**COURSE UNIT (CU)**

**RESEARCH METHODS (IG 504)**

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**Lecturer:**

**Pupung Purnawarman, M.S.Ed., Ph.D. (2025)**

**DEPARTEMENT OF ENGLISH EDUCATION**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND LITERATURE EDUCATION**

**UNIVERSITAS PENDIDIKAN INDONESIA**

**2016**

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| Description: upi_pAHE.jpg | **COURSE UNIT**  | Doc No : -( Faculty)-UPI-(Study Pogram Code No)-(Course no in Curriculum Stucture) |
| Revision : 00 |
| **Research Methods** | Date : …………. |
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| Lecturer | Curriculum Development Team | Head of Study Program |

1. **Course Identity**

 Study program : English Education Study Program

 Level : S1

 Course : Research Methods

 Code : IG 504

 Course group : Fundamentals in Education Subjects

##  Credit hours : 2 Chs

 Semester : 3

 Prerequisite : -

 Course status : Required

 Lecturer : Pupung Purnawarman, M.S.Ed., Ph.D. (2025)

 **Course description**

In this course, students understand and discuss concepts of English for Specific Purposes (ESP), characteristics of ESP, and foundations of ESP. They also dentify and compare the differences between ESP and General English and Content Integrated Language Learning (CLIL). Related studies on ESP teaching in Indonesian context are explored and discussed in order to frame relevant design of ESP instruction. Types of ESP and their development are also addressed in this course.

Face-to-face intruction will be the major mode in this course and network-based instruction will be suplemented on the basis of students’needs. Students’ learning outcomes will be assessed through multiple learning and assessment tasks.

**Program Learning outcomes (PLO)**

Students are:

1. Able to apply the knowledge of English language systems. (ELO#1)
2. Able to work as a team member of interdisciplinary and multi-cultural issues. (ELO#4)
3. Able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)
4. Able to perform professional responsibilities and ethics. (ELO#8)
5. Able to recognize the needs, motivate and sustain engagement in lifelong learning (ELO#9)

**Course Learning Outcomes (CLO)**

 At the end of the course, students are expected to be able to:

* 1. Possess conceptual knowledge on some basic concepts of research.
	2. Possess conceptual knowledge on characteristics and different types of research
	3. Identify research problems and topics for research
	4. Possess conceptual and procedural knowledge on locating and reviewing the literature
	5. Formulate research designs, research questions, and hypotheses
	6. Possess conceptual knowledge on collecting and analyzing certain types of data
	7. Possess conceptual knowledge practical skills in using internet and other resources for research
	8. Draft an educational research proposal

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| Sessions | Indicators of Course Learning Outcomes | Core Materials  | Learning Activities | Time  | Assessment and Assignment | Resources&Media |
| 1 | * 1. understand the description of the course
	2. understand the objectives of the course

