	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Research Methods for ELT	8820303339		3				7 Oktober 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Ahmad Munir, S.Pd., M.Ed., Ph.D.	Dr. Nur Chakim	HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK	This course provides undergraduate students of English Language Teaching (ELT) with a comprehensive foundation in educational research methodology, aiming to develop critical analysis skills and practical competence to formulate research problems, select appropriate designs, and develop a sound academic proposal. Delivered through a Project-Based Learning (PBL) approach, the course covers key topics including research ethics, literature reviews, variable identification, sampling techniques, quantitative designs (experimental, correlational, ex post facto, survey), qualitative and mixed-methods approaches (case study, action research, narrative inquiry, phenomenology), and data collection and analysis principles. Aligned with SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure), student achievement is evaluated through an assessment scheme comprising participatory activity and project output evaluation centered on a finalized ELT research proposal.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
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-11	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	Students are able to analyze the fundamental concepts, ethical considerations, and various paradigms of research in the field of English Language Teaching (ELT).
CPMK-2	Students are able to formulate clear research problems and construct comprehensive literature reviews relevant to contemporary issues in ELT.
CPMK-3	Students are able to design appropriate research methodologies, including participant selection, data collection instruments, and analysis techniques for ELT studies.
CPMK-4	Students are able to produce a structured and coherent research proposal that adheres to academic writing standards.
CPMK-5	Demonstrate a thorough understanding of concepts in educational research methodology
CPMK-6	Students are able to design appropriate research methodologies, including data collection instruments and analysis techniques, for ELT research projects.
CPMK-7	Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language
CPMK-8	Students are able to analyze the fundamental concepts, principles, and ethical considerations of research in the field of English Language Teaching (ELT).
CPMK-9	Students are able to formulate research problems and conduct comprehensive literature reviews relevant to contemporary issues in ELT.
CPMK-10	Students are able to design appropriate research methodologies, including data collection instruments and analysis techniques, for quantitative, qualitative, or mixed-methods ELT studies.
CPMK-11	Students are able to construct a well-structured and scientifically sound research proposal that adheres to academic writing standards.

Matrik CPL - CPMK

CPMK	CPL-1	CPL-3	CPL-11
CPMK-1	✔		
CPMK-2	✔		
CPMK-3	✔		
CPMK-4	✔		
CPMK-5		✔	
CPMK-6		✔	
CPMK-7			✔
CPMK-8			✔
CPMK-9			✔
CPMK-10			✔
CPMK-11			✔

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											✔					
CPMK-4													✔		✔	
CPMK-5						✔	✔		✔							
CPMK-6										✔						
CPMK-7														✔		✔
CPMK-8	✔		✔													
CPMK-9					✔											
CPMK-10								✔								
CPMK-11												✔				

Pustaka

Utama :

1. Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, D. A. 2019. Introduction to Research in Education (10th Edition). Belmont: Wadsworth
2. Cohen, L., Manion, L., & Morrison, K. 2018. Research Methods in Education. London: Routledge/Falmer
3. Creswell, J.W. 2014. Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd.
4. Denzin, N.K. & Lincoln, Y.S. 2017. The SAGE Handbook of Qualitative Research. Thousand Oaks.

Pendukung :

