

INTRODUCTION TO RESEARCH METHODOLOGY IN ELT

Credit Hours: 2

Semester: 5

Lecturers:

1. Dr. Nia Kurniawati, M. Pd.
2. Darwis Jauhari Bandu, Dr., SS., M. Pd
3. Hapid Ali, M.Pd.

The Course Syllabus

Course Overview

Description

This subject is designed to introduce students to (a) theories related to research methodology in English Language Teaching (ELT), and (b) the best practice research taken from reputable journals.

Learning Objectives and Learner Outcomes

By the end of the course, students will be able to develop their positive attitudes, knowledge, and skills regarding research. **First**, in terms of attitudes, the students are expected to develop attitudes such as being open-minded, well-informed, up-to-date, and detailed. **Second**, related to knowledge development, the students are expected to have a clear understanding of theories related to research methodology in English Language Teaching (ELT). **Third**, related to research skill development, the students are expected to develop skills in summarizing text using mind mapping, navigating relevant references and scientific records, annotating and paraphrasing, analyzing research articles critically, and presenting their understanding of research theories.

Course Requirements

Pre-requisite courses are TESOL Methodology, Statistics in TESOL, Academic Writing, and Speaking for Academic and Professional Purposes.

The students are required to meet the following requirements:

- a. Attending at least 13 meetings out of 16 meetings;
- b. Presenting the materials in groups;
- c. Participating actively in discussion;
- d. Joining weekly quiz related to the materials discussed;
- e. Submitting “the proposal” at the end of the semester.
- f. Writing a weekly summary, questions, and responses in the form of a mind map.

Activities

Week	Topic	Task & Activities	References
Week 1	Introduction to Subject and Syllabus What is research and why is it important?	Task 1: Students make a list of terms related to research	Teacher's Handout
Week 2	Introduction to Educational Research	The teachers will explain the materials Task 2: Students write a summary	Teacher's Handout
Week 3	The Approach to the Research	The teachers will explain the materials Task 3: Students write a summary	Connole, H., Smith, B., & Wiseman, R. (1993). <i>Research Methodology 1: Issues and Methods in Research</i> . Deakin University
Week 4	Presentation Group 1: "Research Methodology: An Introduction"	Task 4: Students write a summary	Powerpoint Chapter Report Source: Creswell (2012), Merriam (1998) Quiz 1
Week 5	Presentation Group 2: Overview: Quantitative Research Method	Task 5: Students write a summary	Powerpoint Chapter Report Creswell (2012), Merriam (1998) Quiz 2
Week 6	Presentation Group 3:	Task 6: Students write a summary	Power point

	Overview: Qualitative Research Method		Chapter Report Creswell (2012), Merriam (1998) Quiz 3
Week 7	Presentation Group 4: Overview: Identifying a Research Problem (Creswell, 2012)	Task 7: Students write a summary	Power point Chapter Report Creswell (2012), Merriam (1998) Quiz 4
Week 8	Mid-Term Test	Test on Theories Project 1	
Week 9	Variables and Scales in Research	The teachers will explain the materials Task 8: Students write a summary	Teacher's Handout
Week 10	Presentation Group 5: Overview: True Experimental and Quasi-Experimental (Creswell, 2012)	Task 9: Students write a summary	Power point, Chapter Report Creswell (2012), Merriam (1998) Task: Quiz 5
Week 11	Presentation Group 6: Review "Skripsi": True Experimental and Quasi-Experimental	Task 10: Analyzing the strength and weakness of a skripsi written by your senior	

Week 12	Presentation Group 7: Overview: A Case Study (Laws & McLeod, n.d.; Merriam, 1998; Starman, 2013)	Task 11: Students write a summary	Power point, Chapter report Creswell (2012), Merriam (1998) Task: Quiz 5
Week 13	Presentation Group 8: Review "Skripsi": A Case Study	Task 12: Analyzing the strength and weakness of a skripsi written by your senior	
Week 14	Presentation Group 9: Correlational Design	Task 13: Students write a summary	Power point, Chapter report Creswell (2012), Merriam (1998) Task: Quiz 6
Week 15	Research Ethic	The teachers will explain the materials	Teacher's Handout
Week 16	Project 2: Writing a research plan for your proposal Write background, the research questions, the research purposes, the significances, rationale, research design		

Expectations and Grading

Expectations

This course is designed to be taken over a sixteen-week period, 2 credit hours every week. To allow flexibility in scheduling, this class is open for 16 meetings, from September to December 2023. Participants are responsible for their own participation.

Grading

Participants' grading will depend on (a) minimum attendance: 13 out of 16 meetings, (b) quizzes or tests, (d) presentation, (e) participation, (f) projects, and (c) individual Tasks. The grading components are 10% Attendance, 25% quizzes, 25% Project Completion, 25% Final Test, and 15% Presentation. Meanwhile the grading scale is 80-100 = A, 70-79 = B, 60-69 = C, 50-59 = D, < 50 = E.

References

- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Boston: Pearson.
- Connole, H., Smith, B., & Wiseman, R. (1993). *Research Methodology 1: Issues and Methods in Research*. Deakin University
- Laws, K., & McLeod, R. (n.d.). Case study and grounded theory: - 220MCLEO.pdf. Retrieved August 6, 2017, from https://www.systemdynamics.org/conferences/2004/SDS_2004/PAPERS/220MCLEO.pdf
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. Revised and expanded from "Case Study Research in Education.". ERIC.
- Starman, A. B. (2013). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies*, 1, 28–43.