SILABUS MATA KULIAH

NAMA MATA TKULIAH : RESEARCH METHOD IN TEFL
NOMOR KODE MK   : IG 830
JUMLAH SKS   : 3
SEMESTER   : 1
KELOMPOK MK   : MKLK
PROGRAM STUDI   : PENDIDIKAN BAHASA INGGRIS
STATUS MATA KULIAH : WAJIB
PRASYARAT   : LULUS IG 620, IG 630, IG 740
DOSEN   : Dr. DIDI SUHERDI, M. Ed.

DESCRIPTION

This subject will lead students to productive discussion on designing and implementing a research project, from developing a good understanding of critical issues and problems in the teaching of English as a foreign language, formulating statements of research problem, objectives, hypotheses, developing research instruments, collecting and analysis data, to interpreting the result of data analysis and drawing conclusions. These all will be discussed in the perspective of both positivistic, quantitative and interpretive, qualitative paradigms.

OBJECTIVES:

This subject is intended to lead students to a comprehensive understanding of research in the teaching of English as a foreign language, especially in Indonesian contexts. As a culmination of all research related subjects, it is devoted to develop students' critical and analytical abilities in designing appropriate research projects relevant to the nature of the problems chosen to be their focus of study and conducting a mini research serving as a preliminary step to developing the ultimate designs required for the accomplishment of their doctoral studies.

APPROACH

The learning process will be conducted in independent, critical and learner-centered mode, using SLOPE (searching, learning, organizing, presenting, and evaluating) procedure. The classroom activities will be oriented towards developing independent or self-regulated learning so as to guarantee students significant engagement in the teaching-learning process as well as excellence in their achievement.

EVALUATION

Evaluation will be based on a set of comprehensive measures of students' engagement in classroom activities, contribution in group discussion, abilities in designing, implementing and reporting a research project.

Session # 1
Introduction to the subject: rules and policy
In this session, the students will be exposed to rules and policy in this subject including the attendance, assignment accomplishment, syllabus, and evaluation.

Sessions # 2-4
Current issues, problems, and challenges in the TEFL & TEFLIN
This topic is intended to develop students' critical understanding on current issues, problems and challenges in the teaching of English as a foreign language. Through this comprehensive and critical review, it is expected that the students will develop their understanding on relevant issues in the development of English teaching curricula, materials development, methodology, media development, and assessment, and other related topics.
The topic may comprise sub-topics related to all aspects of the teaching of English as a foreign language: the nature, development, and new directions in the current practices.

Sessions # 4-5
Developing a focus of study
This topic is intended to develop students' productive skill in developing a good and feasible focus of study. Through these activities, it is expected that the students will develop their ability in formulating their focus of study that may serve as the embryo of their own dissertation research.
The discussion will cover understanding critical issues, problems and challenges in the TEFL & TEFLIN, selecting some alternative foci, zeroing in on the selected foci, and formulating a focus of study.

Session # 6
Developing a research design
This topic is intended to develop students' productive skill in developing research designs, including developing experiment designs, data collection agenda, data recording procedures, and relevant schedules. In developing the designs, the students are expected to take the nature of the data required, data collection techniques, as well as the nature of the instrument employed into critical consideration.
The discussion will include deciding the experiment design (in quantitative research), data collection procedures and schedules, and data recording techniques and documentation.

Sessions # 7-8
Developing research instruments
This topic is intended to develop students' productive skill in developing research instruments. In developing the presentation, the students are expected to take all aspects of developing research instruments into critical consideration.
The discussion will include developing test, questionnaires, rating scales, observation sheets, transcriptions, interview guides, and field notes.

Session # 9
Mid-term Test

Session # 10-13
Doing a mini-research
This activity is intended to develop students' productive skill in implementing developing research designs into real (but limited) research situations. In doing the research, the students are expected to take the nature of the data required, data collection techniques, as well as the nature of the instrument and data analysis techniques employed into critical consideration.
The discussion will include deciding the experiment design (in quantitative

research), data collection procedures and schedules, and data recording techniques and documentation.