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online)*		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain the nature and paradigms of ELT research.	1. Accurate explanation of the essential characteristics and importance of research within the ELT domain. 2. Clear justification of how different research paradigms influence methodological choices in ELT studies.	Kriteria: Clarity of conceptual understanding, analytical depth, and accuracy in distinguishing paradigm characteristics. Bentuk: Analytical essay and classroom participation.	Flipped classroom, interactive lecture, and collaborative small-group discussion.	1. Submission of a 500-word critical reflection on the role of scientific inquiry in addressing contemporary ELT challenges via the Learning Management System (LMS). 2. Completion of a comparative matrix (table) identifying the ontological and epistemological assumptions of the three main research paradigms.	1. The nature, scope, and objectives of research in the field of ELT. 2. Philosophical underpinnings and core characteristics of research paradigms (positivist, interpretive, and pragmatic) in ELT.	3%
2	Distinguish between quantitative, qualitative, and mixed-methods research paradigms.	1. Ability to explain the philosophical foundations of the three research paradigms. 2. Ability to contrast the methodological characteristics and data analysis processes of quantitative, qualitative, and mixed-methods research. 3. Ability to justify the selection of a research paradigm for a given ELT research scenario.	Kriteria: Accuracy in conceptual distinction, logical consistency in argumentation, and depth of analytical understanding. Bentuk: Comparative matrix analysis and a short-answer written test.	Blended learning approach comprising a lecture on research paradigms, a Socratic seminar (group discussion), and a collaborative comparative analysis activity.	1. Submit a comparative table summarizing the distinct ontological and epistemological assumptions of the three research paradigms. 2. Participate in a threaded discussion forum analyzing a provided ELT case study to determine the most suitable research paradigm and justify the choice.	1. Philosophical underpinnings of research paradigms (Positivism, Constructivism, Pragmatism). 2. Key characteristics and procedural differences between quantitative, qualitative, and mixed-methods approaches. 3. Criteria for selecting appropriate research paradigms for specific ELT problems.	4%
3	Identify ethical principles and integrity in conducting academic research.	1. Ability to explain and apply essential ethical principles (informed consent, anonymity, confidentiality) in designing ELT research. 2. Ability to demonstrate academic integrity by identifying and avoiding plagiarism through proper citation and ethical documentation.	Kriteria: Accuracy in applying ethical protocols and adherence to formal academic citation standards. Bentuk: Case study analysis and collaborative peer-review assessment.	Case-based learning, interactive lecture, and collaborative group discussion.	1. Submit a critique of an ethical dilemma scenario in a published ELT research paper via the Learning Management System (LMS). 2. Complete an online quiz on institutional policies regarding plagiarism and research misconduct.	1. Foundational ethical principles: Informed consent, anonymity, and confidentiality in ELT research. 2. Academic integrity, plagiarism prevention, and ethical authorship practices.	3%

