

WORKLOAD ASSESMENT
Educational Research Methodology
Academic Year 2020/2021

Coordinator:
Kusumarasdyati, Ph.D.

Team:
Ahmad Munir, Ph.D.
Syafi'ul Anam, Ph.D.

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA


TABLE OF CONTENTS

- A. Learning Activities Plan and Course Assessment
- B. Course Evaluation and Development
 - 1. Calculation of Student Workload
 - 2. Program Learning Outcomes (PLO)
 - 3. Course Learning Outcomes (CLO)
 - 4. Assessment of PLO
 - a. Students' Grades
 - b. Assessment Plan
 - c. Students' Performance (Levels of Achievement)
 - d. Students' Performance (Bar Graph)

Appendices:

- A. Assessment Rubrics
 - 1. Course Assessment
 - a. Attitudes/Affective Domain
 - b. Knowledge/Cognitive Domain
 - 2. Unesa's Grading System
- B. Course Activities Records
 - 1. Students' Attendance
 - 2. Course Log Books
 - 3. Sample of Student Assignment
 - 4. Sample of Student's Answer to Assignment
 - 5. Sample of Mid-term Exam
 - 6. Sample of Student's Answer to Mid-term Exam
 - 7. Sample of End-of-term Exam
 - 8. Sample of Student's Answer to End-of-term Exam

A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>		Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program				Document Code		
Lesson Plan								
COURSE		Code	Cluster		Credits		Semester	Compilation Date
Educational Research Methodology		8820302052	Language		T=3	P=3	5	2021
AUTHORIZATION		Lesson Plan Developer		Coordinator		Head of Study Program		
		Syafiul Anam		Kusumarasyati		Ahmad Munir		
Program Learning Outcome (PLO)	PLO							
	PLO 2	Demonstrate good understanding about the concepts of English learning in national and global perspectives.						
	PLO 5	Conduct research about English learning.						
	PLO7	Apply critical thinking and analytic skills in solving problems in English instructions.						
	PLO 11	Demonstrate awareness of academic values, ethics and norms.						
	Course Learning Outcome (CLO)							
	CLO1	Demonstrate thorough understanding about concepts on educational research methodology.						
	CLO2	Conduct research on the teaching and learning of English as a foreign language.						
	CLO3	Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.						
CLO4	Demonstrate the awareness of the values, ethical issues and norms in conducting research.							
Course Description	<p>This subject explores types and characteristics of various research methods for education field. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question and answer, and assignment.</p>							

Learning Materials/ Topics	<ol style="list-style-type: none"> 1. Approaches to research: quantitative, qualitative, mixed method 2. Scientific approach 3. Research problems 4. Hypotheses 5. Literature Review 6. Sampling 7. Research instruments 8. Quantitative research methodologies: experimental research, ex-post facto research, correlational studies, survey, development studies 9. Qualitative research: basic interpretive research, case studies, action research 	
References	Primary	<ol style="list-style-type: none"> 1. Ary, D., Jacobs, L. C., & Sorensen, C. K. 2010. Introduction to Research in Education. Belmont: Wadsworth 2. Cohen, L., Manion, L., & Morrison, K. 2005. Research Methods in Education. London: Routledge/Falmer 3. Gall, M. D., Gall, J. P., & Borg, W. R. 2003. Educational Research: An Introduction. Boston: Pearson Education, Inc
	Supplementary	<ol style="list-style-type: none"> 4. Classroom Action Research: The Teacher as Researcher. 1989. Journal of Reading, 33 (3), 216-218. 5. Adelman, C. 1993. Kurt Lewin and the Origins of Action Research. Educational Action Research, 1 (1), 7-24 6. Bielska, J. 2011. The Experimental Method in Action Research. Katowice: Wydawnictwo Uniwersytetu Al 5skiego 7. Burns, A. 2010. Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Routledge 8. Costello, P. J. M. 2003. Action Research. London: Continuum 9. Crotty, M. 1998. The Foundations of Social Research: Meaning and Perspective in the Research Process. Crows Nest: Allen & Unwin 10. Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. L., & Creswell, J. D. 2005. Mixed Methods Research Designs in Counseling Psychology. Journal of Counseling Psychology, 52 (2), 224-235 11. Jones, D., Kaufmann, E., & Rudd, R. 1990. Daily Classroom Improvement with Action Research. The Agricultural Education Magazine, 76 (6), 8-9 12. McCutcheon, G., & Jung, B. 1990. Alternative Perspectives on Action Research. Theory into Practice,

		<p>29 (3), 144-151</p> <p>13. Merriam, S. B. 2009. Qualitative Research and Case Study Applications. San Fransisco: Jossey Bass</p> <p>14. Neuman, W. L. 2007. Basics of Social Research: Quantitative and Qualitative. Boston: Pearson Education, Inc</p> <p>15. Singh, Y. K. 2006. Fundamentals of Research Methodology and Statistics. New Delhi: New Age International Limited Publishers</p> <p>16. Strauss, A. L., & Corbin, J. 1998. Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks: Sage Publications</p> <p>17. Whitehead, J., & McNiff, J. 2006. Action Research: Living Theory. London: Sage Publications</p>
Lecturer(s)	Kusumarasyati, Ahmad Munir, Syafi'ul Anam	
Prerequisite	N/A	