Sessions 14-15
Writing a research report
This topic is intended to develop students' productive skill in writing the final draft of a research report. There will be two activities related to this topic, (1) discussion on the criteria of writing good research reports and (2) writing the final draft of a research report based on the procedures and results of the previously done mini-research.

Allwright, D., and Bailey, K. M. 1991. *Focusing on the Language Classroom An Introduction to Classroom Research for Language Researchers.* Cambridge: CUP.

Alwasilah, A. C. 2003. *Pokoknya Kualitatif*. Bandung: Pustakan Jaua.

Best, J. W. 1983. *Research in Education Fourth Edition.* New Delhi: Prentice Hall of India Private Limited.

Brown, J.D. 1988. *Understanding Research in Second Language Learning A Teacher's Guide to Statistics and Research Design.* Cambridge: CUP.

Cohen, L., and Manion, L. 1994. *Research Methods in Education Fourth Edition.* London: Rotledge.

Harmer, J. 2001. *The Practice of English Language Teaching Third Edition Completely Revised and Update.* Essex: Longman

Hatch, E. and Farhady, H. 1982. Research Designs and Statistics for Applied Linguistics. California: Newbury House Publisher, Inc.

Pinter, A. 2006. *Teaching Young Language Learners.* Oxford: Oxford University Press.

Richards, J.C., and Rogers, T.S. 1986. *Approaches and Methods in Language Teaching*: *A Description and Analysis.* Cambridge: Cambridge University Press.

Suherdi, D. 2006. *Classroom Discourse Analysis.* Bandung: UPI Press.

SILABUS

1. Identitas Mata Kuliah

Nama mata kuliah	: Metode Penelitian Pendidikan Bahasa Inggris
Nomor kode	: IG 504
Jumlah SKS	: 3 SKS
Semester	: 6
Kelompok mata kuliah	: MKKP
Program Studi/Jenjang	: Pendidikan Bahasa Inggris/S1
Dosen	: Dr. Didi Suherdi, M.Ed.

2. Tujuan

Mata kuliah ini ditujukan untuk membekali para mahasiswa dengan pengetahuan dan wawasan mengenai berbagai konsep yang berkaitan dengan metodologi penelitian pembelajaran bahasa Inggris dan kontribusinya terhadap peningkatan kualitas pendidikan bahasa Inggris secara keseluruhan. Selain itu, mahasiswa juga diharapkan memiliki kemampuan untuk berpikir reflektif dan inovatif serta mampu menggagas proyek-proyek penelitian dalam pembelajaran bahasa Inggris sebagai bahasa asing di Indonesia.

3. Deskripsi Isi

Mata kuliah ini mencakup dua bagian penting yakni (1) pengetahuan berbagai prinsip dan ragam metodologi penelitian pembelajaran bahasa Inggris dan kontribusinya terhadap kualitas pendidikan bahasa Inggris secara menyeluruh, dan (2) kemampuan untuk berpikir inovatif dan menggagas proyek-proyek penelitian pembelajaran bahasa Inggris di Indonesia.

4. Pendekatan Pembelajaran

Metode	: Ceramah, diskusi, dan presentasi
Tugas	: - Merangkum dan menyajikan tulisan secara kritis;
	- Menulis proposal penelitian.
Media	: OHP, LCD/Power Point

5. Evaluasi

Kehadiran minimal 80% merupakan prasyarat bagi kelulusan mata kuliah
1. Partisipasi dalam diskusi harian   20%

