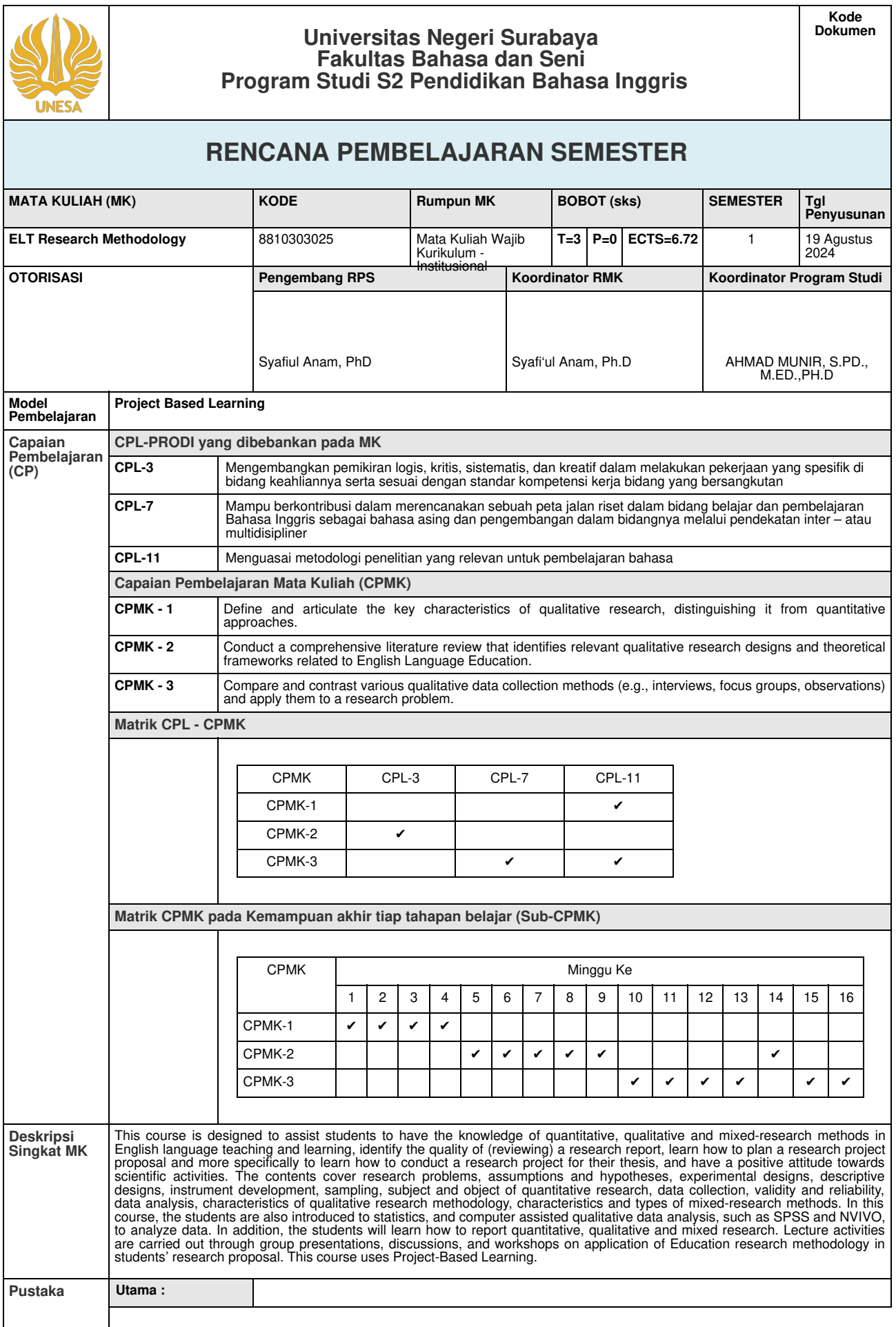




1. Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th ed.). Sage Publications. 2. Merriam, S. B., & Tisdell, E. J. (2015). <i>Qualitative Research: A Guide to Design and Implementation</i> (4th ed.). Jossey-Bass. 3. Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i>. McGraw-hill education (UK).							
Pendukung :							
1. Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge 2. Bateman, J. A. 2008. <i>Multimodality and genre: A foundation for the systematic analysis of multimodal documents</i>. Hampshire: Palgrave 3. Goodman, S and Graddol, D. 1996. <i>Redesigning English: New texts, new identities</i> . London and New York: The Open University and Routledge. 4. Miller, Tom.2005. <i>Functional Approaches to Written Text: Classroom Applications</i>. United States Information Agency. 5. Kress, G., & van Leeuwen, T. 2006. <i>Reading images: The grammar of visual design</i> . London: Routledge.							
Dosen Pengampu		Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Prof. Slamet Setiawan, M.A., Ph.D. Syafi'ul Anam, Ph.D.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	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.	Kriteria: Kebenaran perbandingan Bentuk Penilaian : Penilaian Portofolio	ecturing, close readings of principles and application of each research paradigm and discussing their significance. 150		Materi: Overview of each research paradigm, including key characteristics, theoretical underpinnings, and typical methodologies Pustaka: Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th ed.). Sage Publications.	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.	Kriteria: Kebenaran analisis Bentuk Penilaian : Penilaian Portofolio	To analyse research articles employing different paradigms to identify strengths and limitations. To debate or panel discussions on the suitability of various paradigms 150		Materi: Critical examination of the advantages and challenges associated with each research paradigm multimodality Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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.	Kriteria: Kebenaran isi proposal penelitian Bentuk Penilaian : Penilaian Portofolio	Lecturing, small group discussion, problem based learning & inquiry 150		Materi: Guidance on aligning research questions with suitable methodologies and designing coherent research proposals. Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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.	Kriteria: Kebenaran isi proposal penelitian Bentuk Penilaian : Penilaian Portofolio	Lecturing, small group discussion, problem based learning & inquiry 150		Materi: Guidance on aligning research questions with suitable methodologies and designing coherent research proposals. Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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.	Kriteria: Kebenaran isi proposal penelitian Bentuk Penilaian : Penilaian Portofolio	Lecturing, small group discussion, problem based learning & inquiry 150		Materi: Guidance on aligning research questions with suitable methodologies and designing coherent research proposals. Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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	Kriteria: Kesesuaian pertanyaan penelitian dengan gap penelitian Bentuk Penilaian : Penilaian Portofolio	Lecturing, presentation project 150		Materi: Teaching strategies incorporating cultural theories to enhance literature education Pustaka: Bateman, J. A. 2008. <i>Multimodality and genre: A foundation for the systematic analysis of multimodal documents.</i> Hampshire: Palgrave	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	Kriteria: To create and present projects that apply cultural theories to the analysis of selected literary texts. In the form of teaching materials. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, presentation project 150		Materi: Teaching strategies incorporating cultural theories to enhance literature education Pustaka: Bateman, J. A. 2008. <i>Multimodality and genre: A foundation for the systematic analysis of multimodal documents.</i> Hampshire: Palgrave	5%