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the differences between qualitative and quantitative research	<ul style="list-style-type: none"> To explain the characteristics of qualitative research To explain the characteristics of quantitative research To explain the characteristics of mixed method 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 3, 10	Subjective (3=correct; 2=almost correct; 1= a little bit correct, 0=incorrect)
2	Students are able to explain the scientific approach in educational research	<ul style="list-style-type: none"> To explain sources of knowledge To distinguish basic research from applied one To distinguish concepts from constructs To distinguish constitutive definitions from operational ones To explain variables 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
3	Students are able to explain the research problems in educational research	<ul style="list-style-type: none"> To define research problems To distinguish theoretical research questions from practical ones To explain the criteria of good research problems To identify the variables in research problems 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
4	Students are able to explain the hypotheses in educational research	<ul style="list-style-type: none"> To define a hypothesis To explain the function of a hypothesis To distinguish alternative hypothesis from null ones 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
5	Students are able to explain the Literature Review in educational research	<ul style="list-style-type: none"> To explain the purposes of literature review To describe the credible sources for literature review To explain the organization of literature review 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
6	Students are able to explain the Sampling in educational research	<ul style="list-style-type: none"> To distinguish population from sample To explain the types of probability sampling To explain the types of non-probability sampling 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
7	Students are able to explain the Research Instruments in educational research	<ul style="list-style-type: none"> To explain the function of research instruments To explain the research instruments to collect quantitative data To explain the research instruments to collect qualitative data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
8	Mid-term exam						

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
9	Students are able to explain Experimental and Ex post facto research as research methodologies	<ul style="list-style-type: none"> To distinguish experimental and ex-post facto research To explain characteristics of experimental research To explain experimental research designs To explain characteristics of ex-post facto research To explain ex-post facto research design To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3, 15	Subjective
10	Students are able to explain Correlational studies as a research methodology	<ul style="list-style-type: none"> To explain the purpose of correlational studies To distinguish the strength and the direction of correlation To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3, 15	Subjective
11	Students are able to explain Surveys as a research methodology	<ul style="list-style-type: none"> To explain the purposes of a survey To distinguish different types of survey To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3, 15	Subjective
12	Students are able to explain Basic Interpretive Research as a research methodology	<ul style="list-style-type: none"> To explain the purposes of basic interpretive research To explain the characteristics of basic interpretive research To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	9, 13, 14, 16	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
13	Students are able to explain Case Studies as a research methodology	<ul style="list-style-type: none"> To explain the purposes of case studies To explain the characteristics of case studies To distinguish different types of case studies To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	13, 16	Subjective
14	Students are able to explain Development as a research methodology	<ul style="list-style-type: none"> To explain the purposes of development To explain the characteristics of development To distinguish different types of development To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	2, 3	Subjective
15	Students are able to explain Action research as a research methodology	<ul style="list-style-type: none"> To explain the purposes of action research To explain the characteristics of case studies To explain approaches to action research To explain how to draw the sample To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	4, 5, 6, 7, 8, 11, 12, 17	Subjective
16	End-of-term Exam						

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3	4.77	2250 minutes	2520 minutes	2520 minutes

2. Program Learning Outcomes (PLO)

- PLO 2 Demonstrate good understanding about the concepts of English learning in national and global perspectives.
- PLO 5 Conduct research about English learning.
- PLO 7 Apply critical thinking and analytic skills in solving problems in English instructions.
- PLO 11 Demonstrate awareness of academic values, ethics and norms.

3. Course Learning Outcomes (CLO)

- CLO 1 Demonstrate thorough understanding about concepts on educational research methodology.
- CLO 2 Conduct research on the teaching and learning of English as a foreign language.
- CLO 3 Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.
- CLO 4 Demonstrate the awareness of the values, ethical issues and norms in conducting research.

4. Assessment of PLO

a. Students' Grades

UNDERGRADUATE ENGLISH EDUCATION STUDY PROGRAM

COURSE : EDUCATIONAL RESEARCH METHODOLOGY

CLASSES : A, B, C

CREDITS : 3

ACADEMIC YEAR : 2020/2021

No	Reg No.	Name	Part	Assg	Mid	End	Score	Grade	PLO 2	PLO 5	PLO 7	PLO 11
1	18020084001	PUTRI FATIMATUZ ZUHRO	70	75	75	75	74	B	74.0	74	74	74
2	18020084002	DEVA MELANIA	70	60	60	60	62	C+	62.0	62	62	62
3	18020084003	TASYA REYNA SHALSABILLA	70	70	70	70	70	B	70.0	70	70	70
4	18020084004	DIAH RAHMI YULIANINGSIH	70	75	75	85	77	B+	77.0	77	77	77
5	18020084005	FIZARIYAH SUKMA	70	60	60	60	62	C+	62.0	62	62	62
6	18020084006	KARISMA KURNIAWATI	70	75	75	80	75.5	B+	75.5	75.5	75.5	75.5
7	18020084007	ANISA MAHDIANA AWALIN	70	75	75	80	75.5	B+	75.5	75.5	75.5	75.5
8	18020084008	FITRIA AFIFATUS SALAMAH	70	75	75	80	75.5	B+	75.5	75.5	75.5	75.5
9	18020084009	SEPTIARA DWI YUDHIA	70	75	75	80	75.5	B+	75.5	75.5	75.5	75.5
10	18020084010	AULIA PUTRI YULISTIA	70	70	70	70	70	B	70.0	70	70	70
11	18020084011	ZENITA SALSABILA	70	60	60	60	62	C+	62.0	62	62	62
12	18020084012	IZZA AUDINA	70	65	65	65	66	B-	66.0	66	66	66
13	18020084013	ARDHELIA CINTARA DWIKI FRENDY	70	60	60	60	62	C+	62.0	62	62	62
14	18020084014	LUISITA KHADLROTUL MASYHUROH	70	80	80	80	78	B+	78.0	78	78	78
15	18020084015	ADINI AMALIA	70	75	75	75	74	B	74.0	74	74	74
16	18020084016	DIANA PUTRI	70	75	75	75	74	B	74.0	74	74	74
17	18020084017	ANJANI VICKA PRASASTI HASIBUAN	70	75	75	75	74	B	74.0	74	74	74

