



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

Document  
Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Quantitative and Qualitative Analyzes	8820302179		T=2	P=0	ECTS=3.18	6	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																		
	.....		.....			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																		
<b>Learning model</b>	Case Studies																																							
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																							
	<b>Program Objectives (PO)</b>																																							
	<b>PLO-PO Matrix</b>																																							
		P.O																																						
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																							
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">P.O</td> <td colspan="16" style="text-align: center; padding: 2px;">Week</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">7</td> <td style="padding: 2px;">8</td> <td style="padding: 2px;">9</td> <td style="padding: 2px;">10</td> <td style="padding: 2px;">11</td> <td style="padding: 2px;">12</td> <td style="padding: 2px;">13</td> <td style="padding: 2px;">14</td> <td style="padding: 2px;">15</td> <td style="padding: 2px;">16</td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	Understanding and application of basic concepts of qualitative and quantitative data analysis, as well as application of statistical software for data analysis.																																							
<b>References</b>	<b>Main :</b>																																							

1.  
 Atkinson, J. & Heritage, J. (1984). *Structures of Social Interaction* . New York: Cambridge University Press.  
 Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to research in education* . Belmont, CA: Wadsworth, Cengage Learning.  
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 Gass, S. M., & Mackey, A. (2012). *Data elicitation for second and foreign language research* . Mahwah, N.J.: Lawrence Erlbaum Associates.  
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 Hatch, E., & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics* . Boston, MA: Heinle & Heinle Publishers.  
 Holden, M. T., & Lynch, P. (2004). Choosing the appropriate methodology: Understanding research philosophy. *Marketing Review*, 4 (397-409).  
 Larson-Hall, J. (2010). *A guide to doing statistics in a second language research using SPSS* . New York: Routledge.  
 Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues In Educational Research*, 16 (2), 193-205.  
 Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (Second ed.). Thousand Oaks, CA: Sage.  
 Palant, Julie. (2010). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*. London: Open University Press.  
 Richards, K. (2003). *Qualitative inquiry in TESOL* . Hampshire: Palgrave.

**Supporters:**

**Supporting lecturer**

SUSANTO  
 Kusumarasyati, Ph.D.  
 Ahmad Munir, S.Pd., M.Ed., Ph.D.  
 Syafi'ul Anam, Ph.D.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Demonstrate an understanding of the basic concepts of TESOL research data analysis and applied linguistics qualitatively and quantitatively (descriptive and inferential statistics)	1. Explain the basis for qualitative and quantitative data analysis 2. Distinguish between types of qualitative and quantitative data analysis		Lecture Discussion 2 X 50			0%
2	1. Demonstrate an understanding of the basic concepts of TESOL research data analysis and applied linguistics qualitatively and quantitatively (descriptive and inferential statistics)	1. Explain the steps for qualitative data analysis (description, interpretation and grounded theory)		Lecture Discussion 2 X 50			0%
3	1. Demonstrate an understanding of the basic concepts of TESOL research data analysis and applied linguistics qualitatively and quantitatively (descriptive and inferential statistics)	1. Explain the steps for qualitative data analysis (description, interpretation and grounded theory)		Lecture Discussion 2 X 50			0%

4	Applying basic concepts of TESOL research data analysis and applied linguistics qualitatively	Transcribe verbal data (from observations and interviews) and carry out data analysis steps from transcripts		Lecture Discussion 2 X 50			0%
5	Applying basic concepts of TESOL research data analysis and applied linguistics qualitatively	Transcribe verbal data (from observations and interviews) and carry out data analysis steps from transcripts		Lecture Discussion 2 X 50			0%
6	Applying basic concepts of TESOL research data analysis and applied linguistics qualitatively	Analyzing data from fieldnotes and documents		Lecture Discussion 2 X 50			0%
7	Applying basic concepts of TESOL research data analysis and applied linguistics qualitatively	Analyzing data from fieldnotes and documents		Lecture Discussion 2 X 50			0%
8	Applying basic concepts of TESOL research data analysis and applied linguistics qualitatively	Carry out qualitative data analysis steps according to your own research questions		Lecture Discussion 2 X 50			0%
9	KD 1 & KD 2			2 X 50			0%
10	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	1. Explain the steps for quantitative data analysis (description and inferential) 2. Distinguish between statistical data: numerical and categorical		Lecture Discussion 2 X 50			0%
11	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	Using statistical data to present descriptive quantitative data using Excel and SPSS.		Lecture Discussion 2 X 50			0%
12	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	Carrying out correlation and regression tests (simple and multiple) using SPSS		Lecture Discussion 2 X 50			0%
13	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	Carry out calculations for the difference test between two means: paired samples t-test and independent samples t test using SPSS		Lecture Discussion 2 X 50			0%

14	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	Carry out calculations for the Difference Test of More than Two Means: ANOVA Variance Analysis using SPSS.		Lecture Discussion 2 X 50			0%
15	Apply basic concepts of TESOL research data analysis and applied linguistics quantitatively (descriptive and inferential statistics) using SPSS statistical software.	Perform non-parametric statistical calculations: : X2 test (Chi Square), Mann Whitney, Wilcoxon test, Kruskal-Wallis test using SPSS.		Lecture Discussion 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**