2. Presentasi gagasan   30%
3. Gagasan inovatif yang dikembangkan   40%
4. Tugas pendukung   10%

6. Rincian Materi Perkuliahan:

Pertemuan	Topik	Tugas Mahasiswa	Sumber
1	Syllabus and Policy	Memahami silabus mata kuliah dan tuntutan tugas yang harus mereka penuhi	
2	Issues and Problems in the teaching of English	• Mencari, memahami, dan merangkum tulisan dan secara kritis menyajikan tulisan mengenai Current Issues in the Development of Theories in and Practices in the Teaching of English; • Berdiskusi mengenai pokok bahasan diatas.	Harmer (2001), Pinter (2006), Richards and Roger (1986)
3	Focusing on the input and output variables	• Mencari, memahami, dan merangkum tulisan dan secara kritis menyajikan tulisan mengenai Input and Output variables in theEnglish Teaching Process. • Berdiskusi mengenai pokok bahasan diatas.	Harmer (2001), Related Articles, TEFLIN and TESOL Conference Program Books
4	Focusing on the process variable	• Mencari, memahami, dan merangkum tulisan mengenai Factors Involving in the Process of English Teaching. • Berdiskusi mengenai pokok bahasan diatas.	Suherdi (2006), Allwright and Bailey (1991), Related Articles.
5	Formulating research statement	• Mencari, memahami, dan merangkum tulisan mengenai Formulating research statement. • Berlatih merumuskan masalah penelitian.	Brown (1988), Suherdi (2006), Cohen and Manion (1994), and Related Articles, TEFLIN and

			TESOL Conference Program Books
6	Reviewing Related Literature and Previous Research Findings	• Mencari, memahami, dan merangkum tulisan mengenai. Reviewing Related Literature and Previous Research Findings. • Berlatih merumuskan hasil telaah pustaka dan hasil penelitian terdahulu.	Brown (1988), Suherdi (2006), Cohen and Manion (1994), and Related Articles, TEFLIN and TESOL Conference Program.
7	Formulating hypotheses	• Mencari, memahami, dan merangkum tulisan mengenai Formulating hypotheses. • Berlatih merumuskan hipotesis penelitian.	Brown (1988), Suherdi (2006), Cohen and Manion (1994), and Related Articles, TEFLIN and TESOL Conference Program Books
8	Developing data collection instrument	• Mencari, memahami, dan merangkum tulisan mengenai Developing data collection instruments. • Berlatih mengembangkan instrument pengumpulan data.	Brown (1988), Suherdi (2006), Cohen and Manion (1994), and Related Articles, TEFLIN and TESOL Conference Program
9	**UTS (Writing Research Proposal)**		
10	Quantitative Data Organization and Presentation	• Mencari, memahami, dan merangkum tulisan mengenai Quantitative Data Organization and Presentation. • Berlatih mengolah dan menyajikan data.	Brown (1988) Hatch and Farhardy (1982)
11	Quantitative Data Analysis	• Mencari, memahami, dan merangkum tulisan mengenai Quantitative Data Analysis. • Berlatih menganalisis	Brown (1988) Hatch and Farhardy (1982)

		data.	
12	Qualitative Data Organization and Presentation	• Mencari, memahami, dan merangkum tulisan mengenai Qualitative Data Organization and Presentation. • Berlatih dan mengolah data.	Suherdi (2006), Alwasilah (2003)
13	Qualitative Data Analysis	• Mencari, memahami, dan merangkum tulisan mengenai Qualitative Data Analysis. • Berlatih menganalisis data.	Suherdi (2006), Alwasilah (2003)
14	Developing Effective Discussion of the Main Findings	• Mencari, memahami, dan merangkum tulisan mengenai Developing Effective Discussion of the Main Findings. • Berlatih mengembangkan pembahasan hasil penelitian.	Pedoman Penulisan Karya Ilmiah UPI
15	Formulating Research Conclusions	• Mencari, memahami, dan merangkum tulisan mengenai Formulating Research Conclusions. • Berlatih merumuskan simpulan dan implikasi hasil penelitian.	Pedoman Penulisan Karya Ilmiah UPI
16	**UAS (Writing Research Report)**		

7. Daftar Buku

Allwright, D., and Bailey, K. M. 1991. *Focusing on the Language Classroom An Introduction to Classroom Research for Language Researchers.* Cambridge: CUP.

Alwasilah, A. C. 2003. *Pokoknya Kualitatif*. Bandung: Pustakan Jaua.