No	Reg No.	Name	Part	Assg	Mid	End	Score	Grade	PLO 2	PLO 5	PLO 7	PLO 11
18	18020084018	DINDA AYU OCTAVIA PUTRI	70	65	65	65	66	B-	66.0	66	66	66
19	18020084019	FITRIN ARLINDA	70	70	70	70	70	B	70.0	70	70	70
20	18020084020	HILDA APRILINDA	70	70	70	70	70	B	70.0	70	70	70
21	18020084021	MUNAWAROH ALFIANTI	70	80	80	80	78	B+	78.0	78	78	78
22	18020084022	ROISUL LAURA GLADIKA	70	60	60	60	62	C+	62.0	62	62	62
23	18020084024	KHUSNUL KHOTIMAH	70	65	65	65	66	B-	66.0	66	66	66
24	18020084025	YULI QOUMIM MAHMUDAH	70	70	70	70	70	B	70.0	70	70	70
25	18020084026	DIVYA AYU DAMAYANTI	70	65	65	65	66	B-	66.0	66	66	66
26	18020084027	PAULA EKA RAMDHANI	70	70	70	70	70	B	70.0	70	70	70
27	18020084028	IKA NUR AINI	70	60	60	60	62	C+	62.0	62	62	62
28	18020084029	MUTIARA MAHARSI MUMPUNI	70	65	65	65	66	B-	66.0	66	66	66
29	18020084030	EKA SYAHWALDA PUTRI	70	75	75	75	74	B	74.0	74	74	74
30	18020084031	JULIANI NUR MUSTIKA SARI	70	75	75	80	75.5	B+	75.5	75.5	75.5	75.5
31	18020084032	JALU WINTANG WIDODO	70	80	75	80	77	B+	77.0	77	77	77
32	18020084033	RATNA GUSTI DENOK	70	75	75	75	74	B	74.0	74	74	74
33	18020084034	DIANA NURIA PUTRI	70	60	60	60	62	C+	62.0	62	62	62
34	18020084036	NATASYA ADELIA PUTRI	70	65	65	65	66	B-	66.0	66	66	66
35	18020084037	AINUN RAHMADIA ASIH	70	75	60	75	71	B	71.0	71	71	71
36	18020084038	MEDINA AULIA SYAHRIAR	70	60	75	60	65	B-	65.0	65	65	65
37	18020084039	ZHAFIRAH ROSA KUSUMAWARDANA	70	65	75	65	68	B-	68.0	68	68	68
38	18020084040	MILLATUZ ZAKIYAH	70	60	75	60	65	B-	65.0	65	65	65
39	18020084041	WANDA HIJRIANI HERWANTO	70	75	75	75	74	B	74.0	74	74	74
40	18020084042	NAUFAL MUHAMMAD W. QUTHBI	70	75	65	75	72	B	72.0	72	72	72
41	18020084043	TIFFANI WIDYA LARASATI	70	75	70	75	73	B	73.0	73	73	73
42	18020084044	SATYA DWINANDA SURJONO PUTERA	70	75	70	75	73	B	73.0	73	73	73
43	18020084046	SASI KIRANA SUGI WIWIKANANDA	70	65	65	65	66	B-	66.0	66	66	66

No	Reg No.	Name	Part	Assg	Mid	End	Score	Grade	PLO 2	PLO 5	PLO 7	PLO 11
44	18020084047	RAVITA MAHARANI	70	70	70	70	70	B	70.0	70	70	70
45	18020084048	HAFIRSYANI RIZKA OKTRIANUR	70	70	75	70	71	B	71.0	71	71	71
46	18020084049	JIBRIIL AHMAD ABDILLAH	70	70	75	75	72.5	B	72.5	72.5	72.5	72.5
47	18020084050	DIOVANO ARDIN RACHMANTA	70	75	75	75	74	B	74.0	74	74	74
48	18020084051	MELINA CAHYANINGTYAS	70	60	60	60	62	C+	62.0	62	62	62
49	18020084053	SEPTIAN DWI ANGGARA	70	75	75	75	74	B	74.0	74	74	74
50	18020084054	SELVIA MEYRA NUGRAHAENI	70	60	60	60	62	C+	62.0	62	62	62
51	18020084055	ELDA KARTIKASARI	70	70	70	70	70	B	70.0	70	70	70
52	18020084056	JOAN CHANDRA JOVANDO	70	75	75	75	74	B	74.0	74	74	74
53	18020084057	RACHMAH SHOFIATUL AIDAH	70	75	65	75	72	B	72.0	72	72	72
54	18020084058	AYU KURNIAWAN	70	75	70	75	73	B	73.0	73	73	73
55	18020084059	AZMINATUL ALFAY ROHMAH	70	75	70	75	73	B	73.0	73	73	73
56	18020084060	NILAM SARI	70	75	75	75	74	B	74.0	74	74	74
57	18020084061	MAS AJENG FAHMA TAHTA	70	70	60	70	68	B-	68.0	68	68	68
58	18020084062	SYLVIA PUSPA WINDRAWATI	70	60	75	60	65	B-	65.0	65	65	65
59	18020084063	APRILIA AYU KUSUMA DEWI	70	75	60	75	71	B	71.0	71	71	71
60	18020084064	NUR JIHAD ROMADHONI	70	60	70	60	64	C+	64.0	64	64	64
61	18020084067	ALFINDA FEBRIANI	70	75	75	75	74	B	74.0	74	74	74
62	18020084068	SRI WAHYUNI	70	75	75	75	74	B	74.0	74	74	74
63	18020084069	ESTER MELANI	70	75	70	75	73	B	73.0	73	73	73
64	18020084070	VIKA SYAH ALDINA	70	75	60	75	71	B	71.0	71	71	71
65	18020084071	RIZKY EKA SYAHPUTRA	70	70	65	75	70.5	B	70.5	70.5	70.5	70.5
66	18020084072	DEVINA DINAR SALSABILA	70	70	60	70	68	B-	68.0	68	68	68
67	18020084073	NOVRITA NURUL IZZA	70	60	70	60	64	C+	64.0	64	64	64
68	18020084074	MUCHAMAD NURKHOLIS	0	0	0	0	0	E	0.0	0	0	0
69	18020084075	SALSABILA KHAIRUNNISA	70	65	60	65	65	B-	65.0	65	65	65