4	Identify research gaps based on current ELT phenomena and empirical evidence.	1. Ability to categorize and articulate current issues within the field of ELT. 2. Ability to formulate a research gap statement based on a critical synthesis of empirical evidence.	Kriteria: Accuracy in synthesizing literature, coherence of the identified gap, and relevance to current ELT discourse. Bentuk: Analytical essay and peer-review feedback session.	Inquiry-based learning and literature critique workshop.	1. Submit an annotated bibliography focused on a specific ELT sub-topic. 2. Participate in an asynchronous discussion forum identifying a research gap from provided academic abstracts.	1. Mapping contemporary ELT issues and emerging global trends. 2. Techniques for conducting a systematic literature review to locate research voids.	3%
5	Conduct systematic literature searches and synthesize academic sources to construct a theoretical framework.	1. Accuracy in identifying and selecting peer-reviewed ELT literature using systematic search protocols. 2. Capability to synthesize findings into a structured and logical theoretical framework.	Kriteria: Precision in source selection, depth of thematic synthesis, and structural coherence of the theoretical framework. Bentuk: Portfolio (Annotated Bibliography and Draft of Theoretical Framework).	Blended Learning: Interactive lecture on search strategies, collaborative workshop on synthesis matrix design, and project-based literature review drafting.	1. Conduct a systematic search on an ELT-specific topic and submit an annotated bibliography of at least five high-impact sources. 2. Develop and upload a synthesis matrix mapping the selected sources to the research variables of the student's proposed study.	1. Advanced systematic literature search strategies and database navigation techniques. 2. Synthesis matrix construction and thematic integration of academic sources.	3%
6	Understanding Experimental as research methodologies	1. Ability to distinguish between different types of experimental designs applied in language classrooms. 2. Ability to operationalize variables and formulate research hypotheses for ELT-based experiments. 3. Ability to identify potential threats to internal and external validity in experimental study designs.	Kriteria: Accuracy in research design, logical consistency in variable operationalization, and depth of analytical reasoning. Bentuk: Comparative analysis paper and structured group presentation.	Blended learning approach comprising a mini-lecture, guided collaborative inquiry, and peer-review discussion.	1. Submit a critique of a selected experimental ELT research article via the Learning Management System (LMS). 2. Participate in a digital forum discussion regarding the ethical considerations of control group implementation in classroom settings.	1. Foundational principles of experimental research design in ELT. 2. Classification of experimental designs (Pre-experimental, Quasi-experimental, and True experimental). 3. Variables, hypotheses, and validity (internal and external) in language teaching experiments.	3%
7	Understanding Action research as a research methodology	1. Ability to explain the foundational concepts and unique characteristics of action research in educational settings. 2. Ability to delineate the stages of the action research cycle and their application in solving classroom-based language teaching problems.	Kriteria: Accuracy of conceptual understanding, logical flow in mapping research cycles, and relevance to ELT scenarios. Bentuk: Analytical essay and case study presentation.	Inquiry-based learning, collaborative discussion, and reflective case analysis.	1. Participate in an asynchronous forum discussion regarding the distinction between action research and traditional experimental research. 2. Complete an online module quiz on the procedural steps of the action research cycle.	1. Conceptual frameworks and the nature of Action Research in ELT. 2. The iterative process of action research cycles (planning, acting, observing, reflecting).	4%
8	Select suitable research designs (experimental, descriptive, classroom action research, etc.) for specific ELT contexts.	1. Ability to identify the fundamental characteristics and limitations of experimental, descriptive, and classroom action research. 2. Ability to justify the selection of a specific research design for a defined pedagogical problem.	Kriteria: Analytical accuracy, logical coherence of design selection, and alignment between research questions and methodology. Bentuk: Case-based written assignment and oral presentation.	Case-Based Learning (CBL) and collaborative group discussion.	1. Submit a reflective summary comparing the applicability of qualitative and quantitative designs in various classroom scenarios via the Learning Management System (LMS). 2. Participate in an asynchronous discussion forum to provide peer feedback on proposed research designs for given case studies.	1. Taxonomy and characteristics of ELT research designs (Experimental, Descriptive, and Classroom Action Research). 2. Criteria for matching research questions with methodological approaches in ELT settings.	20%
9	Understanding Research Assumptions and Hypotheses in Educational Research	1. Ability to explain the influence of research assumptions on the choice of methodology in ELT research. 2. Ability to construct valid and testable null and alternative hypotheses based on specific ELT research problems.	Kriteria: Accuracy in philosophical mapping, logical consistency in hypothesis construction, and adherence to scientific research standards. Bentuk: Analytical essay and structured worksheet (written assessment).	Blended learning approach incorporating interactive lectures, Socratic discussion, and collaborative problem-based learning.	1. Submit an analytical reflection paper discussing how different research paradigms (positivist vs. interpretivist) inform the development of research questions in ELT. 2. Complete a digital worksheet involving the transformation of research objectives into formal null and alternative hypotheses.	1. Ontological, epistemological, and axiological assumptions in educational research. 2. The nature, types, and formulation of research hypotheses in ELT studies.	4%