Best, J. W. 1983. *Research in Education Fourth Edition.* New Delhi: Prentice Hall of India Private Limited.

Brown, J.D. 1988. *Understanding Research in Second Language Learning A Teacher's Guide to Statistics and Research Design.* Cambridge: CUP.

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Harmer, J. 2001. *The Practice of English Language Teaching Third Edition Completely Revised and Update.* Essex: Longman

Hatch, E. and Farhady, H. 1982. Research Designs and Statistics for Applied Linguistics. California: Newbury House Publisher, Inc.

Pinter, A. 2006. *Teaching Young Language Learners.* Oxford: Oxford University Press.

Richards, J.C., and Rogers, T.S. 1986. *Approaches and Methods in Language Teaching*: *A Description and Analysis.* Cambridge: Cambridge University Press.

Suherdi, D. 2006. *Classroom Discourse Analysis.* Bandung: UPI Press.

SCHEDULE

Sessions	Objectives	Topics	Sub-topics	Assessment	Sources
1-2	This topic is intended to develop students' critical review on the issues, problems, and challenges in the teaching of English as a foreign language in Indonesian contexts. Through this comprehensive and critical review, it is expected that the students will develop their research foci not only relevant to, but also significant to the development of TEFLIN.	Current issues, problems, and challenges in the TEFL	The topic may comprise foci related to all aspects of TEFL such as the curricula, textbook, methodology, evaluation, and other relevant areas of investigation as students' achievement, learning styles, motivation, attitude, as well as teachers' qualifications, experiences, beliefs, and welfare.	Students' engagement in learning process; and lesson summary; and presentation	TEFL/TESL/TESOL/ TEFLIN Journals, Seminar and Conference Proceedings Harmer (2001), Pinter (2006), Richards and Roger (1986),
3-4	This topic is intended to develop students' productive skill in formulating the focus of their study, including formulating the statements of the problems, objectives, and hypotheses (if necessary). In formulating the statements, the students are expected to take the state of the art of the research paradigms into critical consideration.	Developing a focus of study	The discussion will include both positivistic and post-positivistic (quantitative and qualitative) paradigms.	Students' engagement in learning process; and lesson summary; and formulations of the focus	Chapter 1 &2 Holliday (2007) Part 1 Silverman (2005) Chapter 1-3 Cohen and Manion (1994), Fraenkel & Wallen (1993), Brown (1988), Alwasilah (2003), Allwright and Bailey (1991), Suherdi (2006, 2007, 2008), and relevant articles.
5	This topic is intended to develop students' productive skill in	Developing a research design	The discussion will include deciding the experiment	Students' engagement in	Chapter 3 Holliday (2007)

	developing research designs, including developing experiment designs, data collection agenda, data recording procedures, and relevant schedules. In developing the designs, the students are expected to take the nature of the data required, data collection techniques, as well as the nature of the instrument employed into critical consideration.		design, data collection procedures and schedules, and data recording techniques and documentation.	learning process; and lesson summary; and the research designs	Part 1 Silverman (2005) Chapter 4-5 Cohen and Manion (1994), Fraenkel & Wallen (1993), Brown (1988), Alwasilah (2003), Allwright and Bailey (1991), dan Suherdi (2006, 2007, 2008)
6-7	This topic is intended to develop students' productive skill in developing appropriate research instruments, including developing, trying-out, and revising (if necessary). In developing the instruments, the students are expected to take the nature of the problems into critical consideration.	Developing research instrumentation	The discussion will include developing tests, questionnaires, rating scales, observation sheets, field notes, and transcripts.	Students' engagement in learning process; and lesson summary; and research instruments	Chapter 4 &5 Holliday (2007) Part 2 Silverman (2005) Chapter 6-7 Cohen and Manion (1994), Fraenkel & Wallen (1993), Brown (1988), Alwasilah (2003), Allwright and Bailey (1991), dan Suherdi (2006, 2007, 2008)
8	This topic is intended to develop students' productive skill in drawing logical conclusions, including organizing and analyzing data, interpreting the	Drawing conclusions	The discussion will include drawing conclusions in both positivistic and post-positivistic (quantitative and qualitative) paradigms.	Students' engagement in learning process; and lesson summary; and	Chapter 8 Holliday (2007) Part 3 Silverman (2005) Chapter ... Cohen