No	Reg No.	Name	Part	Assg	Mid	End	Score	Grade	PLO 2	PLO 5	PLO 7	PLO 11
70	18020084076	SYAFRILA PAHLEVI ASSYURA	70	75	65	60	67.5	B-	67.5	67.5	67.5	67.5
71	18020084077	TALITHA AYU RAMADHANI	70	75	60	75	71	B	71.0	71	71	71
72	18020084078	VERINA AINUR IZZAMI HARIYANTO	70	70	75	75	72.5	B	72.5	72.5	72.5	72.5
73	18020084079	MAHANANI ILMI IBRAHIM	70	60	75	75	69.5	B-	69.5	69.5	69.5	69.5
74	18020084080	LODEWYK ELFEIAND SUBEKTI	70	75	75	75	74	B	74.0	74	74	74
75	18020084081	SITI WIJIPRATIWI	70	60	75	75	69.5	B-	69.5	69.5	69.5	69.5
76	18020084082	ALFINA DWIYANTI	70	75	75	70	72.5	B	72.5	72.5	72.5	72.5
77	18020084083	ZAHRA ELBANISA	70	75	70	60	68.5	B-	68.5	68.5	68.5	68.5
78	18020084084	HAYUS HADIANTORO	70	75	60	65	68	B-	68.0	68	68	68
79	18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	70	75	65	60	67.5	B-	67.5	67.5	67.5	67.5
80	18020084086	ADHILA NUR'AINI WAHYU PRIHANTI	70	75	60	70	69.5	B-	69.5	69.5	69.5	69.5
81	18020084087	RIZKY LILIANI FEBRIANTI	70	70	70	60	67	B-	67.0	67	67	67
82	18020084088	BAMANDA AULIA PUTRI	70	70	75	75	72.5	B	72.5	72.5	72.5	72.5
83	18020084089	DINDA PURNA PUTRI	70	70	65	60	66	B-	66.0	66	66	66
84	18020084090	FETTY NABILA ANNADAWY	70	60	60	75	66.5	B-	66.5	66.5	66.5	66.5
85	18020084091	MILLENIA BERLIAN FEBRINA	70	65	75	75	71	B	71.0	71	71	71
86	18020084092	ZAKIYYATUL M. HAMIDAH ASSAGUNG	70	60	75	75	69.5	B-	69.5	69.5	69.5	69.5
87	18020084093	ABDULLAH FARHAN RIFFANI	70	75	75	75	74	B	74.0	74	74	74
88	18020084094	MAGHFIROTUL L. REFANIA IBTIYANTI	70	75	70	75	73	B	73.0	73	73	73
89	18020084095	SALMA NOVIA LAILIKA	70	75	60	70	69.5	B-	69.5	69.5	69.5	69.5
90	18020084096	ALYA ROHANI FADHILAH	70	75	65	70	70.5	B	70.5	70.5	70.5	70.5
91	18020084097	BETARI UTAMA SAFITRI	70	75	60	60	66.5	B-	66.5	66.5	66.5	66.5
92	18020084098	DEWANTI NAGA PUTRI	70	70	70	65	68.5	B-	68.5	68.5	68.5	68.5

Note:

Part: Participation

Assg: Assignment

Mid: Mid-term exam

End: End-of-term exam

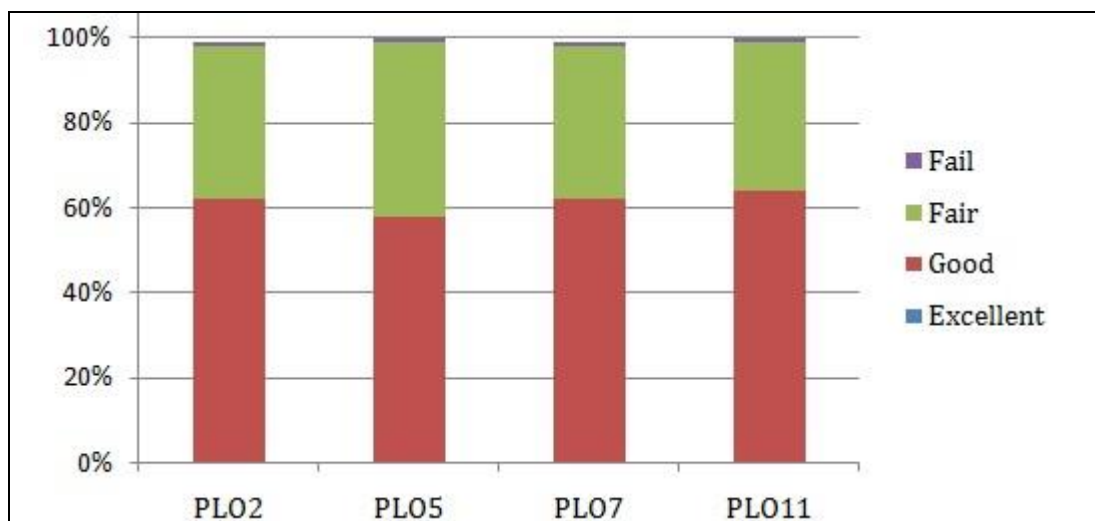
b. Assessment Plan

	PLO 2	PLO 5	PLO 7	PLO 11
CLO 1	Assignment; Mid-term Exam; End-of-term Exam			
CLO 2		Assignment; Mid-term Exam; End-of-term Exam		
CLO 3			Assignment; Mid-term Exam; End-of-term Exam	
CLO 4				Assignment; Mid-term Exam; End-of-term Exam