8	Able to review authentic text to find discourse in feminist and intersexuality	Able to review authentic text to find discourse in feminist and intersexuality	Kriteria: Kebenaran review literatur Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Demontrasi		Materi: sintese the learning material from the first meeting to seventh meeting Pustaka: Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th ed.). Sage Publications.	20%
9	Being able to select and justify appropriate research methodologies for addressing specific ELT research questions and contexts	Write methodology chapter	Kriteria: Kesesuaian pemilihan metodologi dengan pertanyaan penelitian Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, small group discussion, case study 150		Materi: Research methods Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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	Kriteria: penilaian hasil project Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Group discussion Lecturing 150		Materi: Data collection Instrument Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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	Kriteria: effectively write in different genres by demonstrating familiarity with their unique requirements Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Group discussion Lecturing		Materi: Data Analysis Techniques Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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	Kriteria: Keseuaian data analysis dengan jenis data dan pertanyaan penelitiannya Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Group discussion Lecturing		Materi: Data Analysis Techniques Pustaka: Mackey, A., & Gass, S. M. (2015). <i>Second Language Research: Methodology and Design</i> (2nd ed.). Routledge	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	Kriteria: Kesesuaian manfaat dan implikasi dengan hasil penelitian yang diharapkan Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Peer-work Discussion 150		Materi: Multimodality in various genre and approaches Pustaka: Bateman, J. A. 2008. <i>Multimodality and genre: A foundation for the systematic analysis of multimodal documents</i> . Hampshire: Palgrave	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	Kriteria: Kesesuaian latar belakang penelitian dengan kajian literature dan metode penelitian Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Group discussion Lecturing 150		Materi: Functional approaches to communicate discourse and multimodality in various genre Pustaka: Miller, Tom.2005. <i>Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i>	5%
15	Melakukan proofreading dan editing proposal penelitian	Melakukan proofreading dan editing proposal penelitian	Kriteria: Kebenaran proofreading dan editing Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Demonstrasi 150		Materi: General review Pustaka: Kress, G., & van Leeuwen, T. 2006. <i>Reading images: The grammar of visual design . London: Routledge.</i>	5%
16	Submission of research proposal	Submission of research proposal	Kriteria: Kesesuaian proposal dengan standar isi dan penulisan proposal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Individual work 150		Materi: article report Pustaka: Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). Sage Publications.</i>	10%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasi	5%
2.	Penilaian Hasil Project / Penilaian Produk	60%
3.	Penilaian Portofolio	35%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris



AHMAD MUNIR, S.PD.,
M.ED.,PH.D
NIDN 0004087605

UPM Program Studi S2
Pendidikan Bahasa Inggris



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