



UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
Qualitative and quantitative data analysis	8820302128	Research	2	2	
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator	Head of Study Programme	
	Syafi'ul Anam, Ph.D		Syafi'ul Anam, Ph.D	Dr. Himawan Adi Nugroho, M.Pd	
Programme Learning Outcomes (PLO)-Study Programme imposed on courses					
PLO 1	Internalize academic values, norms and ethics as well as show responsibility in analysing of principles of ELT curriculum in Indonesia				
PLO 2	Able to apply logical, critical, systematic and innovative thinking in the context of the development or the implementation of science and technology and also make decisions appropriately towards the problems based on the expertise and the results of data analysis				
PLO 3	To apply critical thinking and analytic skills in solving problems in English instructions.				
PLO 4	Able to implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related to language				
Course Learning Outcomes (CLO)					
CLO 2	Making use of knowledge of types of qualitative and quantitative data analysis to draw conclusion for research.				
CLO 4	Possessing knowledge of types of and procedures of qualitative and quantitative data analysis				
CLO 7	Being able to manage the process of conducting both qualitative and quantitative data analysis in a research.				
CLO 10	Being responsible for the conclusion drawn from both qualitative and quantitative data analysis				
Lesson Learning Outcomes (LLO)					
LLO 1	Explain the fundamentals of quantitative data analysis				
LLO 2	Performing quantitative data entry				
LLO 3	Applying the concept of qualitative data analysis in TESOL				
LLO 4	Choosing the appropriate statistical analysis technique to answer research questions				
LLO 5	Demonstrating the analysis of descriptive and inferential statistics				
LLO 6	Understanding the fundamentals of qualitative data analysis				
LLO 7	Transcribing verbal data				

Learning Outcomes (CP)

	LLO 8	Applying the procedure of qualitative data analysis
	LLO 9	Write a report of qualitative data analysis results
Brief description of the course	This subject will provide steps taken for analysing research data both qualitatively and quantitatively. It covers: (1) differences between qualitative and quantitative research paradigms, (2) types of and procedures of qualitative and quantitative data analysis, (3) exercises for doing qualitative and quantitative data analysis using statistical analysis software. The teaching and learning activity is conducted through project-based learning, discussion, and presentation.	
Study Materials:	Type of quantitative data data entry and data screening	
Learning Materials	Analysis of descriptive statistics Correlation, paired samples t-test dan independent samples t test , anova Fundamentals of qualitative data analysis Transcribing verbal data Analysing qualitative data Reporting qualitative data analysis	
References	Main reference: Kumar, Ranjit. 2015. Research methodology: A step by step guide for beginners. Los Angeles: Sage Mile, M.B., Huberman, A. M. and Saldana, J. 2014. Qualitative data analysis. A Methods sourcebook. London: Sage Pallant, Julie. 2020. SPSS Survival Manual. A step by step guide to data analysis using IBM SPSS. London: Routledge	
	Supplementary reading: Journal articles	
Lecturer (s)	Syafi'ul Anam, Ph.D Kusumarasyati, Ph.D	
Course requirements	-Educational Research Methodology	

Meeting	LLO	Assessment			Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator (3)	Criteria & Form (Written/spoken) (4)	Offline (5)	Online (sync/async) (6)	(7)		
1 (1)	Explain the fundamentals of quantitative data analysis	Describing the fundamentals of quantitative data analysis	Observing students' activities in offline learning	Attending the lecture and asking questions about the materials presented by the lecturer. Writing their reflection on the teaching and learning process	-	Fundamentals of quantitative data analysis	2%	
2-3	Performing quantitative data entry	Explain the types of quantitative data and practice data entry	Observing students' activities in offline learning	Attending the lecture and asking questions about the types of data. Practicing quantitative data entry into SPSS. Writing their reflection on the teaching and learning process		Type of quantitative data and data entry	4%	
4-5	Choosing the appropriate statistical analysis technique to answer research questions Demonstrating the analysis of descriptive and inferential statistics	Choosing the appropriate statistical analysis technique to answer research questions Demonstrating the analysis of descriptive statistics, and	Observing students' activities in offline learning	Attending the lecturer's explanation about the analysis of descriptive statistics. Practicing analysing descriptive statistics using SPSS. Practicing reporting the results of descriptive statistics.	Learning activities was carried asynchronously by using project-based learning model with the following steps: 1. Giving orientation for group assignment about quantitative data analysis. The project is done in week 4-7.	Analysis of descriptive statistics	4%	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator (3)	Criteria & Form (Written/spoken) (4)	Offline (5)	Online (sync/async) (6)		
(1)	(2)	reporting the results of the analysis		Writing their reflection on the teaching and learning process	<ol style="list-style-type: none"> 2. Guiding students to conduct a mini project, consisting of selecting a topic research questions, and participants, collecting data using questionnaire, doing data entry, and analyzing data, and reporting the results of the data analysis. 3. Writing a brief report of the results, accompanied with the SPSS outputs, that will be presented in offline class 4. After students present their work, they revise their work following the feedback. 5. Students write their reflection on the teaching and learning process 	(7)	(8)