10	Develop valid and reliable instruments for data collection.	1. Ability to construct a research instrument that accurately reflects the operational definitions of chosen variables in ELT. 2. Ability to demonstrate methodological rigor in conducting expert validation and statistical reliability testing (e.g., Cronbach's Alpha).	Kriteria: Accuracy in variable operationalization, adherence to psychometric standards, and logical consistency of instrument design. Bentuk: Project-based assessment (development of a complete research instrument package including a validation report).	Project-based learning, peer-review workshop, and guided tutorial on statistical software for reliability analysis.	1. Submit a draft of the research instrument (questionnaire/observation checklist/interview guide) via the Learning Management System (LMS). 2. Participate in an online asynchronous peer-review forum to provide constructive feedback on peers' instrument drafts based on validity checklists.	1. Principles of instrument construction: Operationalizing ELT research variables. 2. Validity and reliability testing: Procedures for instrument validation and reliability analysis.	4%
11	Select and apply appropriate techniques for data analysis.	1. Ability to justify the selection of quantitative statistical tests based on research variables and data distribution. 2. Ability to apply thematic coding processes and categorization to qualitative ELT research datasets.	Kriteria: Accuracy in selecting analysis tools, logical consistency in data interpretation, and technical proficiency in applying analytical frameworks. Bentuk: Analytical report and practical problem-solving assignment.	Case-based learning and workshop-style data analysis lab.	1. Completion of an asynchronous quiz on statistical test selection based on provided ELT research scenarios. 2. Submission of a coded qualitative transcript segment via the Learning Management System (LMS).	1. Principles of quantitative data analysis (descriptive and inferential statistics) for ELT research. 2. Procedures for qualitative data analysis (thematic analysis, content analysis, and discourse analysis).	5%
12	Demonstrate academic writing proficiency and proper citation styles in the proposal.	1. Precision in applying academic writing conventions, including formal register, clarity, and logical paragraph organization. 2. Accuracy in executing in-text citations and reference list formatting as per APA 7th Edition requirements.	Kriteria: Precision in academic language, adherence to APA citation rules, and structural consistency. Bentuk: Performance-based assessment (Research proposal draft evaluation).	Guided writing workshops, peer-review sessions, and asynchronous module-based review.	1. Submit a 500-word excerpt of the research proposal for stylistic and mechanics audit. 2. Complete an APA 7th Edition citation quiz to demonstrate proficiency in reference formatting.	1. Principles of academic style, formal tone, and structural cohesion in ELT research proposals. 2. Mechanics of in-text citations and the construction of a comprehensive reference list according to APA 7th Edition guidelines.	4%
13	Organize a research proposal according to standard academic structure (Introduction, Literature Review, and Methodology).	1. Ability to structure the research proposal sections according to academic conventions. 2. Ability to synthesize ELT literature to support the research gap. 3. Ability to outline appropriate research methodology for specific ELT problems.	Kriteria: Structural coherence, logical flow, academic language proficiency, and alignment between research objectives and methodology. Bentuk: Project-based assessment (Drafting a formal research proposal).	Project-based learning (PBL), peer-review workshops, and guided instructional writing.	1. Submit an outline of the research proposal structure on the Learning Management System (LMS). 2. Participate in a collaborative peer-feedback forum for the drafted Literature Review section.	1. Principles of academic proposal writing for ELT. 2. Synthesis of relevant ELT literature and theoretical framework. 3. Formulation of research design and methodological procedures.	4%
14	Project 2: Membuat poster penelitian	1. Ability to organize research components into an aesthetically professional and logically structured poster layout. 2. Ability to distill complex research data into clear, concise, and impactful academic language.	Kriteria: Visual clarity, logical flow of information, synthesis of content, and adherence to academic conventions. Bentuk: Project-based assessment (Research Poster Presentation).	Project-Based Learning (PjBL) involving a design workshop and peer-feedback critique session.	1. Submission of a research poster draft in PDF format via the Learning Management System (LMS). 2. Participation in an asynchronous peer-review forum to provide constructive feedback on peers' poster drafts.	1. Principles of visual communication and layout design in academic posters. 2. Techniques for synthesizing research abstracts, methodologies, and findings into concise textual summaries.	3%
15	Present and defend the research proposal effectively.	1. Ability to communicate the research rationale, objectives, and methodology clearly and persuasively. 2. Ability to provide logical, evidence-based responses to questions and critiques from the audience.	Kriteria: Clarity of oral delivery, logical consistency of arguments, mastery of research methodology, and quality of responses during the Q&A session. Bentuk: Performance assessment (Research Proposal Defense Presentation).	Seminar-style presentation followed by a mock defense session (Project-Based Learning).	1. Upload the final slide deck or visual aids for the proposal defense to the Learning Management System (LMS). 2. Submit a self-reflection log regarding the feedback received during the defense and proposed revisions for the final thesis.	1. Principles of effective academic presentation and oral defense strategies. 2. Handling academic feedback and responding to critical inquiries.	3%

16	Developing Research Proposal (Final Examination/ project)	1. Ability to articulate a clear research problem, research questions, and the significance of the study in the ELT context. 2. Capacity to critically review literature and establish a robust theoretical or conceptual framework. 3. Precision in designing a methodology, including participant selection, data collection, and analytical procedures aligned with the research objectives.	Kriteria: Clarity of problem statement, theoretical alignment, methodological rigor, logical coherence, and adherence to APA formatting style. Bentuk: Project-based assessment (Final Research Proposal manuscript).	Project-Based Learning (PjBL) consisting of individual consultation, peer-review workshops, and iterative drafting cycles.	1. Submission of the initial research proposal draft through the Learning Management System (LMS) for plagiarism screening (Turnitin). 2. Participation in a peer-feedback forum to review and refine research methodology sections.	1. Formulation of research problems, objectives, and significance of the study. 2. Synthesis of relevant literature and development of theoretical frameworks. 3. Selection and justification of appropriate research designs, methodologies, and data collection instruments.	30%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.