 understand the  procedures of the course | 1.1. Introduction to the course 1.2. syllabus overview1.3. course procedures  | a. Students are introduced to the course through  discussion with the instructor.b. Students are introduced to the course syllabus and discuss it with the instructor.c. Students are introduced to the course procedures and discuss them with the instructor. | 2x50” | a. Asking and  answering questions about the course  descriptionb. Asking and  answering questions about the course syllabusc. Asking and answering questions about the course  procedures | Syllabus |
| 2 | 2.1. understand some basic concepts of research2.2. understand basic concepts in educational research | 2.1. Basic concepts of research2.2. Basic concepts in educational research  | a. through discussion, students are introduced to some basic concepts  of research and explain the concepts to the classb. through discussion, students are introduced to some basic concepts  of in educational research and explain the concepts to the class | 2x50” | a. Asking and answering questions  about basic concepts of researchb. Asking and answering questions about the concepts in educational research | Hutchinson &Waters (1986)Coyle, D.(2010) |
| 3 | 3.1. explain the general framework of research in education3.1. explain the similarities and differences of quantitative and qualitative designs in educational research | 3.1. General framework of research3.2. Quantitative and Qualitative research designs  | a. students discuss the general framweork of  research in educationb. students explain the similarities and differences of quantitative and qualitative designs in educational research  | 2x50” | a. Asking and answering questions about the general framework of research in educationb. Reporting the summary of readings on the general framework of research in educationc. Reporting the summary of readings on quantitative and  qualitative designs in educational research | Hutchinson &Waters (1986)Coyle, D.(2010) |
| 4-6 | 4.1. explain different characteristics and types of research in education4.2. provide examples of different types of research in education | 4.1. Different characteristics and types of research in education4.2. Examples of different types of research in education | a. students explain and discuss the different characteristics and types of research in educationb. students provides examples of different types of research in education | 2x50” | a. Asking and  answering questions about the different characteristics  and types of research in  educationb. Reporting the summary of readings on the different characteristics and types of research in educationc. Reporting the summary of readings on the examples of diiferent types of research in education | Hutchinson &Waters (1986)Coyle, D.(2010) |
| 7 | 7.1. explain general  concepts and examples of research in education and ELT7.2. explain principles and relationships of educational research and research on ELT | 7.1. Research in education and English Language  Teaching | a. students explain and discuss the general concepts of research in education and ELTb. students discuss the  principles of educational research and the  applications of the principles in research on ELT | 2x50” | a. Asking and  answering questions about the concepts and examples of research in education and ELTb. Reporting the summary of readings on the relationship and applications of principles of research in education and ELTc. Providing examples of different types of research on ELT in SL/FL contexts | Hutchinson &Waters (1986 |
| 8 | **Mid Term Assessment** | 2x50” | In the midterm evaluation, students will be assessed constructed respose type of assessment covering the materials they have learned |  |
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| 9 | 9.1. identify research problems in educational settings and ELT9.2. identifying topics for research in ELT | 9.1. Identifying research problems and topics for research | a. guided by the instructor, students identify and  discuss research problems in educational settings and ELTb. students identify and  discuss possible topics for research in ELT  | 2x50” | a. Asking and answering questions about possible research problems in eductaional settings and ELTb. Writing research problems and topics possible for research in education and ELT | Hutchinson &Waters (1986);Dudley-Evans,T. and John, M.St. (1998). |
| 10 | 10.1. locate literature  relevant to problems and topics of the research10.2. review literature relevant to problems and and topic of the  research | 10.1. Locating and reviewing the literature | a. guided by the instructor, students identify and locate literature relevant  to problems and topics of the research in ELT b. students review the literature relevant to problems and topics of the research in ELT  | 2x50” | a. Asking and answering questions about how to identify and locate lieterature relevant to  probelmes and topics of  the research in ELTb. Writing a summary of literature reviews relevant to problems and topics of the research in  ELT | Hutchinson &Waters (1986);Dudley-Evans,T. and John, M.St. (1998). |
| 11-12 | 11.1. formulate research designs for a specific topic for research in ELT11.2. formulate research questions for a specific topic for research in ELT11.3. formulate research hypotheses for a specific topic for research in ELT  | 11.1. Formulating research designs11.2. Formulating research questions11.3. Formulating research hypotheses | a. guided by the instructor, students identify and formulate appropriate research designs for a specific topic for research in ELT b. guided by the instructor, students identify and formulate appropriate research questions for a specific topic for research in ELT c. guided by the instructor, students identify and formulate appropriate research hypotheses for a specific topic for research in ELT   | 2x50” | a. Asking and answering questions about how to identify and formulate research designs, research questions, and  hypotheses for a specific  topic for research in ELTb. Writing appropriate  research questions and  hypotheses for a specific  topic for research in ELT | Hutchinson &Waters (1986);Dudley-Evans,T. and John, M.St. (1998). |
| 13 | 13.1. explain general  principles of data  collection and intrumentation in  educational research13.2. explain different sources and  types of data for research in ELT | 13.1. Data collection and intrumentation: sources and types of data  | a. guided by the instructor, students identify and discuss general principles of data collection in  educational research b. students explain different sources and  types of data for  research in ELT | 2x50” | a. Asking and answering questions about general  principles of data  collection in educational  researchb. Writing a summary of different sources and  types of data for  research in ELT | Hutchinson &Waters (1986);Dudley-Evans,T. and John, M.St. (1998).Dubin & Olsthain, (1986);Yalden (1987)Selected samples of English syllabi and lesson plans |
| 14 | 14.1. explain general principles of data  data analysis in educational research14.2. explain different types of statistical tests and statistical programs for research in ELT14.3. explain general principles in interpreting data for research in ELT | 14.1. Data analysis:introduction to statistical tests and data interpretation | a. Guided by the instructor, students identify and discuss general principles of data analysis in educational researchb. Students discuss and  explain different types of statistical tests and  programs for research in ELTc. Students discuss and  explain general principles  in interpreting data for  research in ELT | 2x50” | a. Asking and answering questions about general principles of data  analysis, diferent types  of statistical tests and  programs, and general  principles in data  interpretationb. Writing a summary of general principles of data  analysis, diferent types  of statistical tests and  programs, and general  principles in data  interpretation for research in ELT | Hutchinson &Waters (1986);Dudley-Evans,T. and John, M.St. (1998).Dubin & Olsthain, (1986);Yalden (1987)Selected samples of English syllabi and lesson plans |
| 15 | 15.1. explain general principles in using internet and other resources for research15.2. appropriately use internet and other resources for research15.3. draft a proposal of research in ELT | 15.1. Using internet and other resources for research15.2. Drafting aneducational research proposal | a. Guided by the instructor, students identify and discuss general principles of using internet for  researchb. Students appropriately use internet and other  resources for researchc. Students write a draft of  a research proposal in ELT | 2x50” | a. Asking and answering questions about general principles of using internet for researchb. Writing a summary of available resources on internet and other sources for research purposesc. Writing a draft of a research proposal in ELT | Hutchinson &Waters (1986);Dudley-Evans,T. and John, M.St. (1998).Dubin & Olsthain, (1986);Yalden (1987)Selected samples of English syllabi and lesson plans |
| 16 | **Final semester Assessment** |

**References**

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