	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Qualitative Data Analysis in ELT	8820302346		2		25 Agustus 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
		Him‘mawan Adi Nugroho	HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK	This module provides a comprehensive introduction to qualitative data analysis in English Language Teaching (ELT), equipping students with the skills and knowledge to analyse non-numerical data effectively. Students will learn about various qualitative research methods, data collection techniques, and analysis approaches. The module covers key concepts such as coding, thematic analysis, and interpretation of qualitative data. Students will also gain hands-on experience through case studies and practical exercises, developing their ability to draw meaningful conclusions from qualitative data.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL	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	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	Completes complex projects using a systematic approach, breaking down tasks into manageable steps and adhering to management principles.
CPMK-2	Demonstrates creativity in adapting existing methods and developing new approaches to improve task performance and achieve desired outcomes
CPMK-3	Formulates research questions and hypotheses relevant to English language teaching (ELT).
CPMK-4	Selects and applies appropriate research methodologies (qualitative, quantitative, or mixed methods) for investigating ELT-related issues.
CPMK-5	Collects, analyzes, and interprets data using relevant techniques to conclude ELT practices.
CPMK-6	Communicates research findings effectively through written reports and oral presentations.

Matrik CPL - CPMK

CPMK	CPL	CPL
CPMK-1	✔	
CPMK-2	✔	
CPMK-3		✔
CPMK-4		✔
CPMK-5		✔
CPMK-6		✔

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																✔

Pustaka

Utama :

1. 1. Adu, P. (2019). A Step-by-Step Guide to Qualitative Data Coding. In A Step-by-Step Guide to Qualitative Data Coding. https://doi.org/10.4324/9781351044516
2. 2.Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). Introduction to Research Education in Education (9th ed.). Wadsworth Cengage Learning.
3. 3. Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. Family Practice, 25(2), 127–131. https://doi.org/10.1093/fampra/cmn003
4. 4. Bezeley, P., & Jackson, K. (2013). Qualitative data analysis with NVIVO (2nd Ed). SAGE.
5. 5. Braun, V., & Clarke, V. (2024a). Reporting guidelines for qualitative research: A values-based approach. Qualitative Research in Psychology, 00(00), 1–40. https://doi.org/10.1080/14780887.2024.2382244
6. 6. Braun, V., & Clarke, V. (2024b). Reporting guidelines for qualitative research: A values-based approach. Qualitative Research in Psychology.
7. 7. Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th Ed). SAGE.
8. 8. Miles, M. ., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd Ed). SAGE. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf
9. 9. Mortelmans, D. (2025). Doing Qualitative Data Analysis with NVivo. Springer. https://doi.org/https://doi.org/10.1007/978-3-031-66014-6
10. 10. Saldana, J. (2016). The Coding Manual for Qualitative Researchers (3rd ed.). SAGE

Pendukung :

1. Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Suárez-orozco, C., Appelbaum, M., Cooper, H., Kline, R., Mayo.Wilson, E., Nezu, A., & Rao, S. (2018). Reporting Standards for Qualitative Research in Psychology: The APA Publications and Communications Board Task Force Report. American Psychologist, 1.

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	Introduction to data analysis in qualitative research	1. • Explain the core principles of qualitative data analysis, including inductive and deductive reasoning. 2. • Critically evaluate the strengths and limitations of different qualitative data analysis approaches. 3. • Evaluate the appropriateness of different qualitative research methods and data analysis techniques for specific research questions.	Creativity and innovation	• Reflective Practice • Grouping			1%

2	Qualitative data collection	1. • Identify and describe a range of qualitative data collection methods (e.g., interviews, focus groups, ethnography, participant observation, document analysis, visual methods). 2. • Develop effective interview guides and conduct semi-structured or in-depth interviews 3. • Critically evaluate the appropriateness of different qualitative data collection methods for specific research questions.	Creativity and innovation	• Observing students' activities in offline learning • Group activity			1%
3	Transcribing and Translation Verbal Data	1. • Choose the appropriate type of transcription based on the research question and data type 2. • Translate verbal data from one language to another while preserving meaning and cultural context. 3. • Explain the different types of transcription (e.g., verbatim, intelligent verbatim, phonetic) and their applications.	Creativity and innovation	Classroom practice			4%
4	Transcribing and Translation Verbal Data	1. • Transcribe audio and video recordings of interviews, focus groups, or other verbal data accurately and efficiently. 2. • Use transcription and translation software or tools effectively (if applicable). 3. • Develop and apply a consistent set of transcription conventions. 4. • Check and verify the accuracy of transcriptions and translations.	Classroom practice	Classroom practice			4%

5	Analysing qualitative data	1. • Identify and describe various approaches to qualitative data analysis (e.g., thematic analysis, content analysis, narrative analysis, grounded theory, discourse analysis). 2. • Explain the core principles and procedures of each analytical approach 3. • Understand the importance of coding, categorization, and theme development in qualitative data analysis. 4. • Describe different strategies for data reduction and data display.	Creativity and innovation	• Reflective Practice • Grouping			4%
6	Analysing qualitative data	1. • Apply appropriate coding techniques to qualitative data (e.g., open coding, axial coding, selective coding). 2. • Develop and refine a coding framework or codebook. 3. • Identify and analyze recurring themes, patterns, and relationships within qualitative data. 4. • Organize and manage qualitative data effectively using appropriate software or tools (if applicable). 5. • Synthesize and interpret qualitative data to draw meaningful conclusions.	Creativity and innovation	• Reflective Practice • Group presentation			4%
7	Analysing qualitative data	1. • Present findings from qualitative data analysis clearly and concisely, both orally and in writing. 2. • Apply a chosen qualitative analysis approach to address a specific research question	Creativity and innovation	• Reflective Practice • Group presentation			4%
8	demonstrate the understanding of thematic Analysis & Coding in NVivo	demonstrating the understanding of thematic Analysis & Coding in NVIVO	Creativity and innovation	Group Presentation			25%

9	Interpreting and reporting qualitative data analysis	1. • Identify different formats for reporting qualitative data (e.g., thematic reports, case studies, narratives, visual representations). 2. • Structure qualitative research reports effectively, including introductions, methods, findings, and discussions. 3. • Present qualitative findings using appropriate visual aids (e.g., charts, graphs, diagrams, quotes).	Analytical thinking on reporting the result	• Reflective Practice			4%
10	Interpreting and reporting qualitative data analysis	• Practice with Analytical Tools	Analytical thinking for interpreting and reporting qual data analysis	• Reflective Practice			4%
11	Interpreting and reporting qualitative data analysis	1. • Practice with Analytical Tools 2. • Apply appropriate reporting styles and conventions (e.g., APA, MLA).	Coded data	• Reflective Practice			4%
12	Interpreting and reporting qualitative data analysis	1. • Write clear and concise summaries of qualitative data analysis. 2. • Use illustrative quotes and excerpts from data to support interpretations. 3. • Organize and present qualitative data in a way that is accessible to different audiences.	Analytical thinking	Reflective Practice Group work			4%
13	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Creativity and innovation	Individual work			4%
14	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Creativity and innovation	Individual work			4%
15	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Creativity and innovation	Individual work			4%
16	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Creativity and innovation	Individual work			25%

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.