



**Universitas Negeri Surabaya  
Faculty of Languages and Arts,  
Indonesian Literature 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>																																																	
<b>Research methods</b>	7920104157	Compulsory Study Program Subjects	T=4 P=0 ECTS=6.36	3	July 16, 2024																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																		
	Prof. Dr. Kisyani Laksono		Prof. Dr. Kisyani Laksono	Drs. Parmin, M.Hum.																																																		
<b>Learning model</b>	<b>Project Based Learning</b>																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																					
	<b>PLO-6</b>	Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research methods in Indonesian language and literature																																																				
	<b>PLO-14</b>	Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page																																																				
	<b>Program Objectives (PO)</b>																																																					
	<b>PO - 1</b>	Students are able to know concepts, terms and the application of research (language and literature) responsibly																																																				
	<b>PLO-PO Matrix</b>																																																					
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-6</td> <td style="padding: 5px;">PLO-14</td> <td colspan="2"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td colspan="2"></td> </tr> </table>				P.O	PLO-6	PLO-14			PO-1																																											
	P.O	PLO-6	PLO-14																																																			
	PO-1																																																					
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																						
PO-1																																																						
<b>Short Course Description</b>	Course Description Able to master various language and literature research methods and be able to apply them for writing proposals and researching literary works through structured and independent activities to produce a literary research proposal.																																																					
<b>References</b>	<b>Main :</b>																																																					
	<ol style="list-style-type: none"> <li>1. Endraswara, Suwardi. 2011. Metodologi Penelitian Sastra: Epistemologi, Model, Teori, dan Aplikasi. Yogyakarta: CAP</li> <li>2. Faruk. 2012. Metode Penelitian Sastra: Sebuah Penjelajahan Awal. Yogyakarta: Pustaka Pelajar</li> <li>3. Sudikan, Setya Yuwana. 2014. Metode Penelitian Sastra Lisan. Lamongan: Pustaka Ilalang Grup.</li> <li>4. Endrawara, Suwardi. 2011. Metode Penelitian Sosiologi Sastra. Yogyakarta: CAPS</li> <li>5. Pradopo, Rachmat Djoko. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar.</li> <li>6. Endraswara, Suwardi. 2013. Metodologi Penelitian Antropologi Sastra. Yogyakarta: Ombak.</li> <li>7. Kisyani-Laksono dan Agusniar Dian Savitri. 2008. Dialektologi. Surabaya: University Press.</li> <li>8. Mahsun. 2015. Metode Penelitian. Yogyakarta.</li> <li>9. Sudaryanto. 2018. Metode Penelitian. Yogyakarta.</li> <li>10. Littoseliti, Lia. 2010. Reserach Methods in Linguistics. New York: Continuum.</li> </ol>																																																					
	<b>Supporters:</b>																																																					
	1. Buku buku metode penelitian																																																					
<b>Supporting lecturer</b>	Prof. Dr. Kisyani Laksono, M.Hum.																																																					

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	· Discuss the meaning, characteristics and types of language and literature research · Brainstorm ideas about research topics	· Discuss the meaning, characteristics and types of language and literature research · Brainstorm ideas about research topics	<b>Criteria:</b> 1.Presence 2.Active discussion  <b>Form of Assessment :</b> Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically 2 X 50		<b>Material:</b> definition, characteristics and types of language and literature research <b>Reader:</b> <i>Sudaryanto. 2018. Research Methods. Yogyakarta.</i>	5%
2	· Students are able to form groups and choose topics in the research methods book to discuss	· Discuss group formation - Discuss the selection of topics in the book · Brainstorm ideas about research topics.	<b>Criteria:</b> 1.Attend and be active in online lectures 2.Collecting tasks (mind map)  <b>Form of Assessment :</b> Participatory Activities	· Group discussions · Classical brainstorming and ideas 2 X 50		<b>Material:</b> form groups and choose a topic in the research methods book to discuss. <b>Reference:</b> <i>Faruk. 2012. Literary Research Methods: An Initial Exploration. Yogyakarta: Student Library</i>	5%
3	Students understand "Research Questions in Linguistics" Students understand the topic proposed	· Students discuss actively about the topics discussed. Students are able to determine the topic	<b>Criteria:</b> 1.Attend and be active in online lectures 2.Collecting tasks (mind map)  <b>Form of Assessment :</b> Participatory Activities	· Presentation and Discussion 2 X 50		<b>Material:</b> Research Questions in Linguistics <b>Library:</b> <i>Endraswara, Suwardi. 2011. Literary Research Methodology: Epistemology, Models, Theory and Applications. Yogyakarta: CAP</i>	5%
4	Students understand quantitative and qualitative research methods	1. Students are able to create mindmaps regarding quantitative and qualitative research methods 2. Students (2nd group) are able to write papers including developing topics regarding quantitative and qualitative research methods 3. Students (2nd group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinesa 2.active discussion  <b>Form of Assessment :</b> Portfolio Assessment	presentation and discussion 2 X 50		<b>Material:</b> quantitative and qualitative research methods <b>Reference:</b> <i>Faruk. 2012. Literary Research Methods: An Initial Exploration. Yogyakarta: Student Library</i>	5%