c. Students' Performance (Levels of Achievement)

	PLO 2	PLO 5	PLO 7	PLO 11
Excellent	0%	0%	0%	0%
Good	62%	58%	62%	64%
Fair	36%	41%	36%	35%
Fail	1%	1%	1%	1%
Total	100%	100%	100%	100%

d. Students' Performance (Bar Graph)



APPENDICES

A. ASSESSMENT RUBRIC

1. Course Assessment

a. Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Scores
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	86 -100
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	71 - 85
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	56 - 70
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	0 - 55

b. Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and exams (mid-term and end-of-term). The rubric used to assess their knowledge about Educational Research Methodology is presented below.

Rubric for Assignment

No	Descriptions	Scores
1	The content is relevant to the assigned topic.	0 - 5
2	The concepts are comprehensively discussed.	0 - 5
3	The sentence structures are correct, with sophisticated use of grammar.	0 - 3
4	The diction is appropriate for a particular context.	0 - 3
5	The mechanics are accurately used.	0 - 3
6	Plagiarism is kept to a minimum as shown by the similarity index in Turnitin.	0 - 3

The above raw scores are converted into a score that ranges from 0 to 100. The following formula is used to compute the converted score:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Rubric for Mid-term and End-of-term Exams

Descriptions	Scores
The answer is correct; the explanation is comprehensive; an accurate example of the concept is provided.	3
The answer is almost correct; the explanation is sufficient but some aspects are not discussed; a quite good example of the concept is provided.	2
The answer is a little bit correct; the explanation only includes a few aspects of the concept; the example is not relevant to the concept.	1
The answer is incorrect; the explanation is inaccurate; no example is provided.	0

The above raw scores are converted into a score ranging from 0 to 100 by using the following formula:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

2. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if they obtain a minimum grade of C (or a minimum score of 56). The grade is calculated based on the following components and weights:

Assessment Components	%
Participation (including attitudes/affective)	20
Assignment	30
Mid-term test	20
End-term test	30

Scoring Conversion

Scores	Points	Grades
86 - 100	4.00	A
81 - 85	3.75	A-
76 - 80	3.50	B+
71 - 75	3.00	B
66 - 70	2.75	B-
61 - 65	2.50	C+
56 - 60	2.00	C
41 - 55	1.00	D
0 - 40	0	E

2. Course Log Books



KEMENTERIAN RISET, TEKNOLOGI, DAN
PENDIDIKAN TINGGI

UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang

Jalan Ketintang, Surabaya 60231

T: +6231-8293484

F: +6231-8293484

laman: unesa.ac.id

email : bakpk@unesa.ac.id

Log Book

Course : Educational Research Methodology
Class : 2018A
Room & Time : T04.03.10 (07.00 - 09.30)
Lecturer : KUSUMARASDYATI (197002212000032001)

No	Dates	Session	Topics	Students	Status	Lecturer
1	17-09-2020	1	1. Introduction 2. Quantitative & Qualitative Approaches	32	Scheduled	Kusumarasdyati
2	24-09-2020	2	Scientific approaches	32	Scheduled	Kusumarasdyati
3	01-10-2020	3	Research problems	32	Scheduled	Kusumarasdyati
4	08-10-2020	4	1. Hypotheses 2. Literature Review	32	Scheduled	Kusumarasdyati
5	15-10-2020	5	Literature review	32	Scheduled	Kusumarasdyati
6	22-10-2020	6	Sampling	32	Scheduled	Kusumarasdyati
7	29-10-2020	7	Holiday	32	Scheduled	Kusumarasdyati
8	05-11-2020	8	Instruments	32	Scheduled	Kusumarasdyati
9	12-11-2020	9	Mid-term exam	32	Scheduled	Kusumarasdyati
10	19-11-2020	10	1. Experimental research 2. Ex-post facto research	32	Scheduled	Kusumarasdyati
11	26-11-2020	11	1. Correlational study 2. Survey	32	Scheduled	Kusumarasdyati
12	03-12-2020	12	1. Action research 2. Development	32	Scheduled	Kusumarasdyati
13	10-12-2020	13	1. Basic interpretive study 2. Case study	32	Scheduled	Kusumarasdyati
14	17-12-2020	14	Review	32	Scheduled	Kusumarasdyati
15	24-12-2020	15	Collective Leave Holiday	32	Scheduled	Kusumarasdyati



Log Book

Course : Educational Research Methodology
Class : 2018B
Room & Time : T04.03.10 (09.30 - 12.00)
Lecturer : AHMAD MUNIR (197608042003121006)