Meeting	LLO	Assessment			Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator (3)	Criteria & Form (Written/spoken) (4)	Offline (5)	Online (sync/async) (6)	(7)		
(1) 6-7	(2) Choosing the appropriate statistical analysis technique to answer research questions Demonstrating the analysis of descriptive and inferential statistics	(3) Choosing the appropriate statistical analysis technique to answer research questions Applying the procedure of quantitative data analysis using correlation, t-test, anova and reporting the results of the analysis	(4) Observing students' activities in offline learning	(5) Attending the lecturer's explanation about the analysis of descriptive statistics. Practicing analysing quantitative data using correlation, t test, Anova aided with SPSS. Practicing writing report of correlation, t test, Anova results. Writing their reflection on the teaching and learning process	(6)	(7) Correlation, t test, Anova	(8) 4%	
8	Mid Test						20%	
9	Understanding the fundamentals of qualitative data analysis	Explain the fundamentals of qualitative data analysis	Observing students' activities in offline learning	Attending the lecturer's explanation about the fundamental of qualitative data analysis Writing their reflection on the teaching and learning process		Fundamentals of qualitative data analysis	2%	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator (3)	Criteria & Form (Written/spoken) (4)	Offline (5)	Online (sync/async) (6)		
10	Transcribing verbal data	Performing the transcription of interview data	Observing students' activities in offline learning	<p>Attending the lecturer's explanation about the procedure of transcribing verbal data.</p> <p>Doing the transcription of verbal data.</p> <p>Writing their reflection on the teaching and learning process</p>	<p>Learning activities was carried asynchronously by using project-based learning model with the following steps:</p> <p>6. Giving orientation for group assignment about qualitative data analysis. The project is done the second half of the semester (week 10-15).</p> <p>7. Guiding students to conduct a mini project, consisting of selecting a topic and participants, interviewing participants, transcribing interview data, analysing the data, and reporting the results of the data analysis.</p> <p>8. Developing codebook and brief report of the results</p>	Transcribing verbal data	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
11-13	Applying the procedure of qualitative data analysis	Analysing qualitative data using thematic analysis	Observing students' activities in offline learning Assessing the results of data analysis (coding)	Attending the lecturer's explanation about the procedure of qualitative data analysis. Doing the analysis of verbal data using thematic analysis. Writing their reflection on the teaching and learning process	that will be presented in offline class 9. After students present their work, they revise their work following the feedback. 10. Students write their reflection on the teaching and learning process	Procedures of analysing qualitative data	6%
14-15	Write a report of qualitative data analysis results	Write a report of qualitative data analysis results in an acceptable form	Observing students' activities in offline learning Assessing the students' report of the analysis	Attending the lecturer's explanation about the way to write a report of qualitative data analysis results.		reporting qualitative data analysis results	6%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Practicing writing a report of qualitative data analysis. Writing their reflection on the teaching and learning process			
16	Final test						30%

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			Rubric/ scoring	Weight (%)
	Forms	Items	Directions		
Choosing the appropriate statistical analysis technique to answer research questions Demonstrating the analysis of descriptive statistics and reporting the results of analysis	Written		<p>Directions</p> <p>Please choose 1 set of research questions, and answer them using the SPSS dataset file you have prepared.</p> <ol style="list-style-type: none"> Label/name the variables in dataset according to the research question you choose (e.g. 1) designing test; 2) administering and scoring assessment; 3) alternative assessment) Choose the appropriate statistical analysis to address the chosen research question. Write the result of the analysis using APA in a paragraph for each research question (provide the SPSS output as well). 		