5	Students understand quantitative research methods in linguistics	1. Students are able to create a mind map regarding quantitative research methods 2. Students (3rd group) are able to write papers including developing topics regarding quantitative research methods 3. Students (9th group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion  <b>Form of Assessment :</b> Participatory Activities	presentation and discussion 2 X 50		<b>Material:</b> quantitative research methods in linguistics <b>Reference:</b> <i>Faruk. 2012. Literary Research Methods: An Initial Exploration. Yogyakarta: Student Library</i>	5%
6	-Students understand how to organize (arrange) and process data	Students are able to organize topics based on the sections discussed 1. Students are able to create a mindmap regarding how to organize and process data 2. Students (4th group) are able to write papers including compiling topics related to how to organize and process data 3. Students (4th group) 4) able to present 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	·PjBL 2 X 50	PjBL		10%
7	· Students understand the corpus method in linguistics	1. Students are able to create a mindmap regarding the corpus method in linguistics 2. Students (5th group) are able to write papers including compiling topics related to the corpus method in linguistics 3. Students (5th group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PJBL 2 X 50	PJBL	<b>Material:</b> corpus method in linguistics <b>References:</b>  <b>Material:</b> corpus method in linguistics <b>Reader:</b> <i>Endraswara, Suwardi. 2011. Literary Research Methodology: Epistemology, Models, Theory and Applications. Yogyakarta: CAP</i>	5%

8	Students understand the Discourse Analysis approach	1. Students are able to create a mind map regarding discourse analysis approaches 2. Students (9th group) are able to write papers including compiling topics related to discourse analysis 3. Students (9th group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion	UTS 2 X 50	UTS	<b>Material:</b> UTS <b>Reader:</b> <i>Kisyani-Laksono and Agusniar Dian Savitri. 2008. Dialectology. Surabaya: University Press.</i>	10%
9	· Students understand Linguistic Ethnography	1. Students are able to create a mind map regarding linguistic ethnography 2. Students (7th group) are able to write papers including compiling topics related to linguistic ethnography 3. Students (7th group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	·Presentation and discussion 2 X 50		<b>Material:</b> Linguistic Ethnography <b>Literature:</b> <i>Kisyani-Laksono and Agusniar Dian Savitri. 2008. Dialectology. Surabaya: University Press.</i>	5%
10	Students understand interviews and focused group (discussions).	1. Students are able to create a mind map regarding interviews and focused group (discussions) 2. Students (8th group) are able to write papers including compiling topics related to interviews and focused group (discussions) 3. Students (8th group) are able to present 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	presentation and discussion 2 X 50		<b>Material:</b> interviews and (discussion) focused group <b>Reader:</b> <i>Endraswara, Suwardi. 2011. Literary Research Methodology: Epistemology, Models, Theory and Applications. Yogyakarta: CAP</i>	10%
11	Students understand multimodal analysis	1. Students are able to create a mind map regarding multimodal analysis 2. Students (9th group) are able to write papers including developing topics regarding multimodal analysis 3. Students (9th group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinese 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	presentation and discussion 2 X 50		<b>Material:</b> multimodal analysis <b>Bibliography:</b> <i>Sudikan, Setya Yuwana. 2014. Oral Literature Research Methods. Lamongan: Weed Group Library.</i>	10%

12	Students understand narrative analysis in linguistic research	1. Students are able to create a mind map regarding narrative analysis in linguistic research 2. Students (10th group) are able to write papers including preparing topics regarding narrative analysis in linguistics 3. Students (10th group) are able to make presentations 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinesa 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Presentation and discussion 2 X 50		<b>Material:</b> narrative analysis in linguistic research <b>Reader:</b> <i>Endraswara, Suwardi. 2011. Literary Research Methodology: Epistemology, Models, Theory and Applications. Yogyakarta: CAP</i>	10%
13	Students determine the research topic that will be written into an article	1. Students are able to create an article mindmap on the chosen topic 2. Students are able to present the chosen topic 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinesa 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	presentation and discussion 4 X 50		<b>Material:</b> research topic that will be written into an article <b>Reader:</b> <i>Faruk. 2012. Literary Research Methods: An Initial Exploration. Yogyakarta: Student Library</i>	10%
14	Students determine the research topic that will be written into an article	1. Students are able to create an article mindmap on the chosen topic 2. Students are able to present the chosen topic 4. Students are able to discuss	<b>Criteria:</b> 1.present in vinesa 2.active discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	presentation and discussion 4 X 50		<b>Material:</b> research topic that will be written into an article <b>Reader:</b> <i>Endraswara, Suwardi. 2011. Literary Research Methodology: Epistemology, Models, Theory and Applications. Yogyakarta: CAP</i>	5%
15	UTS	UTS	<b>Criteria:</b> UTS  <b>Form of Assessment :</b> Participatory Activities	UTS 4 X 50		<b>Material:</b> research topic that will be written into an article <b>Reader:</b> <i>Endraswara, Suwardi. 2013. Literary Anthropology Research Methodology. Yogyakarta: Waves.</i>	0%
16	UAS	UAS	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Test	UAS 4 X 50	UAS	<b>Material:</b> UAS <b>Reader:</b> <i>Sudaryanto. 2018. Research Methods. Yogyakarta.</i>	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	65%
3.	Portfolio Assessment	5%
4.	Test	10%

### 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.