



UNIVERSITAS HAMZANWADI
FAKULTAS BAHASA SENI DAN HUMANIORA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Kode Dokumen
PBI-25

SEMESTER LESSON PLAN

COURSE		COURSE CODE	COURSE GROUP	SKS		SEMESTER	DATE OF REVISION
Research on ELT		PBI6757	Pendidikan (Akademik)	T=4	P=0	7	19 Februari 2025
Authorization		Developer of Semester Learning Plan		Coordinator of Course Group		Head of Study Program	
		(Dr. Yulia Agustina, M.Pd.)		ttd (Nama)		(M. Adib Nazri, M.Pd.)	
Learning Outcomes	Learning Outcomes of Study Program						
	Lo1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility					
	Lo2	Applies critical, creative, systematic, and innovative thinking, along with nationalist values, in developing multimodality-based English language instruction to address 21st-century educational challenges.					
	Lo5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.					
	Lo6	Able to identify, analyze, and solve issues related to quality, relevance, and access in English language education through responsible data-driven and research-based decision-making.					
	Lo7	Able to design and conduct research in English language education and produce systematic scientific reports in accordance with academic standards by utilizing information technology ethically.					
	Lo8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.					
	Course Learning Outcomes						
	CLo1 & CLo 8	The students are able to demonstrate academic integrity, ethical research conduct, and Islamic values in designing and reporting research (Quantitative, Qualitative, or Mixed Methods) in English language education collaboratively and responsibly.					

	Clo 2 & Clo 6	The students are able to apply critical, systematic, and data-driven thinking to identify and formulate researchable problems in ELT addressing 21st-century challenges across various research paradigms.
	Clo 5 & Clo 6	The students are able to design comprehensive research frameworks, including experimental designs, case studies, Action Research (CAR), or R&D, based on pedagogical, psychological principles, and national education standards.
	Clo 6 & Clo 7	The students are able to analyze diverse data types (statistical for quantitative, thematic for qualitative) using appropriate techniques and software to interpret findings for responsible decision-making.
	Clo 7 & Clo 8	The students are able to produce systematic, technology-assisted scientific research reports (proposals or articles) and present findings effectively in accordance with international academic standards.
	Final competency for each learning stage (Sub-CPMK)	
	Clo 1 & 8	(Lo1, Lo8) Students are able to describe concepts and explain research ethics and Islamic values in English language education research. (C2, Understanding)
		(Lo1, Lo8) Students are able to evaluate and apply academic integrity and social responsibility in collaborative research projects. (C5, Evaluating)
	Clo 2 & 6	(Lo2, Lo6) Students are able to analyze 21st-century ELT challenges and identify researchable gaps in the existing literature. (C4, analyze)
		(Lo2, Lo6) Students are able to formulate precise research questions and objectives based on data-driven observations.(C6, creating)
	Clo 5 & 6	(Lo5, Lo6) Students are able to construct a theoretical framework and select appropriate research designs (Experimental, Case Study, CAR, or R&D).(C4, analyze)
		(Lo5, Lo6) Students are able to design and validate research instruments that are adaptive to technology-based teaching environments. .(C6, creating)
	Clo 6 & 7	(Lo6, Lo7) Students are able to calculate and process quantitative or qualitative data using relevant software (e.g., SPSS, NVivo) and ethical procedures. (C3, Applying)
		(Lo6, Lo7) Students are able to interpret research findings to provide solutions for quality and access issues in ELT. (C5, Evaluating)
	Clo 7 & 8	(Lo7, Lo8) Students are able to produce a systematic scientific research report/proposal that meets national and academic standards. (C6, creating)
		(Lo7, Lo8) Students are able to demonstrate professional communication and leadership when presenting research findings. (C3, applying)