No.	Date	Session	Topic	Students	Status	Lecturer
1	17-09-2020	1	1. Introduction 2. Quantitative & Qualitative Approaches	28	Scheduled	Ahmad Munir
2	24-09-2020	2	Scientific approaches	28	Scheduled	Ahmad Munir
3	01-10-2020	3	Research problems	28	Scheduled	Ahmad Munir
4	08-10-2020	4	1. Hypotheses 2. Literature Review	28	Scheduled	Ahmad Munir
5	15-10-2020	5	Literature review	28	Scheduled	Ahmad Munir
6	22-10-2020	6	Sampling	28	Scheduled	Ahmad Munir
7	29-10-2020	7	Holiday	28	Scheduled	Ahmad Munir
8	05-11-2020	8	Instruments	28	Scheduled	Ahmad Munir
9	12-11-2020	9	Mid-term exam	28	Scheduled	Ahmad Munir
10	19-11-2020	10	1. Experimental research 2. Ex-post facto research	28	Scheduled	Ahmad Munir
11	26-11-2020	11	1. Correlational study 2. Survey	28	Scheduled	Ahmad Munir
12	03-12-2020	12	1. Action research 2. Development	28	Scheduled	Ahmad Munir
13	10-12-2020	13	1. Basic interpretive study 2. Case study	28	Scheduled	Ahmad Munir
14	17-12-2020	14	Review	28	Scheduled	Ahmad Munir
15	24-12-2020	15	Collective Leave Holiday	28	Scheduled	Ahmad Munir



Log Book

Course : Educational Research Methodology
Class : 2018C
Room & Time : T04.03.12 (13.00 - 15.30)
Lecturer : SYAFI'UL ANAM (197809162006041001)

No.	Dates	Session	Topics	Students	Status	Lecturer
1	17-09-2020	1	1. Introduction 2. Quantitative & Qualitative research	31	Scheduled	Syafi'ul Anam
2	24-09-2020	2	Scientific Approaches	31	Scheduled	Syafi'ul Anam
3	01-10-2020	3	Research Problems	31	Scheduled	Syafi'ul Anam
4	08-10-2020	4	1. Hypotheses 2. Literature review	31	Scheduled	Syafi'ul Anam
5	15-10-2020	5	Literature review	31	Scheduled	Syafi'ul Anam
6	22-10-2020	6	Sampling	31	Scheduled	Syafi'ul Anam
7	29-10-2020	7	Holiday	31	Scheduled	Syafi'ul Anam
8	05-11-2020	8	Instruments	31	Scheduled	Syafi'ul Anam
9	12-11-2020	9	Mid-term exam	31	Scheduled	Syafi'ul Anam
10	19-11-2020	10	1. Experimental research 2. Ex-post facto research	31	Scheduled	Syafi'ul Anam
11	26-11-2020	11	1. Correlation study 2. Survey	31	Scheduled	Syafi'ul Anam
12	03-12-2020	12	1. Action research 2. Development	31	Scheduled	Syafi'ul Anam
13	10-12-2020	13	1. Basic interpretive study 2. Case study	31	Scheduled	Syafi'ul Anam
14	17-12-2020	14	Review	31	Scheduled	Syafi'ul Anam
15	24-12-2020	15	Collective Leave Holiday	31	Scheduled	Syafi'ul Anam

3. Sample of Assignment:

The following assignment was administered to the undergraduates through Google Classroom

InstructionsStudent work

Sampling

Oct 15

At the beginning of this semester we talked about sampling a little bit when contrasting quantitative and qualitative research.

We agreed that:
Population is all people/things we want to investigate.
However, sometimes the population is too large so you need to draw a sample from the population.
Sample is a part of the population. It's more manageable and easier to investigate because it's not as large as the population.

How do you draw a sample? There are several methods that you use.
Group 7 will present Probability Sampling (Simple, Cluster, Stratified, Systematic).
Group 8 will present Non-probability Sampling (Convenience, Purposive, Quota).

Please make slides about them and upload the slides on Wednesday.
You may ask questions to the presenters as soon as they upload the slides.
See you on Thursday. :)
Class is dismissed.

4. Sample of Students' Work for the Assignment (Slides)

Probability Sampling



Our team:
Duta Guchessal Raha (190200644011)
Dhoron Firmadhini (19020064026)
Wafa Duffenanda (19020064017)

What is probability sampling?

- Probability sampling is a type of sampling, where each element in the population has an equal chance of being selected.
- When probability sampling is used, inferential statistics enable researchers to estimate the extent to which the findings based on the sample are likely to differ from what they would have found by studying the whole population.



In educational research, there are four types of the most-used probability sampling:

- ✓ Simple random sampling
- ✓ Stratified sampling
- ✓ Cluster sampling
- ✓ Systematic sampling



Simple random sampling.

- ① The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.
- ② The process of assigning random numbers to population elements and selecting some of them with certain specific rules is called Simple Random Sampling.



Advantages.

1. The chance is greater that the sample is representative of the entire population.
2. Can be shortened in a shorter time duration.
3. Relatively easier sampling method.

Disadvantages.

1. The risk of selecting a sample is only from slight variations.
2. Mystery.

Steps in simple random sampling.

1. Determine the population.
2. List all members of the population.
3. Select a sample using a procedure in which probability determines which members of the list will be drawn for the sample.

Stratified sampling.



Stratified sampling is taking sample by dividing the population into various layers or levels. After the population is divided into several layers, random samples are generated at each layer or level. The samples were taken at each level is proportional quotas.

Example: when you want to do research about education quality in Indonesia by asking many opinions of Indonesian people. Then you divide the population in subgroups on the basis of age, occupation, environment, etc. because you expect different opinion systematically among various ages, occupation, and so on.

Advantages & disadvantages.

ADVANTAGES

1. Reduces sampling errors and assures a greater level of representation.
2. Representation of all subgroups can be ensured.
3. When there's homogeneity within strata and heterogeneity between strata, these estimates can be as precise or even more precise.

