

# RENCANA PEMBELAJARAN SEMESTER (RPS)

MATA KULIAH : INTRO. TO RESEARCH METHODOLOGY  
KODE : MKPPBIG 1  
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**

<b>Subject</b>	<b>: Introduction to Research Methodology</b>
<b>Code</b>	<b>: MKPPBIG 1</b>
<b>Semester</b>	<b>: V</b>
<b>Date/time</b>	<b>: Friday, 04.30 – 06.10 pm</b>
<b>Room</b>	<b>: 202</b>

### **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**

Introduction to research methodology is a subject that provides the students with a set of theory in conceptualizing qualitative and quantitative methodology. The subject starts with the very basic concept of research, that is research problem. 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* (3<sup>rd</sup> ed.) New Jersey: Pearson Education International
- b. Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational Research 10<sup>th</sup> 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* (3<sup>rd</sup> 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	$\geq 80$
B	3	70 - 79
C	2	60 - 69
D	1	50 - 59
E	0	$\leq 49$

The final score will be achieved by applying below formula:

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



Acknowledged by,  
Dean of English Language Edu. Dept.

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

Ponorogo, September 4<sup>th</sup>, 2017  
Lecturer

**Adip Arifin, M.Pd**  
NIS. 0145.12

## SYLABUS

1. **Subject** : **Introduction to Research Methodology**
2. **Code** : **MKPPBIG 1**
3. **Semester** : **V**
4. **Credit** : **2**
5. **Faculty/ Study Program** : **Language and Arts/ English Language Education Department**
6. **Pre-condition Subject** : -
7. **Output** : The students are able to identify the research approaches and its designs.
8. **Topics** : research approaches, research designs, research instruments, types of data, technique of collecting data, sampling technique, and technique of analysis data.
9. **Course Description** :

This course provides sets of knowledge on research approaches, both in qualitative and quantitative. This unit is an attempt to arouse students' awareness toward scientific researches particularly those of educational researches related to language teaching. This subject is also expected to lead the students for understanding the research in English language teaching particularly. 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: Widya Karya.
- b. Creswell, J. W. (2008). *Educational Research (3<sup>rd</sup> ed.)* New Jersey: Pearson Education International
- c. Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational Research 10<sup>th</sup> 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 (3<sup>rd</sup> ed.)* California: Sage Publications (e-book)
- f. The Asian EFL Journal Quarterly December 2011 Volume 13, Issue 4 (e-journal)

Acknowledged by,  
Dean of English Language Education Department

Ponorogo, September 15<sup>th</sup>, 2018  
Lecturer



**Ratri Harida, M.Pd**  
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## RENCANA PEMBELAJARAN SEMESTER PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS STKIP PGRI PONOROGO

SUBJECT	Code	Rumpun MK	BOBOT (sks)		SEMESTER	Direvisi
<b>Intro. to Research Methodology</b>	MKPPBIG 1	PENELITIAN PEMBELAJARAN BAHASA	T=1	P=1	V	
<b>AUTHORITY</b>	<b>Penyusun RP</b>	<b>Koordinator RMK</b>			<b>Ka PRODI</b>	
	Adip Arifin, M.Pd	Adip Arifin, M.Pd			Ratri Harida, M.Pd	
<b>Learning Outcome (CP)</b>	<b>Program Studi</b> Pendidikan Bahasa Inggris					
<b>Course Description</b>	<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>					
<b>References</b>	<b>Utama :</b>					
	1. Saleh, M. (2012). <i>Beginning Research in English Language Teaching</i> . Semarang: Widya Karya. 2. Creswell, J. W. (2008). <i>Educational Research (3<sup>rd</sup> ed.)</i> New Jersey: Pearson Education International					
<b>Media</b>	<b>Pendukung :</b>					
	1. Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). <i>Educational Research 10<sup>th</sup> 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.					
<b>Media</b>	<b>Software :</b>		<b>Hardware :</b>			
	Presentation slide		Notebook, LCD Projector, and white board			
<b>Team Teaching</b>	-					
<b>Precondition Subject</b>	-					



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

6	The students are able to identify the types of data	<ul style="list-style-type: none"> <li>Types of data</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify the research data</li> <li>The students are able to select the research data</li> <li>The students are able to differentiate the types of research data</li> </ul>	Performance test Quiz	5%
7	The students are able to conceptualize the types of data collecting techniques	<ul style="list-style-type: none"> <li>Techniques of collecting data</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify the research instruments for qualitative</li> <li>The students are able to identify the research instruments for quantitative</li> </ul>	-	-
8	<b>Mid-term test</b>				Formative test	15%
9	The students are able to conceptualize the types of research instruments	<ul style="list-style-type: none"> <li>Types of research instruments</li> <li>Sampling techniques</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to differentiate research instruments</li> <li>The students are able to construct research instruments</li> </ul>	-	-
10	The students are able to select the sample and population	<ul style="list-style-type: none"> <li>Sampling technique</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to select the types of sampling techniques for appropriate purpose</li> <li>The students are able to apply the sampling techniques</li> </ul>	-	-
11	The students are able to characterize the techniques of analyzing data	<ul style="list-style-type: none"> <li>Techniques of collecting data</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to select the types of data collection techniques for appropriate purpose</li> <li>The students are able to implement the technique of data analysis</li> </ul>	-	-
12	The students are able to identify the types of research design in qualitative (part 1)	<ul style="list-style-type: none"> <li>Qualitative research designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify the types of research designs in qualitative</li> <li>The students are able to</li> </ul>	-	-

