	Universitas Negeri Surabaya Faculty of Languages and Arts Doctoral Study Program in Language and Literature Education	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Advanced Quantitative Research Methodology	8800103122	Compulsory Study Program Subjects	T=3	P=0	ECTS=7.56	1	May 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Syafi'ul Anam, Ph.D.	Prof. Slamet Setiawan, Ph.D.	Dr. Suhartono, M.Pd.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Able to develop new scientific theories/concepts/ideas based on managing research data and information and contribute to the development of science and technology by paying attention to humanities values, scientific methodology and developments in the academic world
	PLO-11	Able to develop knowledge and technology in the field of language and literature education or professional practice through research to produce creative work in the field of language and literature education that is original and tested
	PLO-16	Mastering research methodology and development of language and literature science and its learning
	Program Objectives (PO)	
	PO - 1	Utilize science and technology-based learning resources and media to support analysis and application of quantitative research methods
	PO - 2	Mastering the concepts, principles and methods of quantitative research and their use in research activities
	PO - 3	Make strategic decisions in solving analysis problems and applying quantitative research methods.

PLO-PO Matrix

P.O	PLO-8	PLO-11	PLO-16
PO-1			
PO-2			
PO-3			

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description	Use of theories and research results that are relevant for the analysis and application of basic principles of quantitative research in the field of language education, linguistics, and/or literature in an operationally applicable manner. The topics of this course include paradigms, principles, types and procedures of quantitative research which include selection and formulation of problems, populations and samples, research variables, data collection techniques, research instruments, data analysis techniques through independent study, presentations, discussions or also publication with the final product in the form of a paper/article
References	**Main :**

1. Fraenkel, J.R., Wallen, N.E.m Hyun, H.H.(2012). How to design and evaluate research in education. New York: McGraw-Hill Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde. McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold

Supporters:	

Supporting lecturer	Dr. Syamsul Sodiq, M.Pd. 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	explaining research paradigms, identifying research problems, research gaps and formulating problem statements	explain the quantitative research paradigm	**Criteria:** explain the quantitative research paradigm, identify research gaps and formulate quantitative research problems correctly **Form of Assessment** : Participatory Activities	Project based learningig		**Material:** Research Paradigm and introduction to research, Research problem, research gap and research questions **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH (2012). How to design and evaluate research in education. New York: McGraw-Hill Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde. McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	2%

2		explain the types of sampling techniques in quantitative research and determine appropriate sampling techniques	**Criteria:** explain the types of sampling techniques in quantitative research and determine the appropriate sampling technique correctly **Form of Assessment** : Participatory Activities	presentation and question and answer 2x50		**Material:** Sampling techniques **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH(2012). How to design and evaluate research in education. New York: McGraw-Hill* *Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage* *Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde.* *McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	0%
3	describe and determine when a correlational research design is used	explains correlational research design	**Criteria:** formulate a correlational research design **Form of Assessment** : Participatory Activities	lecture and question and answer 2x50		**Material:** Research design: correlational **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH(2012). How to design and evaluate research in education. New York: McGraw-Hill* *Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage* *Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde.* *McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	6%

4	describe and determine when an ex psot facto research design is used	explain ex post facto research designs	**Criteria:** formulate an ex post facto research design **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	lecture and question and answer 2x50		**Material:** Research Design: Ex post facto **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH(2012). How to design and evaluate research in education. New York: McGraw-Hill Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde. McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	6%
5	describe and determine when a correlational research design is used	explains the experimental research design	**Criteria:** explain experimental research design accurately **Form of Assessment** : Participatory Activities	lecture and question and answer 2x50		**Material:** Research design: experiment **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH(2012). How to design and evaluate research in education. New York: McGraw-Hill Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde. McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	6%

6	explain and compile quantitative data collection instruments	explain and compile quantitative data collection instruments	**Criteria:** explain and prepare quantitative data collection instruments appropriately **Form of Assessment** : Participatory Activities	presentations and assignments 2x50		**Material:** Data collection: observations, questionnaires, tests **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH(2012). How to design and evaluate research in education. New York: McGraw-Hill Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde. McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	6%
7	explain the concepts of validity and reliability in quantitative research	explain the concepts of validity and reliability in quantitative research	**Criteria:** explain the concepts of validity and reliability in quantitative research correctly **Form of Assessment** : Participatory Activities	presentation and question and answer 2x50		**Material:** Validity and reliability **References:** *Fraenkel, JR, Wallen, NEm Hyun, HH (2012). How to design and evaluate research in education. New York: McGraw-Hill Kumar, Ranjit. (2014). Research Methodology: A step-by-step guide for beginners. London: Sage Pallant, J. (2020). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (7th ed). Routlegde. McDonough, J., McDonough, S. (2007). Research Methods for English Language Teachers. London: Arnold*	6%
8	UTS						20%

9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	29%
2.	Project Results Assessment / Product Assessment	3%
		32%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.