DISADVANTAGES

1. Research process may take longer and prove to be more expensive.
2. Adds certain complexity to the analysis plan.
3. Creates difficulties in practical levels.

Cluster sampling.



- ✓ A cluster sample is a probability sample in which each sampling unit is a collection or a group of elements.
- ✓ Ex: when you get research about proficiency of Indonesian Students in English, but you can't list all of the Indonesian students for sample. So you select some school in Indonesia randomly then all of the students in that school become sample of your research.

Advantages & disadvantages.

- ① a. Reduces variability.
- b. Can be taken from multiple areas.
- c. Creates large data samples.
- Higher sampling errors.
- Easier to create biased data.
- The findings from cluster sampling only applied to those population groups.

Systematic sample

Systematic sampling is an easier procedure than random sampling when you have a large population and the names of the targeted population are available. Systematic sampling involves drawing a sample by taking every k th case from a list of the population.

STEPS:

1. Define the population "N" list. If are 50 male students in a school.
2. Choose the sample size "n" list. because of the limited time and budget, researcher chooses 10 male students among 50 to be sample.
3. List the population (identify all 50 students N) to select a sample of 10 students.
4. Calculate the sampling interval (population divided by sample size, $N/n = 50/10 = 5$. It means that researcher needs to pick 1 student of 5 students from the N).
5. Select the starting point (Select a random starting point between 1 and sampling interval).
6. Select the sample. Repeatedly select the sample students by counting sampling interval to select 10 subsequent sample students.

Advantages

1. Reduces human bias by selecting cases included in the sample.
2. Can be more equally diffused over the whole population.
3. Benefits researcher with its simplicity by adding a degree of process of system.
4. Allows researcher to make statistical conclusion from the effective data.

Disadvantages

1. Can be used only when the population list is in a complete state.
2. The systematic random sampling can overestimate select the cases, which are alike instead of random cases if the population list is unrandomized arrangement. As a result, this will lead to a serious biased sample which is not ideal for sample creating.

Thank you!

We will be glad to answer any of your questions.

5. Sample of Mid-term Exam

In the middle of the semester, an exam was administered to measure the undergraduates' progress in learning Educational Research Methodology. The mid-term exam is as follows:

	KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERISURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRAINGGRIS	Kampus Lidah Wetan Surabaya Gedung T4 Lidah Wetan Surabaya 60213 Telp/Fax. (031)7532192 Email: bahasainggris@unesa.ac.id
MID-TERM EXAM ODD SEMESTER 2020/2021		
COURSE	:	Educational Research Methodology
CODE	:	8820303146
CREDITS	:	3
STUDY PROGRAM/BATCH	:	English Education/2018 A, B, C
DAY/DATE	:	Tuesday, 12 November 2020
TIME ALLOCATION	:	100 minutes
LECTURERS	:	Team

Instructions: Answer these questions and support your explanations with examples.

1. Explain three differences between qualitative research and quantitative research.
2. Why is it important to review the literature when conducting research? Explain two reasons.
3. What are the criteria of stating good research problems?
4. What is a hypothesis? Explain two types of hypotheses.

www.unesa.ac.id | "Growing with character"

6. Sample of Student's Answer to Mid-term Exam



KEMENTERIAN RISET TEKNOLOGI DAN INFORMATIKA
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya
60213 Telp/Fax. (031)7532192
Email: bahasainggris@unesa.ac.id

MID-TERM EXAM ODD SEMESTER 2020/2021

COURSE : Educational Research Methodology
CODE : 8820303146
CREDITS : 3
STUDY PROGRAM/BATCH : English Education/2018 A, B, C
DAY/DATE : Tuesday, 12 November 2020
TIME ALLOCATION : 100 minutes
LECTURERS : Team

Name : Luisita Khadlrotul Masyhuroh
Reg. No : 18020084014
Class : A

80

Instructions: Answer these questions and support your explanations with examples.

1. Explain three differences between qualitative research and quantitative research.

Answer:

There are some differences between qualitative and quantitative, but three of them are below.

- a. Quantitative research is about quantity, so the research questions ask *how many*, *how much*, *how far*, etc. For example, how much do the readers use a dictionary to get the meaning of unknown words? Qualitative research is about quality so the research questions ask *what*, *how* and *why*. For example, what are the strategies of English learners in overcoming writing problems?
- b. In quantitative research, the sample is large because the results of the sample will be generalized to the population. In qualitative research, the size of the sample is small to understand the respondent deeply.
- c. The data in quantitative research are numbers, while the data in qualitative research are words. For example, the questionnaire used in quantitative research is close-ended and the research participants choose the best answer. The researcher gets data by counting how many participants choose the answers. In qualitative research, the questionnaire is open-ended, which the participants answer by explaining something in words.

Score: 2

2. Why is it important to review the literature when conducting research? Explain two reasons.

Answer:

Two of the reasons for reviewing the literature when conducting research are:

- a. To avoid replications. For example, by reading many books and journals we will know what has been researched and avoid doing the same research.
- b. To understand the conflicting results of the studies. For example, if we read about reading comprehension, we know that some research supports bottom-up process of reading comprehension, some others support the top-down process and some support the interactive process. By understanding these conflicting results, we will know which one is for our own research.

Score: 2

3. What are the criteria of stating good research problems?

Answer:

To state good research problems, the criteria are clarity and focus. Clarity means the research problem should contain all of the concepts we research. For example, "Is there a correlation between the freshmen's vocabulary and reading comprehension?". This research problem is clear because it contains the variables and the population. Another criterion is focus. It means all of the concepts in the research problem must be as specific as possible. For example, the variable 'vocabulary' in the research problem has bad focus, and should be more specific, such as 'vocabulary size' or 'vocabulary mastery'.

