

	Universitas Negeri Surabaya S2 Pendidikan Bahasa Inggris					Kode Dokumen												
RENCANA PEMBELAJARAN SEMESTER																		
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan												
ELT Research Methodology	8810303025		3			3 Oktober 2026												
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi													
	Dr. Muhaimin Abdullah, S.Pd., M.Pd.		Syafi'ul Anam, Ph.D		AHMAD MUNIR, S.PD., M.ED.,PH.D													
Deskripsi Singkat MK	This course is designed to assist students to have the knowledge of quantitative, qualitative and mixed-research methods in English language teaching and learning, identify the quality of (reviewing) a research report, learn how to plan a research project proposal and more specifically to learn how to conduct a research project for their thesis, and have a positive attitude towards scientific activities. The contents cover research problems, assumptions and hypotheses, experimental designs, descriptive designs, instrument development, sampling, subject and object of quantitative research, data collection, validity and reliability, data analysis, characteristics of qualitative research methodology, characteristics and types of mixed-research methods. In this course, the students are also introduced to statistics, and computer assisted qualitative data analysis, such as SPSS and NVIVO, to analyze data. In addition, the students will learn how to report quantitative, qualitative and mixed research. Lecture activities are carried out through group presentations, discussions, and workshops on application of Education research methodology in students' research proposal. This course uses Project-Based Learning.																	
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																	
	CPL-11	Menguasai metodologi penelitian yang relevan untuk pembelajaran bahasa																
	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																
	Capaian Pembelajaran Mata Kuliah (CPMK)																	
	CPMK-1	Compare and contrast various qualitative data collection methods (e.g., interviews, focus groups, observations) and apply them to a research problem.																
	CPMK-2	Define and articulate the key characteristics of qualitative research, distinguishing it from quantitative approaches.																
	CPMK-3	Conduct a comprehensive literature review that identifies relevant qualitative research designs and theoretical frameworks related to English Language Education.																
	Matrik CPL - CPMK																	
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																		

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Pustaka	Utama :	1. Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications. 2. Merriam, S. B., & Tisdell, E. J. (2015). Qualitative Research: A Guide to Design and Implementation (4th ed.). Jossey-Bass. 3. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-hill education (UK).																																																																																				
	Pendukung :	1. Mackey, A., & Gass, S. M. (2015). Second Language Research: Methodology and Design (2nd ed.). Routledge 2. Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave 3. Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge. 4. Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency. 5. Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.																																																																																				
	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	Being able to explain the fundamental principles, methodologies, and applications of quantitative, qualitative, and mixed methods research paradigms in the context of ELT	to articulate the differences between quantitative and qualitative research designs, identifying when each is appropriate in ELT research.	Kebenaran perbandingan	ecturing, close readings of principles and application of each research paradigm and discussing their significance.			5%																																																																															
2	Being able to critically evaluate the strengths and limitations of quantitative, qualitative, and mixed methods research paradigms when applied to ELT research	Critical review essays evaluating the methodology of selected research studies. Oral presentations on the strengths and limitations of a chosen research paradigm in ELT. Peer assessment of debate performance and arguments.	Kebenaran analisis	To analyse research articles employing different paradigms to identify strengths and limitations. To debate or panel discussions on the suitability of various paradigms			5%																																																																															

3	Being able to design research proposals for ELT studies that appropriately utilize quantitative, qualitative, or mixed methods research paradigms.	To submit a research proposal for a mixed methods study investigating the impact of technology on language learning, justifying the use of both quantitative and qualitative data.	Kebenaran isi proposal penelitian	Lecturing, small group discussion, problem based learning & inquiry			5%
4	Being able to design research proposals for ELT studies that appropriately utilize quantitative, qualitative, or mixed methods research paradigms.	To submit a research proposal for a mixed methods study investigating the impact of technology on language learning, justifying the use of both quantitative and qualitative data.	Kebenaran isi proposal penelitian	Lecturing, small group discussion, problem based learning & inquiry			5%
5	Being able to design research proposals for ELT studies that appropriately utilize quantitative, qualitative, or mixed methods research paradigms.	To submit a research proposal for a mixed methods study investigating the impact of technology on language learning, justifying the use of both quantitative and qualitative data.	Kebenaran isi proposal penelitian	Lecturing, small group discussion, problem based learning & inquiry			5%
6	Being able to tailor research questions and hypotheses to address the unique needs and characteristics of diverse ELT contexts, such as different age groups, proficiency levels, and learning environments	To place literary texts within their broader cultural, historical, and social contexts. To develop teaching strategies that incorporate cultural theories to enhance literature education	Kesesuaian pertanyaan penelitiand engan gap penelitian	Lecturing, presentation project			5%

7	Being able to tailor research questions and hypotheses to address the unique needs and characteristics of diverse ELT contexts, such as different age groups, proficiency levels, and learning environments	To place literary texts within their broader cultural, historical, and social contexts. To develop teaching strategies that incorporate cultural theories to enhance literature education	To create and present projects that apply cultural theories to the analysis of selected literary texts. In the form of teaching materials.	Lecturing, presentation project			5%
8	Able to review authentic texts to develop systematic literature review (SLR)	Able to review authentic text to find discourse in feminist and intersexuality	Kebenaran review literatur	Demonstrasi			20%
9	Being able to select and justify appropriate research methodologies for addressing specific ELT research questions and contexts	Write methodology chapter	Kesesuaian pemilihan metodologi dengan pertanyaan penelitian	Lecturing, small group discussion, case study			5%
10	Being able to design effective data collection instruments and procedures that align with their chosen research methodologies and ELT research objectives.	case analysis	penilaian hasil project	Group discussion Lecturing			5%
11	Being able to apply appropriate data analysis techniques to interpret research findings and draw meaningful conclusions in ELT research	Write data analysis section	effectively write in different genres by demonstrating familiarity with their unique requirements	Group discussion Lecturing			5%
12	Being able to apply appropriate data analysis techniques to interpret research findings and draw meaningful conclusions in ELT research	Write data analysis section	Kesesuaian data analisis dengan jenis data dan pertanyaan penelitiannya	Group discussion Lecturing			5%
13	Being able to evaluate the findings and contributions of existing ELT research studies, considering the implications for theory, practice, and future research.	Write significance and implication of the research	Kesesuaian manfaat dan implikasi dengan hasil penelitian yang diharapkan	Peer-work Discussion			5%
14	Being able to identify and assess the methodological rigor of existing ELT research studies, including the appropriateness of research design, data collection, and analysis techniques	Menyesuaikan latarbelakang, review literature dan metode penelitian	Kesesuaian latar belakang penelitian dengan kajian literature dan metode penelitian	Group discussion Lecturing			5%
15	Melakukan proofreading dan editing proposal penelitian	Melakukan proofreading dan editing proposal penelitian	Kebenaran proofreading dan editing	Demonstrasi			5%

16	Submission of research proposal	Submission of research proposal	Kesesuaian proposal dengan standar isi dan penulisan proposal	Individual work			10%
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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.