**COURSE UNIT (CU)**

**RESEARCH PROJECT (IG 591)**

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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 Project** | 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 Project

 Code : IG 591

 Course group : Fundamentals in Education Subjects

##  Credit hours : 2 Chs

 Semester : 6

 Prerequisite : -

 Course status : Elective

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

 **Course description**

In this course, students will be required to develop self-directed learning through SLOPE (Searching, Learning, Organizing, Presenting, and Evaluating) to discuss the significant problems in the teaching of English in Indonesian contexts; to develop an argument on why the problem they choose is significant to be investigated; to develop a conceptual framework based on the review of related literature and previous research findings; to write a research proposal; to develop data collection instruments and collect the data required; to analyze the data collected and to interpret the analysis results; and to write a research report. 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)**

 Upon completing this course, students are expected to be able to:

* 1. Demonstrate appropriate understanding on identifying significant research problems
	2. Explain the rationale for choosing a research problem or focus
	3. Discuss the literature and previous research findings related to the problem or focus
	4. Write a research proposal
	5. Develop data collection instrument and collect relevant data
	6. Analyze the data collected
	7. Interpret the data analysis results
	8. Write the research report conducted

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| Sessions | Indicators of Course Learning Outcomes | Core Materials  | Learning Activities | Time  | Assessment and Assignment | Resources&Media |
| 1 | * 1. Demostrate an understanding of subject policy and course rules
 | * 1. Introduction to

the course * 1. syllabus

overview* 1. 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 and policy |
| 2 | 2.1. Disuss the Current Issues in the Development of Theories in and Practices in the Teaching of English | 2.1. Issues and Problems in the teaching of English | a. through discussion, students are introduced to some current issues in the theories of the teaching of Englishb. through discussion, students are introduced to current issues in the practices in the teaching of English | 2x50” | a. Asking and answering questions  b. Asking and answering questions  | Harmer (2001), Pinter (2006), Suherdi (2012) |
| 3 | 3.1. Explain Input and Output variables in the English Teaching Process. | 3.1. Focusing on the input and output variables | a. students discuss the input and output variable in English teaching process | 2x50” | a. Asking and answering questionsb. Reporting the summary of readings on the topic | Harmer (2001), Related Articles, TEFLIN and TESOL Conference Program Books  |
| 4 | 4.1. Discuss factors Involved in the Process of English Teaching  | 4.1. Focusing on the process variable | a. students explain and discuss the factors involved in the process of teaching English | 2x50” | a. Asking and  answering questions b. Reporting the summary of readings on the topic | Allwright and Bailey (1991), Related Articles.  |
| 5 | 5.1. Explain the Procedure in Formulating research statement.5.2. Being able to formulate research questions  | 5.1. Formulating research statement | a. students explain and discuss the procedures in formulating research statementsb. students practice to formulate research questions | 2x50” | a. Asking and  answering questions b. Submitting written research questions  | Brown (1988), Related Articles, TEFLIN and TESOL Conference Program Books  |
| 6 | 6.1. Explain the Procedure in reviewing Related Literature and Previous Research Findings.6.2. Being able to quote, rephrase, and summarize. | 6.1. Reviewing Related Literature and Previous Research Findings | a. students explain and discuss the procedures in reviewing related literature and research findingsb. students provide examples of their ability to quote, rephrase, and summarize | 2x50” | a. Asking and  answering questions about the topicsb. Submit written works on writing literature review, quotation, paraphrasing and summary | Brown (1988), Suherdi (2009, 2012), and Related Articles, TEFLIN and TESOL Conference Program.  |
| 7 | 7.1. Explain the Procedure in formulating critical hypotheses.7.2. Being able to formulate critical hypotheses. | 7.1. Formulating hypotheses | a. students explain and discuss the procedures in formulating critical hypothesesb. students write and critical hypotheses of their own | 2x50” | a. Asking and  answering questions about the topicsb. Submit  completed written hypotheses | Brown (1988) and Related Articles, TEFLIN and TESOL Conference Program. |
| 8 | **Mid Term Assessment** | 2x50” | In the midterm evaluation, students will submit a research proposal to be assessed and graded |  |
| 9 | 9.1. Explain the Procedure in Developing data collection instruments and Analysis Techniques.9.2. Being able toDevelop data collection instruments and Analysis Techniques. | 9.1. Developing data collection instrument | a. guided by the instructor, students identify and  discuss procedures in developing data collection instruments and analysis techniquesb. students practice developing data collection instruments  | 2x50” | a. Asking and answering questions about the topicsb. Writing data collection instruments | Brown (1988) and Related Articles, TEFLIN and TESOL Conference Program  |
| 10 | 10.1. Explain the Procedure in organizing and presenting Quantitative Data.10.2. Being able to organize and present Quantitative Data. | 10.1. Quantitative Data Organization and Presentation | a. guided by the instructor, students identify and discuss procedures in organizing and presenting quantitative data b. students present and review quantitative data   | 2x50” | a. Asking and answering questions about the topicsb. Presenting quantitative data | Brown (1988) Hatch and Farhardy (1982)  |
| 11 | 11.1. Explain the Procedure in Analyzing Quantitative Data.11.2. Being able to Analyze Quantitative Data | 11.1. Quantitative Data Analysis | a. guided by the instructor, students identify and discuss procedures in analyzing quantitative data b. students analyze and present  quantitative data  | 2x50” | a. Asking and answering questions about the topicsb. Analyzing  quantitative data | Brown (1988) Hatch and Farhardy (1982)  |
| 12 | 12.1. Demostrate Undestanding of the Procedure in Drawing Conclusions from Qualitative Data12.2. Being able to Draw Conclusions from Qualitative Data Analyses  | 11.1. Qualitative Data Organization and Presentation  | a. guided by the instructor, students identify and discuss procedures in drawing conclusions from qualitative data b. students practice to draw  conclusions from qualitative data analyses   | 2x50” | a. Asking and answering questions about the topicsb. Writing conclusions from qualitative data | Silverman (2009), Alwasilah (2003)  |
| 13 | 13.1. Demostrate Undestanding of the Procedure in analyzing Qualitative Data Analysis.13.2. Being able to analyzing Qualitative Data. | 13.1. Qualitative Data Analysis | a. guided by the instructor, students identify and discuss procedures in analyzing qualitative datab. students practice to analyze qualitative data  | 2x50” | a. Asking and answering questions about the topicsb. Writing  analysis from qualitative  data | Suherdi (2009), Alwasilah (2003) |
| 14 | 14.1. Demostrate Undestanding of the Procedure in Developing Effective Discussion of the Main Findings.14.2. Being able to develop effective discussion of the research main findings | 14.1. Developing Effective Discussion of the Main Findings | a. guided by the instructor, students identify and discuss procedures in developing effective discussion of the main findingsb. students practice to write  discussion of the research main  findings  | 2x50” | a. Asking and answering questions about the topicsb. Writing  discussion  from research  main findings | Pedoman Penulisan Karya Ilmiah UPI (2015) |
| 15 | 15.1. Demostrate Undestanding of the Procedure in Formulating Research Conclusions.15.2. Being able to formulate research conclusions and relevant recommendations | 15.1. Formulating Research Conclusions | a. guided by the instructor, students identify and discuss procedures in formulating research  conclusionsb. students practice to formulate  research conclusions and  recommendations  | 2x50” | a. Asking and answering questions about the topicsb. Formulating research conclusions and recommendations  | Pedoman Penulisan Karya Ilmiah UPI (2015) |
| 16 | **Final semester Assessment – Writing research report** |

**References**

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