

RENCANA PEMBELAJARAN SEMESTER (RPS)

MATA KULIAH : RESEARCH IN ELT
KODE : MKPPBIG 2
DOSEN PENGAMPU : ADIP ARIFIN, M.Pd.



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
STKIP PGRI PONOROGO
2018/2019**

COURSE CONTRACT

Subject	:	Research in English Language Teaching
Code	:	MKPPBIG 2
Semester	:	VI
Date/time	:	Friday, 04.30 – 06.10 pm
Room	:	203

1. Course significance

After completing the course, the students are expected to be able to identify the research approaches and its designs, differentiate both approaches, qualitative and quantitative. Besides that, the students are expected to be able to review various research-based articles in case of their methodologies.

2. Course Description

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.

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.

3. Instructional objective

At the end of the course, the students are able to:

1. Define the concept of research in general.
2. Identify the areas of language teaching commonly investigated.
3. Conceptualize the research approaches.
4. Explain the terms in the area of research commonly used.
5. Defining the types of data collection techniques and their instruments.
6. Defining the types of data analysis techniques.
7. Explain the starting points to conduct research.
8. Explain research designs in qualitative.
9. Explain research designs in quantitative.

4. Method of teaching

1. Lecturing:

Lecturing is done every meeting to give explanation and to strengthen the students understanding on each topic.

2. Presentation:

Presentation is done by the students in order to show their mastery of each topic.

3. Discussion:

Discussion is done in every meeting, as a part of the main activity.

4. Question and answer (Q & A):

Question and answer are done in every meeting, to build the good interaction among the students - lecturer and students-students.

5. Source

- a. Creswell, J. W. (2008). *Educational Research* (3rd ed.) New Jersey: Pearson Education International
- b. Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational Research 10th ed.: Competencies for Analysis and Applications*. New Jersey: Pearson Education, Inc.
- c. Burns, A. L. (2007). *Doing Action Research in Language Teaching*. New York: Routledge (E-Book).
- d. Creswell, J. W. (2009). *Research Design* (3rd ed.) California: Sage Publications (e-book).
- e. The Asian EFL Journal Quarterly December 2011 Volume 13, Issue 4 (E-Journal)

1. Assignment

1. Mid-term test and final exam
2. Article review

2. Score

The range of the scores are as follows:

Score	Point	Range
A	4	≥ 85
B	3	70 - 84
C	2	60 - 69
D	1	50 - 59
E	0	≤ 49

The final score will be achieved by applying below formula:

Attendance	10%
Discussion	20%
Presentation	20%
Mid- term examination	25%
Final examination	25% +
<hr/>	
Total	100%



Acknowledged by,
Dean of English Language Edu. Dept.

Ratri Harida, M.Pd.
NIS. 0133.12

Ponorogo, February 13th, 2019
Lecturer

A handwritten signature in black ink, appearing to read 'Adip Arifin', is written over the text.

Adip Arifin, M.Pd.
NIS. 0161.14

SYLABUS

1. **Subject** : **Research in English Language Teaching**
2. **Code** : **MKPPBIG 2**
3. **Semester** : **VI**
4. **Credit** : **2**
5. **Faculty/ Study Program** : **Language and Arts/ English Language Education Department**
6. **Pre-condition Subject** : **Introduction to Research Methodology**
7. **Output** : The students are able to construct the research proposal, conduct the research and report the research in English Language Teaching area.
8. **Topics** : ELT problems, research proposal, Research preparation (research approaches, variables, hypothesis, research design), Research implementation (research instruments, technique of collecting data, sampling technique, technique of analysis data), research completion (research report), and various types of research in English Language Teaching area
9. **Course Description** :

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.

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.

10. References :

- a. Saleh, M. (2012). *Beginning Research in English Language Teaching*. Semarang: WidyaKarya.
- b. Creswell, J. W. (2008). *Educational Research (3rd ed.)* New Jersey: Pearson Education International
- c. Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational Research 10th ed.: Competencies for Analysis and Applications*. New Jersey: Pearson Education, Inc.
- d. Cohen, L. (2007). *Research Method in Education*. New York: Routledge.
- e. Creswell, J. W. (2009). *Research Design (3rd ed.)* California: Sage Publications (e-book)
- f. The Asian EFL Journal Quarterly December 2011 Volume 13, Issue 4 (e-journal)

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RENCANA PEMBELAJARAN SEMESTER PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS STKIP PGRI PONOROGO

SUBJECT	Code	Rumpun MK	BOBOT (sks)		SEMESTER	Direvisi
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	<p>Utama :</p> <ol style="list-style-type: none"> Saleh, M. (2012). <i>Beginning Research in English Language Teaching</i>. Semarang: WidyaKarya. Creswell, J. W. (2008). <i>Educational Research</i> (3rd ed.) New Jersey: Pearson Education International <p>Pendukung :</p> <ol style="list-style-type: none"> 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. Cohen, L. (2007). <i>Research Method in Education</i>. New York: Routledge. 					
Media	Software : Presentation slide		Hardware : Notebook, LCD Projector, and white board			
Team Teaching	-					
Precondition Subject	-					