	result of data analysis, testing hypotheses (if any), and formulating conclusions and theoretical as well as practical implications and suggestions. In formulating the statements, the students are expected to take the state of the art of the research paradigms as well as the interrelationship between the research findings and other research findings into critical consideration.			concluding statements	and Manion (1994), Fraenkel & Wallen (1993), Brown (1988), Alwasilah (2003), Allwright and Bailey (1991), dan Suherdi (2006, 2007, 2008)
9	Mid-term Assessment				
10-13	This topic is intended to develop students' productive skill in conducting a mini research, ranging from formulating the statements of the problems, objectives, and hypotheses (if necessary), developing research designs, collecting and analyzing data, interpreting and formulating research findings, and drawing conclusions.	Doing a mini research [simulation]	The projects will include research both in positivistic and post-positivistic (quantitative and qualitative) paradigms.	Students' involvement in the research process; and relevant documents.	Chapter 1 &2 Holliday (2007) Part 1 Silverman (2005) Chapter 1-3 Cohen and Manion (1994), Fraenkel & Wallen (1993), Brown (1988), Alwasilah (2003), Allwright and Bailey (1991), dan Suherdi (2006, 2007, 2008)
14-15	This topic is intended to develop students' productive skill in writing a research report. There will be two activities related to	Writing a research report	The discussion will include writing research report both in positivistic and post-positivistic (quantitative and qualitative)	Research reports	Chapter 1 & 2 Holliday (2007) Part 1 Silverman (2005)

	this topic, (1) discussion on writing good research report and (2) writing a research report based on the mini research previously done in this subject.		traditions.		Chapter 1-3 Cohen and Manion (1994), Fraenkel & Wallen (1993), Brown (1988), Alwasilah (2003), Allwright and Bailey (1991), dan Suherdi (2006, 2007, 2008)
16	Final Assessment				

Allwright, D., and Bailey, K. M. 1991. *Focusing on the Language Classroom An Introduction to Classroom Research for Language Researchers.* Cambridge: CUP.

Alwasilah, A. C. 2003. *Pokoknya Kualitatif.* Bandung: Pustakan Jaua.

Best, J. W. 1983. *Research in Education Fourth Edition.* New Delhi: Prentice Hall of India Private Limited.

Brown, J.D. 1988. *Understanding Research in Second Language Learning A Teacher's Guide to Statistics and Research Design.* Cambridge: CUP.

Cohen, L., and Manion, L. 1994. *Research Methods in Education Fourth Edition.* London: Rotledge.

Fraenkel, J. R., & Wallen, N. E. (1993). *How to Design and Evaluate Research*. New York: McGraw-Hill Inc.

Harmer, J. 2001. *The Practice of English Language Teaching Third Edition Completely Revised and Update.* Essex: Longman.

Hatch, E. and Farhady, H. 1982. *Research Designs and Statistics for Applied Linguistics*. California: Newbury House Publisher, Inc.

Holliday, A. 2007. *Doing and Writing Qualitative Research Second Edition.* London: SAGE Publications.

Pinter, A. 2006. *Teaching Young Language Learners.* Oxford: Oxford University Press.

Richards, J.C., and Rogers, T.S. 1986. *Approaches and Methods in Language Teaching*: *A Description and Analysis.* Cambridge: Cambridge University Press.

Silverman, D. 2005. *Doing Qualitative Research.*

Suherdi, D. 2006. *Classroom Discourse Analysis.* Bandung: UPI Press.

Suherdi, D. 2007. *Menakar Kualitas Proses Belajar Mengajar.* Bandung: UPI Press.

Suherdi, D. 2006. *Mikroskop Pedagogik Alat Analisis Proses Belajar Mengajar.* Bandung: UPI Press.