri Harida, M.Pd. | |
| Learning Outcome (CP) | Program Studi Pendidikan Bahasa Inggris | | | | | |
| Course Description | <p>This course provides sets of knowledge, trains a set of skills. This unit is an attempt to arouse students' awareness toward scientific researches particularly those of educational researches related to language teaching, English language teaching particularly for Indonesian native speakers. The knowledge covers ontology, epistemology and axiology of the researches. The skills cover the search, the titling and the theorizing research problems and the choosing of the form and content of instruments with the discussion and the summarizing of data analysis. The set of attitudes cover rational, objective, and critical, skeptical (open), cooperative, and responsible related to the attitude to do the research.</p> <p>Besides that, this course also provides students with information on the nature and characteristics of research on English language classrooms. Materials cover types of studies commonly conducted to investigate phenomena in English language classrooms, their characteristics and steps in conducting each type of study. Students' classroom activities include individual work, and group work. Evaluation on students' achievement is based on classroom participation, assignments, the mid-semester test, and the final test.</p> | | | | | |
| References | Utama : | | | | | |
| | 1. Saleh, M. (2012). <i>Beginning Research in English Language Teaching</i> . Semarang: WidyaKarya. 2. Creswell, J. W. (2008). <i>Educational Research (3rd ed.)</i> New Jersey: Pearson Education International | | | | | |
| | Pendukung : | | | | | |
| | 1. Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). <i>Educational Research 10th ed.: Competencies for Analysis and Applications</i> . New Jersey: Pearson Education, Inc. 2. Cohen, L. (2007). <i>Research Method in Education</i> . New York: Routledge. | | | | | |
| Media | Software : | | | Hardware : | | |
| | Presentation slide | | | Notebook, LCD Projector, and white board | | |
| Team Teaching | - | | | | | |
| Precondition Subject | - | | | | | |

| Week | Learning output | Learning Material | Learning Method [Time Allocation] | Assessment | | |
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| | | | | Indicator | Form | Score |
| 1 | The students are able to define the concept of research in English language teaching | <ul style="list-style-type: none"> • Introduction • Initializing course element <ul style="list-style-type: none"> ➢ Lesson plan (RPS) ➢ Course contract ➢ Assignments • Book 1 and 2 | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • Defining the concept of research • Defining the concept of English language teaching | - | |
| 2 | The students are able to identify the areas commonly investigated in English language classroom | <ul style="list-style-type: none"> • The scope of research in English language teaching • Book 1 and 2 | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to explain the definitions of research • The students are able to explain the definitions of language teaching/learning. • The students are able to characterize the research | Performance test Quiz | 5% |
| 3 | The students are able to conceptualize the research approaches | <ul style="list-style-type: none"> • Research approaches • The characteristics of research approaches | <ul style="list-style-type: none"> • Lecturing, discussion, Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to differentiate two major approaches in research • The students are able to recognize the characteristics of research approaches | - | - |
| 4 | The students are able to explain the starting points to conduct research | <ul style="list-style-type: none"> • Some examples of problem in English Language Teaching • Some examples of research question • The formulation of research purposes | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to identify the research problems • The students are able to formulate the research problems • The students are able to formulate the research purposes | Performance test Quiz | 5% |
| 5 | The students are able to identify the research procedure in ELT, both qualitative and quantitative | <ul style="list-style-type: none"> • Research procedure (Qualitative) • Research procedure (Quantitative) | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to explain the research procedure in qualitative • The students are able to explain the research procedure in quantitative | - | - |

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| 6 | The students are able to Implement the 'research preparation' (part 1) | <ul style="list-style-type: none"> • Research problems in ELT • Formulation of research problems in ELT | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to identify the research problem in ELT • The students are able to select the research problem in ELT • The students are able to formulate and conceptualize the research problems | Performance test Quiz | 5% |
| 7 | The students are able to Implement the 'research preparation' (part 2) | <ul style="list-style-type: none"> • Research variables • Research hypothesis • Research design | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to identify the research variables • The students are able to formulate the research hypothesis • The students are able to construct the research design | - | - |
| 8 | Mid-term test | | | | Formative test | 15% |
| 9 | The students are able to Implement the 'research preparation' (part 3) | <ul style="list-style-type: none"> • Types of research instruments • Sampling techniques | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to construct research instruments • The students are able to apply the sampling techniques | - | - |
| 10 | The students are able to implement the 'research implementation' | <ul style="list-style-type: none"> • Data collection • Data processing • Data analysis • Data interpretation | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to collect the data • The students are able to process the data • The students are able to analyze the data • The students are able to interpret the data | - | - |
| 11 | The students are able to conceptualize the 'research completion' | <ul style="list-style-type: none"> • The format of research report • The outline of research report | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes | <ul style="list-style-type: none"> • The students are able to write the research report • The students are able to outline the research report | - | - |
| 12 | The students are able to specify the topics in ELT for research proposal | <ul style="list-style-type: none"> • Topics in ELT | <ul style="list-style-type: none"> • Lecturing, discussion, • Q & A | <ul style="list-style-type: none"> • The students are able to identify the topics in ELT • The students are able to specify | - | - |

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| | | | • 2 x 50 minutes | the topics in ELT | | |
| 13 | The students are able to construct the research proposal (part 1) | • Research proposal | • Lecturing, discussion, • Q & A • 2 x 50 minutes | • The students are able to review the research proposal | Performance test Quiz | 5% |
| 14 | The students are able to construct the research proposal (part 2) | • Research proposal | • Lecturing, discussion, • Q & A • 2 x 50 minutes | • The students are able to write the research proposal | Performance test | 5% |
| 15 | The students are able to construct the research proposal (part 3) | • Research proposal | • Lecturing, discussion, • Q & A • 2 x 50 minutes | • The students are able to write the research proposal | Performance test | 5% |
| 16 | Final examination | | | | Formative test | 25% |
| | Mid-term Test (UTS) | | | | 15% | |
| | Final Test (UAS) | | | | 25% | |
| | Performance test | | | | 20% | |
| | Assignment | | | | 30% | |
| | Total | | | | 100% | |



Approved by,
Dean of English language Education Department

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Ponorogo, February 13th, 2019
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