Week	Learning output	Learning Material	Learning Method [Time Allocation]	Assessment		
				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 	-	-

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 	-	-

			• 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

Ratri Harida
Ratri Harida, M.Pd.
NIS.0133.12

Ponorogo, February 13th, 2019
Lecturer,

Adip Arifin
Adip Arifin, M.Pd.
NIS. 0161.14

ARRANGEMENT OF STUDENT ASSIGNMENT

Subject : Research in ELT
Study Program : English Language Education Dept.
Faculty : Language and Arts

Credit : 2
Meeting : 13, 14, 15

No.	Component of Assignment	Description
1	Objective	Conceptualizing the research paradigm in ELT, both theoretically and practically.
2	Assignment detail	
	a. Object	Designing the research proposal in ELT
	b. Limitation	Understanding the concept of research in ELT, starting from the research preparation, research implementation and research completion with the specific topic to be researched. References: <ul style="list-style-type: none"> a. Saleh, M. (2012). <i>Beginning Research in English Language Teaching</i>. Semarang: Widya Karya. b. Creswell, J. W. (2008). <i>Educational Research (3rd ed.)</i>. New Jersey: Pearson Education International c. Creswell, J. W. (2009). <i>Research Design (3rd ed.)</i>. California: Sage Publications (e-book) d. The Asian EFL Journal Quarterly December 2011 Volume 13, Issue 4 (e-journal) After reviewing the references and getting the appropriate knowledge, the students are instructed to construct the research proposal in ELT.
	c. Guidance	The students read the material and references from the various sources, begin to construct the research proposal in group and consult it continuously.
	d. Form	The research proposal in ELT, covers (i) Introduction, (ii) Theoretical review, (iii) Research method, and (iv) References
3	Assessment criteria	<ul style="list-style-type: none"> a. Background of the study 25 % b. The theory used 25% c. Method 50%



UJIAN TENGAH SEMESTER GENAP TAHUN AKADEMIK 2018/2019

STKIP PGRI PONOROGO

Subject : Research in English Language Teaching
Day/ date : Tuesday, April 18th, 2019
Time : 02.40 – 04.20 p.m.
Study program : English Language Education Dept. (PBI/2016) Regular Class
Lecturer : Adip Arifin, M.Pd.

Read the instructions below carefully before doing the test!

- a. This is an **individual test**, you may work independently.
- b. Make sure you have understood the questions before answering them.
- c. Answer the questions **briefly and orderly**, consider the given time along the test.
- d. If possible, please **re-check** your answer before submitting it to the supervisor.
- e. Submit both the **test sheet** and **answer sheet** to the test supervisor before leaving the room.
- f. Don't forget to take a few seconds for praying.

Good luck...!

QUESTIONS

1. Every research starts with problem(s), and it becomes the background of the study. Write down the background of your study in no more than 100 words?
2. What is the topic of your research proposal! Why do you choose such kinds of that topic?
3. Explain the differences of the following techniques of data collection!
 - a. observation
 - b. test
 - c. interview
 - d. documentation
4. One of the ways to check the data validity is through triangulation technique, what does it mean?
5. Explain the types of data analysis techniques in research!
6. Write down the method of your study (research) in a brief but clear form!
7. Write down the outline of your research proposal!



UJIAN AKHIR SEMESTER GENAP TAHUN AKADEMIK 2018/2019

STKIP PGRI PONOROGO

Subject : Research in English Language Teaching
Day/ date : Saturday, July 5th, 2019
Time : 02.40 – 04.20 p.m.
Study program : English Language Education Dept. (PBI/2016) Regular Class
Lecturer : Adip Arifin, M.Pd.

Read the instructions below carefully before doing the test!

- a. This is an **individual test**, you may work independently.
- b. Make sure you have understood the questions before answering them.
- c. Answer the questions **briefly and orderly**, consider the given time along the test.
- d. If possible, please **re-check** your answer before submitting it to the supervisor.
- e. Submit both the **test sheet** and **answer sheet** to the test supervisor before leaving the room.
- f. Don't forget to take a few seconds for praying.

Good luck...!

QUESTIONS

1. Every research starts with problem. Identify five potential problems in ELT?
2. After identifying five potential problems in ELT as above, now take only one problem to be researched! Why do you choose that problem?
3. Identify the possible variables in the following research title!
 - a. The correlation of activeness and motivation toward the students' achievement.
 - b. Effects of L2 proficiency and gender on choice of language learning strategies by university students majoring in English
4. Basically, there are two approaches of research, quantitative and qualitative. In what way they differ!
5. Research is scientific activity. What does scientific mean?
6. The researcher is highly suggested to use triangulation techniques in collecting data. What triangulation technique really means? Give example!