				choose the appropriate design for specific purpose		
13	The students are able to identify the types of research design in qualitative (part 2)	<ul style="list-style-type: none"> <li>Qualitative research designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify the types of research designs in qualitative</li> <li>The students are able to choose the appropriate design for specific purpose</li> </ul>	Performance test Quiz	5%
14	The students are able to identify the types of research design in quantitative (part 1)	<ul style="list-style-type: none"> <li>Quantitative research designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify the types of research designs in quantitative</li> <li>The students are able to choose the appropriate design for specific purpose</li> </ul>	Performance test	5%
15	The students are able to identify the types of research design in quantitative (part 2)	<ul style="list-style-type: none"> <li>Quantitative research designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing, discussion,</li> <li>Q &amp; A</li> <li>2 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>The students are able to identify the types of research designs in quantitative</li> <li>The students are able to choose the appropriate design for specific purpose</li> </ul>	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, September 15<sup>th</sup>, 2018  
Lecturer,

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

## ARRANGEMENT OF STUDENT ASSIGNMENT

**Subject** : Introduction to Research Methodology  
**Study Program** : English Language Education  
**Faculty** : Language and Arts

**Credit** : 2  
**Meeting** : 9, 10

No.	Component of Assignment	Description
1	Objective	Conceptualizing the research approaches in education, both theoretically and practically.
2	Assignment detail	
	a. Object	Designing the research instruments
	b. Limitation	Understanding the concept of research in education, starting from the research approaches and their designs.  References: <ul style="list-style-type: none"> <li>a. Saleh, M. (2012). <i>Beginning Research in English Language Teaching</i>. Semarang: Widya Karya.</li> <li>b. Creswell, J. W. (2008). <i>Educational Research (3<sup>rd</sup> ed.)</i>. New Jersey: Pearson Education International</li> <li>c. Creswell, J. W. (2009). <i>Research Design (3<sup>rd</sup> ed.)</i>. California: Sage Publications (e-book)</li> <li>d. The Asian EFL Journal Quarterly December 2011 Volume 13, Issue 4 (e-journal)</li> </ul> After reviewing the references and getting the appropriate knowledge, the students are instructed to construct the research instruments.
	c. Guidance	The students read the material and references from the various sources, begin to construct the research various types of instruments in group and consult it continuously.
	d. Form	Observation sheet, test sheet, field note
3	Assessment criteria	<ul style="list-style-type: none"> <li>a. Appropriateness                      25 %</li> <li>b. Form    25%</li> <li>c. Effectiveness                              50%</li> </ul>



UJIAN TENGAH SEMESTER GASAL TAHUN AKADEMIK 2018/2019

## STKIP PGRI PONOROGO

Subject : Intro. to Research Methodology  
Day/ date : Friday, November 16<sup>th</sup>, 2018  
Time : 01.00 – 02.15 p.m.  
Study program : English Education (PBI 2016)  
Lecturer : Adip Arifin, M.Pd.

### **Read the instructions below carefully before doing the test!**

- a. This is an **individual and close book test**, you may work independently. Please, do not open any kinds of sources.
- b. Answer the questions briefly and orderly, and if it is necessary, provide the examples to support your answer.
- c. Please re-check your answer before submitting your answer sheet to the test supervisor.
- d. Submit the **test and answer sheet** to the test supervisor before leaving the room.

Good luck...!

### QUESTIONS

1. Research begins with the problem(s), and commonly it is called as research problem. Identify the potential problems in ELT (at least three)?
2. Explain the nature of doing research?
3. Identify the variable types based in the two research titles below!
  - a. *Improving Students' Motivation Using Make-A Match Technique at Seventh Grade of SMPN 1 Ponorogo.*
  - b. *The Effectiveness of Make-a Match technique in Teaching Vocabulary at 5<sup>th</sup> Grade of SD IMMERSION Ponorogo.*
4. Research is a scientific way to answer the research question(s). What is meant by scientific?
5. Every research is undergone with three stages. What are they?
6. Explain the differences of qualitative and quantitative approach/method!



UJIAN AKHIR SEMESTER GASAL TAHUN AKADEMIK 2018/2019

## STKIP PGRI PONOROGO

Subject : Intro. to Research Methodology  
Day/ date : Friday, January 18<sup>th</sup>, 2019  
Time : 02.15 – 03.30 p.m.  
Study program : English Education (2016) Regular Class  
Lecturer : Adip Arifin, M.Pd.

**Read the instructions below carefully before doing the test!**

- a. This is an **individual** and **close book test**, you may work independently. Please, do not open any kinds of sources, related to the subject.
- b. Answer the questions briefly and orderly, and if it is necessary, provide the examples to support your answer.
- c. Please re-check your answer before submitting the answer sheet to the test supervisor.
- d. Submit the **test sheet** and **answer sheet** to the test supervisor before leaving the room.

1. What are the goals of doing research!
2. Basically, there are two approaches of research, what are they? Identify the difference(s) of both approaches!
3. Mention the types of data collection techniques and their instruments in conducting the research!
4. Mention the types of data in research! Give example of each!
5. Explain the sampling techniques for qualitative and quantitative research! Give examples!
6. Explain the following terms in research!
  - a. hypothesis
  - b. sampling
  - c. data
  - d. instruments
  - e. triangulation

**Good luck...!**