Score: 3

4. What is a hypothesis? Explain two types of hypotheses.

Answer:

A hypothesis is a tentative answer to the research question. Because it's still tentative, it must be tested whether it is true or not. There are two types of hypothesis: alternative and null. Alternative hypothesis is a positive sentence. For example, "There is a difference in the listening ability between freshmen who are taught listening with videos and those who are not." The null hypothesis is a negative sentences, for example, "There is no difference in the listening ability between freshmen who are taught listening with videos and those who are not."

Score: 2

7. Sample of End-of-term Exam



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya
60213 Telp/Fax. (031)7532192
Email: bahasainggris@unesa.ac.id

END-OF-TERM EXAM ODD SEMESTER 2020/2021

COURSE : Educational Research Methodology
CODE : 8820303146
CREDITS : 3
STUDY PROGRAM/BATCH : English Education/2018 A, B, C
DAY/DATE : Tuesday, 5 January 2021
TIME ALLOCATION : 100 minutes
LECTURERS : Kusumarasyati, Ahmad Munir, Syafi'ul Anam

Instructions: Answer these questions.

1. A teacher had a problem in his English class. Many of the students could not understand the materials so they did not pass the quizzes. He decided to conduct research to overcome this problem.
 - a. What is the best research design for his research?
 - b. How should he draw the sample of the research?
 - c. What are the research instruments that he should use to collect data?
2. After using a certain method to teach English for years, a teacher wanted to try a new method he learned from a recent workshop. He was wondering which method would be more effective to teach English in his classes.
 - a. What is the best research design for his research?
 - b. How should he draw the sample of the research?
 - c. What is the research instrument that he should use to collect data?
3. A teacher was wondering whether the learners' vocabulary was related to their writing ability, so she conducted research to find out about it.
 - a. What is the best research design for her research?
 - b. How should she draw the sample of the research?
 - c. What are the research instruments that she should use to collect data?

www.unesa.ac.id | "Growing with character"



8. Sample of Student's Answer to the End-of-term Exam



KEMENTERIAN RISET TEKNOLOGI
DANDIKTI UNIVERSITAS
NEGERISURABAYA
FAKULTAS BAHASA DAN SENI

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya
60213 Telp/Fax. (031)7532192
Email: bahasainggris@unesa.ac.id

END-OF-TERM EXAM ODD SEMESTER 2020/2021

COURSE : Educational Research Methodology
CODE : 8820303146
CREDITS : 3
STUDY PROGRAM/BATCH : English Education/2018 A, B, C
DAY/DATE : Tuesday, 5 January 2021
TIME ALLOCATION : 100 minutes
LECTURERS : Kusumarasdyati, Ahmad Munir,
Syafi'ul Anam

Name : Diah Rahmi Yulianingsih
Reg No : 18020084004
Class : A

85

Instructions: Answer these questions.

1. A teacher had a problem in his English class. Many of the students could not understand the materials so they did not pass the quizzes. He decided to conduct research to overcome this problem.
 - a. What is the best research design for his research? Why?

Answer:

The best research design for the teacher is classroom action research because the purpose of classroom action research is overcome teacher's problem in the classroom. In doing research, the teacher plans solution for his class, then he implements solution while observing his students. After that, he reflect about the results, whether solution is successful or not.

- b. How should he draw the sample of the research?

Answer:

He draws the sample by using purposive sampling. The class with the problem is chosen as the sample on purpose because the students have problems.

- c. What are the research instruments that he should use to collect data?

Answer:

The research instruments are observation and quiz. He observe the students when teaching them with solution, to see whether the students like it or not, whether the students understand or not. After that, he gives quiz to them also to check whether they understand the materials or not. If yes, the problem is solve.

Items	Scores
a	3
b	2
c	2

2. After using a certain method to teach English for years, a teacher wanted to try a new method he learned from a recent workshop. He was wondering which method would be more effective to teach English in his classes.

- a. What is the best research design for his research? Why?

Answer:

The best research design to see effectiveness is experimental research. In this research the teacher has 2 groups: experimental and control group. He teaches experimental group with new method and control group with old method. If the mean of experimental group is higher, the new method is effective.

- b. How should he draw the sample of the research?

Answer:

He draws the sample randomly. If he has 5 classes, he choose 2 classes randomly as experimental and control group.

- c. What is the research instrument that he should use to collect data?

Answer:

The research instruments are test and questionnaire. He gives the same test to both groups to measure their understanding of the materials. If the experimental group has higher scores, it means they understand more because teacher teaches them by using the new method. The teacher also gives questionnaire to know the students' opinion about new method and old method. If they like new method more, the teacher can use new method next time.

Items	Scores
a	3
b	2
c	2

3. A teacher was wondering whether the learners' vocabulary was related to their writing ability, so she conducted research to find out about it.

- a. What is the best research design for her research? Why?

Answer:

The best research design is correlational study because the teacher wants to know the correlation between vocabulary and writing. If the vocabulary is better, is writing also better? That's what teacher wants to know.

- b. How should she draw the sample of the research?

Answer:

She draws the sample randomly. If she has 5 classes, she choose 2 classes randomly. They are the sample.

- c. What are the research instruments that she should use to collect data?

Answer:

The research instrument is test. The teacher gives vocabulary test to the students, then writing test. She is scoring the tests and get 2 scores, vocabulary scores and writing scores. After that she correlates the scores by using statistics.

Items	Scores
a	3
b	3
c	3