Course Description	This course is designed to equip students with the comprehensive skills needed to design, implement, and communicate systematic research within the field of English language education. Grounded in Islamic values, academic ethics, and social responsibility, the course challenges students to apply critical, creative, and innovative thinking to address 21st-century educational issues, particularly those concerning quality, relevance, and access. Throughout the semester, students will learn to develop adaptive, inclusive, and technology-based teaching models through data-driven decision-making and rigorous methodology. By utilizing information technology ethically, students will collaborate in professional contexts to produce high-quality scientific reports that reflect a deep integration of pedagogical principles, national standards, and reflective leadership, ultimately preparing them to become professional researchers and practitioners in the global ELT landscape.
Learning Materials	1. The Nature and Ethics of ELT Research ✓ Philosophical foundations of Quantitative (Positivism), Qualitative (Interpretivism), and Action Research (Critical Theory). ✓ Integrating Islamic values, academic integrity, and social responsibility in choosing a research paradigm. 2. Research Problems and Variables ✓ Quantitative: Identifying independent, dependent, and moderator variables. ✓ Qualitative: Identifying central phenomena and research focus. ✓ CAR/R&D: Identifying classroom problems and product development needs for the 21st century. 3. Population, Sample, and Participants ✓ Quantitative: Concept of population and representative samples. ✓ Qualitative: Purposive selection of "Key Informants" or participants. ✓ CAR: Identifying the specific classroom subjects (Total Sampling/Intact Group). 4. Sampling and Selection Techniques ✓ Quantitative: Probability sampling (Random, Stratified, Cluster). ✓ Qualitative/CAR: Non-probability sampling (Snowball, Theoretical, or Convenience sampling). 5. Measurement Scales and Research Instruments ✓ Quantitative: Likert scales, standardized tests, and closed-ended questionnaires. ✓ Qualitative: Interview protocols, observation guides, and field notes. ✓ R&D: Validation sheets (Expert Judgments) for product development. 6. Data Collection Techniques (Multimodality-based) ✓ Quantitative: Online surveys, pre-tests, and post-tests. ✓ Qualitative: Depth interviews, Focus Group Discussions (FGD), and document analysis. ✓ CAR: Triangulation of data (Observation, reflection, and student work). 7. Specific Research Designs and Frameworks

	✓ Quantitative: Experimental (True, Quasi, Pre) and Non-experimental (Correlational, Comparative). ✓ Qualitative: Case Study, Narrative Inquiry, and Ethnography. ✓ Action & Development: The Kemmis & McTaggart cycle (CAR) and ADDIE/Borg & Gall models (R&D). 8. Data Analysis (Technology-Assisted) ✓ Quantitative: Statistical analysis (Descriptive & Inferential) using SPSS/JASP. ✓ Qualitative: Thematic analysis, transcribing, and coding (Manual or NVivo). ✓ CAR/R&D: Success criteria analysis and Gain-score for product effectiveness. 9. Interpretation and Research-Based Decision Making ✓ Quantitative: Generalizing findings to the population. ✓ Qualitative: Transferability and deep understanding of the context. ✓ CAR/R&D: Decision making for pedagogical improvement and product revision. 10. 10. Scientific Writing and Reporting ✓ Structure: Adapting the IMRaD (Introduction, Method, Results, and Discussion) format for different research types. ✓ Ethics: Utilizing Mendeley/Zotero for ethical referencing and professional presentation of findings.
References	Primary:
	1. Creswell, J. W., & Guetterman, T. C. (2019). <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> (6th ed.). Pearson. 2. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). <i>How to Design and Evaluate Research in Education</i> (11th ed.). McGraw-Hill.. 3. Burns, A. (2010). <i>Doing Action Research in English Language Teaching: A Guide for Practitioners</i>. Routledge. 4. Johnson, R. Burke & Christensen, Larry B. (2024). <i>Educational Research: Quantitative, Qualitative, and Mixed Approaches</i> (8th ed.). SAGE Publications, Inc.
	Supporting :
	1. Sriwati, S., Rochgiyanti, R., Susanto, H., & Prawitasari, M. (2023). <i>Effectiveness of quantitative research methods course module in fostering students' academic literacy</i>. Yupa: Historical Studies Journal, 8(2), 2103. https://doi.org/10.30872/yupa.v8i2.2103 2. Adara, R. A., Ahmad, I. S., & Victorynie, I. (2024). <i>Mixed methods approach in researching EFL learners' motivation</i>. JEES (Journal of English Educators Society, 9(1), 57–69. 3. Mahdi, M. A., & Dewi, D. S. (2025). <i>Students' experiences, engagement, and attitudes in the English education revolution: The role of interactive technology</i>. International Journal of Educational Qualitative Quantitative Research, 4(1), 1–14.
Lecturer	Dr. Yulia Agustina, M.Pd.