Assessment				
Indicators	Forms	Items	Rubric/ scoring	Weight (%)
Applying the procedure of quantitative data analysis using correlation, t-test, anova, and reporting the results of the analysis.		<p>d. Submit the work (in Word document) to the link: Class B: https://tinyurl.com/QOAUAS2020B Class C: https://tinyurl.com/QOAUAS2020C</p> <p>Choose 1 of the two sets of research questions below:</p> <p><i>Set 1</i></p> <ol style="list-style-type: none"> To what extent is the English Education students' literacy in assessing English as a foreign language? (total score and its 5 aspects of assessment literacy: 1) designing test; 2) administering and scoring assessment; 3) alternative assessment; 4) validity and reliability issues; 5) using the results to make decisions) Is there any significant relationship between students' assessment literacy and self-efficacy in teaching English? Are there significant differences in assessment literacy between English education students who have done internship and those who haven't? (internship = 1; no internship = 2) <p><i>Set 2</i></p> <ol style="list-style-type: none"> To what extent are the senior high school students ready to be autonomous in learning English? (total score and its 4 aspects of readiness to be autonomous learners: 1) dependence on teachers; 2) capacity to act independently; 3) plan for autonomous learning; 4) monitoring and evaluating their own learning) 	<p>30</p> <p>35</p> <p>35</p> <p>or</p> <p>30</p>	<p>6</p> <p>7</p> <p>7</p> <p>or</p> <p>6</p>

Assessment				
Indicators	Forms	Items	Rubric/ scoring	Weight (%)
		<ol style="list-style-type: none"> 2. Is there any relationship between the senior high school students' readiness to be autonomous learners and speaking skill score? 3. Is there any significant difference in readiness to be autonomous learners between students with varying levels of self-efficacy (low (1), moderate (2), high (3))? 	<p>35</p> <p>35</p>	<p>7</p> <p>7</p>

Final term test

Assessment				
Indicators	Forms	Items	Rubric/ scoring	Weight (%)
	Written	<p>INSTRUCTION:</p> <ol style="list-style-type: none"> 1. Decide the topic of interest. 2. Formulate two research questions. 3. Provide brief background (2-3 paragraphs), indicating why the topic is worth researching (based on a review of previous studies, at least 5 journal articles). 4. Then develop an interview guideline based on the research questions (referring to certain theory if needed). 	100	30%

Assessment				
Indicators	Forms	Items	Rubric/ scoring	Weight (%)
		<p>5. Interviews someone (T or S) and transcribes it. The transcription is then analyzed using thematic analysis (pre-determined categories, emerging categories, or combination).</p> <p>6. The results of the analysis is then presented in a report (about 3 pages or 1500 words). They should answer the research questions.</p> <p>7. Submit the work via the link by 13 April 2022: https://docs.google.com/forms/d/1cR-KjgCgYkMKouGeUGEGvYSOLKBNH7CYyA6nBAOTkWI/edit</p>		

Mengetahui
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Learning Journal

1. Name : Aga Data
2. Learning Materials : Quantitative Data & Data Entry
3. Meeting Date : 14th February 2023 and 21st February 2023

1. Notes about the class

1) Things I studied in class today:

- a. Types of quantitative data and data entry.
- b. The difference between each type of quantitative data.
- c. The example of each type of quantitative data.
- d. The use of SPSS.
- e. How to use SPSS to entry data.
- f. What should we do if there are some students did not answer several questions in a questionnaire.

2) Things I have understood:

- a. The differences between ordinal and nominal data (also I could apply this type in SPSS).
- b. Scales in quantitative data is using interval (1- N) or (1-6). Scales is usually used to measure an individual's satisfactory.
- c. If a

3) Things I did not understand:

The existence of mean in SPSS (what is the function of moving average scores from excel to SPSS?).

4) My problems:

It is difficult for me to understand to use SPSS because my friends have different data set for exercise, so that I could not make sure my own data entry in SPSS.

5) My feelings and opinions towards the class (subject):

This class was challenging since it was my first time using SPSS, and the display in SPSS is not that interesting that's why sometimes I'm confused about how to arrange my data.

6) My feelings and opinions towards the teaching-learning activities

Mr. Syafiq taught as patiently, and it makes me not feeling dumb because I had tried a lot in doing exercise in SPSS.

2. What I have done to solve my problems/difficulties

1) At home (What and How)

Using SPSS : I watched youtube about how to use SPSS but it did not work because my learning style is not visual.

2) In the library (What and How)

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3) Other places (What and How)

Using SPSS: I was asking my senior, mbak Anggi to teach me using SPSS (basic). I had my data set and moved it to SPSS. Mbak Anggi helped me step by step in moving my data from raw data until the real data (descriptive analysis).

3. What I will have to do to solve my problems/difficulties

1) In the campus with friends (What and How)

Ask my friends about their way to solve their problem in using SPSS.

