**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 overview  1.3. 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  description  b. Asking and  answering  questions  about the  course  syllabus  c. Asking and  answering  questions  about the  course  procedures | Syllabus |
| 2 | 2.1. understand some basic  concepts of research  2.2. understand basic  concepts in  educational research | 2.1. Basic concepts of research  2.2. Basic concepts in educational research | a. through discussion,  students are introduced  to some basic concepts  of research and explain  the concepts to the class  b. 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  research  b. 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 education  3.1. explain the similarities  and differences of  quantitative and  qualitative designs in  educational research | 3.1. General framework of research  3.2. Quantitative and Qualitative research designs | a. students discuss the  general framweork of  research in education  b. 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  education  b. Reporting the  summary  of readings on  the general  framework of  research in  education  c. 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  education  4.2. provide examples of  different types  of research in  education | 4.1. Different characteristics and types of research in education  4.2. Examples of different types of research in education | a. students explain and  discuss the different  characteristics and types  of research in education  b. 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  education  b. Reporting the  summary  of readings on  the different  characteristics  and types of  research in  education  c. 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 ELT  7.2. 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 ELT  b. 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 ELT  b. Reporting the summary  of readings on the  relationship and  applications of principles  of research in education  and ELT  c. 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 |  |
|  |  | | | | |  |
| 9 | 9.1. identify research  problems in educational  settings and ELT  9.2. 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 ELT  b. students identify and  discuss possible topics  for research in ELT | 2x50” | a. Asking and answering  questions about possible  research problems in  eductaional settings and  ELT  b. 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  research  10.2. 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 ELT  b. 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  ELT  11.2. formulate research  questions for a  specific topic for  research in ELT  11.3. formulate research  hypotheses for  a specific topic for  research in ELT | 11.1. Formulating research designs  11.2. Formulating research questions  11.3. 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 ELT  b. 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 research  13.2. 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  research  b. 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 research  14.2. explain different types  of statistical tests and  statistical programs  for research in ELT  14.3. 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 research  b. Students discuss and  explain different types of  statistical tests and  programs for research in  ELT  c. 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  interpretation  b. 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 research  15.2. appropriately use  internet and other  resources for research  15.3. draft a proposal of  research in ELT | 15.1. Using internet and other resources for  research  15.2. Drafting an  educational research proposal | a. Guided by the instructor,  students identify and  discuss general principles  of using internet for  research  b. Students appropriately  use internet and other  resources for research  c. Students write a draft of  a research proposal in  ELT | 2x50” | a. Asking and answering  questions about general  principles of using  internet for research  b. Writing a summary of  available resources on  internet and other  sources for research  purposes  c. 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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*sampling, design, and analysis*. Hoboken, NJ: Wiley.