Prerequisite		-					
W e e k	Sub-Learning Outcomes (Expected)	Assessment		Learning Experiences		References	Weight (%)
		Indicators	Criteria and Type of Evaluation	offline	online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	By the end of the lesson, the students are expected to understand course outline, ethics, and fundamentals	1. Ability to comprehend the course outline, ethics, and fundamental.	Criteria: Accurate understanding, correct terminology Type: Participation & reflection	Offline: Lecture & discussion	-	Creswell (2024)	3%
2	By the end of the lesson students are expected to be able to identify and formulate research problems and variables in Quant, Qual, & CAR (C4, C6)	1. Ability to describe the characteristic of quantitative research 2. Ability to describe the paradigm of qualitative research 3. Ability to describe the paradigm of CAR	Criteria: Logic and relevance. Type: Problem-mapping exercise.	-	LMS: Forum discussion on research gaps.	Fraenkel et al. (2023)	5%

3	By the end of the lesson students are expected to be able to determine population and sampling techniques across all methods (C3)	1. Ability to identify population 2. Ability to decide the sampling	Criteria: Technical accuracy. Type: Case study analysis.	Workshop on sampling calculations &	-	Creswell (2024)	5 %
4	By the end of the lesson, the students are expected to design and validate research instruments for Quant, Qual, & CAR (C6)	1. Ability to design instruments of research method 2. Ability to validate research methods	Criteria: Validity & Reliability/Trustworthiness. Type: Peer-review.	Practical session: Constructing a Likert scale & interview protocol.	-	Fraenkel et al. (2023)	7%
5	By the end of the lesson, the students are expected to be able to distinguish and design Experimental & Non-Experimental research (C4)	1. Ability to differentiate control vs. experimental groups. 2. Ability to create theoretical & conceptual frameworks	Criteria: Procedural accuracy. Type: Design blueprint.	Lecture & Simulation of Experimental stages.	-	Creswell (2024)	10%
6	By the end of the lesson, the students are expected to Analyze and process Quantitative data using software (C3)	1. Ability to Mastery of basic statistical software (SPSS)	Criteria: Precision in data output. Type: Practical software test.	Hands-on laboratory session: Inferential Statistics.	Video Tutorial: SPSS Basic.	Creswell (2024)	10%

7	By the end of the lesson, the students are expected to Interpret Quantitative findings for decision-making (C5)	1. Ability to draw conclusions from numeric data.	Criteria: Critical interpretation. Type: Mini-report	Presentation and group critique.	-	Supporting articles 2020–2024	5%
8	Midterm Test						
9	By the end of the lesson, the students are expected to Understand and design Qualitative research frameworks (C4)	1. Ability to Comprehend of Case Study, Narrative, & Ethnography.	Criteria: Conceptual depth. Type: Conceptual map.	Lecture on Qualitative paradigms in ELT.	-	Richards (2003)	5%
10	By the end of the lesson, the students are expected to Analyze Qualitative data through thematic coding (C3)	1. Ability to transcribe and code verbal data.	Criteria: Analytical consistency. Type: Coding exercise.	Workshop: Manual/Digital Coding session.	-	Supporting articles 2020–2024	5%
11	By the end of the lesson, the students are expected to design Classroom Action Research (CAR) cycles (C6)	1. Ability to plan Plan-Act-Observe-Reflect cycles.	Criteria: Practicality & problem-solving. Type: CAR Plan.	Group project: Solving classroom issues.	-	Burns (2010)	5%
12	By the end of the lesson, the students are expected Apply Research and Development (R&D) models (C3)	1. Ability to understand of ADDIE/Borg & Gall models.	Criteria: Systematic development. Type: Product blueprint.	Lecture on Instructional Design for ELT.	LMS: Interactive R&D models.	Branch (2009)	5%

13	By the end of the lesson, the students are expected to Utilize technology for ethical reference management (C3)	1. Ability to make Format accuracy (APA) using mendeley 2. Ability to Master of Mendeley or Zotero.	Criteria: Formatting accuracy (APA). Type: Bibliography task.	Tutorial: Citation and Reference management	-	Youtube videos	5%
14	By the end of the lesson, the students are expected to have systematic scientific research report	1. Ability to Coherence of the final proposal/article.	Draft report section (structure & citation)	Consultation & final formatting workshop	-	Creswell (2024)	5%
15	By the end of the lesson, the students Present research findings effectively (C3)	1. Ability to clarify, leadership, and professional communication 2. Ability to present research findings collaboratively	Oral presentation (clarity, teamwork, Q&A)	Symposium	-	-	10%
16	Final Test						9%
Total							100%