2) In the next teaching-learning activities with the teacher (What and How)

I will take a note and pay attention first to Mr syafiq while he is teaching us about next material instead of multitasking. In addition, I would like to write step by step if later Mr Syafiq demonstrates SPSS.

Learning Journal

1. Name : Aisyah Zahrok
2. Learning Materials : Type of Quantitative Data and Data Entry
3. Meeting Date : 14th February and 21st February 2023

1. Notes about the class

1) Things I studied in class today:

- a. Types of quantitative data (nominal/categorical, ordinal, interval, and ratio) and the differences among four of them.
- b. Things to do for preparing a codebook
- c. How to give or determine variable names
- d. How to input the data that I have input on the MS. Excel to SPSS
- e. Screening the data that I have input into SPSS
- f. Characteristics of the correct variable names

2) Things I have understood:

- a. Types of quantitative data and how to differentiate them
- b. How to give the correct name for the variable
- c. How to input the data from MS. Excel to SPSS
- d. How to screen the data on the SPSS

3) Things I did not understand:

I am a little bit confused to calculate the average score of the data.

4) My problems:

I have a little trouble when installing SPSS.

5) My feelings and opinions towards the class (subject):

My feeling and opinions towards the class is I feel happy and enjoy the class because the materials that I have learned are interesting especially when I use MS. Excel and SPSS. Honestly, I rarely use MS. Excel so when I enter data from the questionnaires into MS. Excel I feel interested and challenged. I also feel happy when inputting data into SPSS because previously I had only read journals and found the researchers used SPSS but I did not know what it was. Therefore, when I installed and was able to use SPSS by myself I was really happy.

6) My feelings and opinions towards the teaching-learning activities

The teaching-learning activities are interesting because the way Pak Syaffi

explained the materials is obviously clear so I can understand the materials well. It was also very helpful when two of my friends demonstrated how to input data directly into SPSS.

2. What I have done to solve my problems/difficulties

1) At home (What and How)

What: How to install and input the data into SPSS

How: To solve my problem I watched YouTube and tried to find out the way how to install and input the data from MS. Excel into SPSS.

2) In the library (What and How)

–

3) Other places (What and How)

–

3. What I will have to do to solve my problems/difficulties

1) In the campus with friends (What and How)

What: how to delete the variabel from SPSS because I accidentally miscategorized one of the data.

How: I asked my friend how to solve it, but she also did not know. However, pak Syafi' has shown how to solve my problem when my friend did demonstration using LCD. So, my problem has been solved.

2) In the next teaching-learning activities with the teacher (What and How)

If the material for the next meeting is still discussing about SPSS, I will be more serious about paying attention to the lecturer's explanation, especially in the section on how to calculate the average score.

Learning Journal

1. Name : Dicky Eggy Febrian
2. Learning Materials : Types of quantitative data and data entry
3. Meeting Date : February 14th and February 21st 2023

1. Notes about the class

- 1) Things I studied in class today:
 1. Types of quantitative data and how to differentiate between each of them.
 2. The example of each type of quantitative data.
 3. How to input data from Ms. Excel to SPSS.
 4. Screening data that we have input into SPSS.
- 2) Things I have understood:
 1. Each types of quantitative data and the differences between each of them.
 2. Some example of quantitative data.
 3. How to input data from Ms. Excel to SPSS.
 4. How to screen data in SPSS.
- 3) Things I did not understand:
 1. About the standard deviation and what is the function of it.
- 4) My problems:
 1. Sometimes I still mistakenly put ordinal data as a nominal data and vice versa.
 2. I want to learn more about SPSS but still doesn't familiar with the app.
- 5) My feelings and opinions towards the class (subject):
 1. The class is very challenging and engaging.
- 6) My feelings and opinions towards the teaching-learning activities
 1. My overall feeling and opinion toward the learning and teaching activities is positive. The class is engaging and challenging and the explanation from the lecturer is very clear and helpful. Therefore, I can understand the materials given easily.

2. What I have done to solve my problems/difficulties

- 1) At home (What and How)
 1. Using SPSS. I try to learn more about SPSS by watching video tutorial on YouTube.
- 2) In the library (What and How)
 1. -
- 3) Other places (What and How)
 1. -

3. What I will have to do to solve my problems/difficulties

- 1) In the campus with friends (What and How)
 1. Using SPSS. I try to ask to my friend who understand how to use SPSS better to help solve my problem.
- 2) In the next teaching-learning activities with the teacher (What and How)
 1. I would love if we have another SPSS session.